

# Interviewer questions and interlocutions (interview 83)

- Violet, thank you so much for being willing to take part in your fourth interview about your FPQ project. How do you feel about your FPQ now, looking back? (2–4)<sup>1</sup>
- You said a few things, first of all, that it was quite stressful. >Yeah<. How stressful? (10–11)
- It got stressful toward the end? (19)
- It was collating all the different documents into >yes< the final submission. When you were collating all the different documents together, did you tweak them or change them in any way? (23–25)
- Your process of writing the essay: would you say a little bit about that. (38)
- You feel your writing developed? (56)
- You wrote lots of different kinds of documents. >Yeah, I did<. Which one did you enjoy writing the most? (61–62)
- Was it a useful document, i.e., if we got rid of it, would that have had any negative impact? (76–77)
- Why personally didn't you find it useful despite it having some benefits? (83)
- Do you feel your peers would say the same? (92)
- Did you have the examiner in mind when you were writing that document? (101–102)
- By 'examiner', who precisely do you have in mind? (122)
- So mainly the official exam board moderators/examiners? (127)
- Well, you certainly did make a marked impression, that's for sure. Violet is writing a letter, and she's writing it to the person in charge of the FPQ for AQA. What does she write in it? Do you mention the logbook? (134–136)
- That's very clear. Thank you. Is there anything else you'd write in that letter? (154–155)

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<sup>1</sup>Numbers in parentheses refer to the line number(s) of transcript 83.

- You took part in the taught programme in the morning. On a scale of 1 to 10, how useful were those lessons. 10 being useful, 1 being not useful. (158–159)
- Definitely 10? >Definitely 10<. Why do you say that? (161)
- So that was the mid-project review presentation that you did, is that correct? (173–174)
- Is she one of your closest friends? (182)
- How close are you with her now? (187)
- Has the relationship stayed the same? (189)
- Did you feel the same way about the ASTONISHING assembly performance that you gave? (202–203)
- Did you feel the same way, Violet, when you were presenting on project presentation evening? (218–219)
- The question and answer session. >Yeah<. That made you realise how much you'd learnt? (228–229)
- You didn't know what that question was? >No<. So how did you answer it? (239)
- Did you draw from—you're dramatist? >Yes<.—did you draw on any of your drama skills in your presentation? (252–253)
- Did you learn anything about presenting from presenting? (265)
- A relatively minor adjustment, maybe using cue cards >yeah< instead of the A4 speech? But it was more an opportunity for you to exercise your public speaking skills rather than to develop new ones. That's good. How free did you feel, or how limited did you feel, when doing your project? (277–280)
- Where did you get that idea of cross-referencing from? (293)
- Did you? >Yes, I did<. What enabled you to be free? (307)
- Who makes those rules? (329)
- Can I just check: did you just say a personal moral rule? (333)
- Talk that through again if you would *{continuation of discussion from immediately before interview}*. (339–340)
- You had a very stressful time getting that FPQ submitted on time. >Yes<. Why did you decide, Violet, to pursue the HPQ, in the very next year? Within WEEKS, in fact! (357–359)
- What are UCAS points? (372)
- What project are you thinking about pursuing for your HPQ? What topic are you thinking of? which was discussed immediately before interview (380–381)
- There's a bit of continuity between the two projects, both are historical. (392)
- Do you think a historical topic would still enable you to develop your literacy and

English proficiency? (407–408)

- If you handed in an essay for any subject, who would give you the best piece of advice on that work: a history teacher or an English teacher? (419–420)
- Do you anticipate developing your numeracy, your mathematical skills in any way through your HPQ? (430–431)
- And your numeracy—did you just exercise your existing numeracy and maths skills or did you have to acquire any new ones? (442–443)
- So it's fair to say that throughout the project you at least demonstrated drama skills >yeah< and maths skills >yeah< and numeracy skills and literacy skills as well. >Yeah<. Any other kinds of skill like that you can think of? (449–452)
- What kind of history did you write in the end? I think your mum spoke about SOCIAL history. (454–455)
- To change tack slightly. You spoke to some of your friends about your project and all of the friends who you spoke to were doing the FPQ as well. >Yeah<. Did you speak to anybody else who wasn't doing a project qualification or hadn't done one? (467–470)
- So you had a very close family connection. >Yes<. You also spoke to Carys who had already completed a project. Did you speak to anyone in your year group, Violet, about your project—or in another year group—who had never done a project at all, about your project? (479–482)
- Those discussions when they did happen weren't very valuable to you? (492)
- I'm guessing you have friends who weren't doing a project. Did they look upon you with a vague curiosity? (495–496)
- Should we force those pupils to do a project even if it's not for a qualification? (508–509)
- So you're a bit of a flag-bearer for the project qualifications and encouraging other people who hadn't done one before to apply. (522–523)
- Did you speak to any of your teachers, apart from myself, Mx. Le, and Mx. Yu. Did you speak to any of your other teachers about your project in any detailed way? (539–541)
- And last question. You're doing an HPQ. What's the main thing that you're going to do differently this time compared to what you did before? (550–551)
- Yes, that's really good. Any other comments that you'd like to make about the projects? Sorry, can I ask you one more question. What about that reflective journal document that you wrote, or the book that you handed in? (567–569)
- Didn't you? I'd love you to say more about that. (571)
- So that was different from your reflective journal, which was a bit of a waste of time really? (592–593)
- You took it on the trip to Nottingham? >Yeah<. Did you store it at home or in school?

(599–600)

- Would you describe that as (or is this completely wrong) the ‘nerve centre’ of your project? (605–606)

- Did you backup electronic documents at any point? (611)

- Do you backup your laptop from time to time? (617)

- You didn’t use your phone in any kind of way really >no, never<. to support you with your project. >Never<. In fact, you tried to minimise your contact with that. (639–641)

- That’s wonderful. >Thank you<. Violet, thank you so much for your incredible insights. (652–653)