

Commentary on candidate evidence

Project title: How does participation in drama effect the overall experience of High school (Subject succession and participation in wider school activity's)?

The candidate was awarded a **grade C**.

Proposal

The proposal is very narrow in scope, weakly interdisciplinary, with the candidate focusing on drama within the school. The candidate could have considered widening the scope of the project, moving out of their comfort zone, and making strong connections outside of school. The candidate explains their reasons for choosing this project, focusing on their love of the subject and their future plans. Three broad contexts have been chosen and justified. However, drama is not one of the four broad contexts listed in the template. The candidate has identified a good range of learning environments but there is little evidence in the project as a whole that these were accessed.

The skills sections are very short and focus on how the project will enable the candidate to develop in these areas however, there is no recognition of current strengths and weaknesses. The 'application of subject knowledge and understanding' section has not been addressed but it is considered that the information contained in the 'how I will use my knowledge of my chosen subject area' could also apply to the skills section in order to allow the candidate to meet the C grade criteria. The limited scope of the project is commented upon by the assessor and a resubmission in light of the assessors comments may have strengthened the proposal. Although not indicated, there is sufficient evidence that all C grade criteria have been met but no A grade criteria.

Plan

The candidate has provided a month-by-month plan although the statements of intent are general in nature with no evidence provided of who they will interview other than candidates and teachers. This further underlines the narrow scope of the project. The

seven planning strands are a good method with which to organise this section, but they are rather superficial in their content. The candidate included a good range of resources, and the research methods were addressed fairly well. The candidate identifies younger students, course leaders and universities as potential audiences for their project findings via a PowerPoint. The dependencies and contingencies sections are addressed well, and the candidate also identifies a journal as their method for tracking progress. However, in this section, the candidate includes information on their completed Microsoft Form survey and the results. The plan is forward looking and is not the correct section for this information. It would have been better in the Presentation of Project Findings section. The assessor has checked all the C grade criteria and the second of the A grade criteria. However there is also sufficient evidence for the dependencies A3 criterion to be checked also, though this makes no difference to the final grade.

Presentation

The candidate presented a PowerPoint presentation to an S3 class. This section is strong on the candidate's response to feedback but contains little information about the content of the presentation and their findings as a result of their research. There is not enough evidence presented to meet C grade criteria, but this information was available in the evaluations therefore, when the project is considered holistically, all C grade criteria has been met.

Evaluation

The candidate highlights successes, weaknesses and learning points. They mention speaking to the University of Strathclyde but give very little information about this link and the learning gained. Further, external learning environments mentioned earlier in the project are not addressed. The candidate's structure in this section might have been stronger had they chosen to evaluate the planning strands in the plan. The assessor comments in the assessor report mention the lack of research findings in the project and the fact that it was more of a 'personal approach' further underlining the narrow scope of the project. Only the C grade criteria have been met in this section.

Self-evaluation

The self-evaluation has been completed fully but there are weaknesses in the content. The application of subject knowledge section concentrates on the presentation rather than the application of subject knowledge. The research section focuses on feedback to the candidate, but the other suggestions in the prompts are not addressed. In the independent learning section, the candidate mentions connecting with diverse groups outside of the school, but there is little evidence to support this. Only the C grade criteria have been met in this section.