

“How can ICT be used to promote learning and memory by scheduling the spacing of revision sessions?”

(A Grade)

Proposal

This is a very well-thought out Proposal, with aims and objectives clearly stated and justified. The candidate’s expectations are realistic, involving her in both research and practical work which together will allow the development of both cognitive and generic skills, a prerequisite of the Interdisciplinary Project.

The candidate clearly understands that the project will involve her working independently and developing the appropriate skills to undertake the task she has set herself. She has a good understanding of the need to establish targets to keep herself on track throughout the project, and her detailed comments on Skills Development illustrates that she has given a great deal of thought as to how she will develop as an individual through her undertaking this project. She is also aware of the fact that commitment to a certain method of presentation at this early stage might prove to be an unnecessary constraint, so she leaves her options open.

As stated in the Assessor Comments, the proposal shows the detail we would expect from a potential A grade candidate, and establishes a robust framework from which to proceed. The issue of time management is raised by the assessor and it is interesting to see how the candidate responds to this in the Plan.

The proposal clearly meets all of both the C and A criteria, and the candidate expresses herself in a very articulate manner.

Plan

The detail of the plan clearly reflects the statements made in the project proposal. As is stated in the Assessor Comments, the plan shows very good progress from the proposal.

The following aspects of the plan are to be commended:

- the very detailed timeline, which takes into account all other demands on the candidate’s time
- the careful planning of the various stages of the project

- the conduct of a pilot study prior to running the full-scale experiment in order to establish the effectiveness of the materials
- her aim to identify new apps and strategies that could be developed, and to highlight this in her presentation
- the very well-thought out list of contingencies
- the emphasis on skills development as a key target.

Overall, this is a very robust project plan, in which the candidate shows a very clear understanding of the different stages of the project and their implementation.

Presentation of project findings/product

The presentation was clearly successful, with careful justification by the candidate of the various stages which were explained to the audience. Especially commendable is the fact that, based on her research, she came up with her own ideas on strategies for memorising. She showed further initiative in devising a feedback questionnaire, which she asked her audience to complete in order to allow her to judge the success or otherwise of her presentation, and although she does not make any reference to the result of this survey at this stage, she refers to the fact that most of the S5 students commented very favourably on it in the next stage, her evaluation of the project.

The Assessor Comments clearly recognise the fact that the presentation was very carefully prepared and well-delivered despite occasional hesitation, and s/he goes out of his /her way to draw attention to the extent of the candidate's independence of thought and action from the outset.

Evaluation of project

The candidate's evaluation of her project is impressive, and she shows evidence of a thoughtful assessment both of the project itself and of her implementation of it. Every aspect of the process is subjected to critical evaluation and one of the major strengths of her evaluation is that she recognises faults and identifies from them how she would adapt certain aspects of the project retrospectively. She obviously listened to and took on board advice from a number of parties, (including her mentor's advice about debriefing the pupils in her audience) and this stood her in good stead throughout. Particularly interesting is the fact that the pilot study which she decided to run as an integral part of the lab experiment provided her with useful information which she was then able to incorporate into her final presentation.

All of the C and A criteria are again fully met. The evaluation is very well-balanced and justified, and the variety of communication methods used clearly indicates the candidate's awareness of the need to adapt approaches according to the sources.

It would be difficult to find fault with the Assessor's final comment here that the candidate has "*tackled a complex research area with impressive commitment*".

Self-evaluation

The candidate's extensive critical evaluation on all areas of her performance and development in the course of the project mirror the commitment which she has made to a very competent piece of work. She has clearly risen to and overtaken a number of challenges, and she recognises a number of areas in which she has improved and developed her skills. Especially interesting are her thoughts on how she was able to overcome her anxieties about approaching members of staff and resolving areas of difficulty. She set herself a number of challenges, some of which she clearly did not relish, and she is clear on how she has benefited from her participation in the project and her involvement in areas which were new to her.

Overview

The candidate's achievement is summed up by her mentor / assessor in the Additional Comments section: "she has been meticulous in planning the key stages of her project", and "she has required little support". We could add to this that she has also *delivered* the key stages of the project with the utmost care and attention, and overall, she has satisfied the entire A grade criteria in the five stages of the project. This is indeed a highly competent performance which demonstrates a high degree of autonomy, initiative and information management.