

2016/17 candidate record form, production log and assessment record

Level 2 Higher Project (7992)

Please attach the form to your candidate's work and keep it at the centre or send it to the moderator as required. The declarations should be completed as indicated.

Centre number

Centre name

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Candidate number

Candidate's full name

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Work submitted for assessment **must** be the candidate's own. If candidates copy work, allow candidates to copy from them, or cheat in any other way, they may be disqualified.

Candidate declaration

Have you received help/information from anyone **other than** subject teacher(s) to produce this work?

No Yes (give details below or on a separate sheet if necessary).

Click here to enter text.

Please list below any books, leaflets or other materials (for example DVDs, software packages, internet information) used to complete this work **not** acknowledged in the work itself. Presenting materials copied from other sources **without acknowledgement** is regarded as deliberate deception.

Click here to enter text.

From time to time we use anonymous examples of candidates' work (in paper form and electronically) within our guidance materials to illustrate particular points. If your work appears in AQA materials in this context and you object to this, please contact us and we will remove it on reasonable notice.

I have read and understood the above. I confirm I produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

-

Date 09 May 2017

Supervisor declaration

I confirm the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied, (to the best of my knowledge) that the work produced is solely that of the candidate.

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Date 10 May 2017

Candidate number

Candidate's full name

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Submission checklist

To be completed by the supervisor

Higher Project **working** title

Is the death penalty necessary?

Higher Project **final** title

Is the death penalty necessary?

Form of project

Either written report

Or

[Click here to enter text.](#)

and accompanying written report

Is this foundation project part of a group project?

No

Yes If 'Yes', give brief details [Click here to enter text.](#)

Please note that failure to complete or submit a compulsory element may result in a mark of zero being awarded.

Select/tick	Items that must be included	Notes
<input checked="" type="checkbox"/>	1. A signed and completed <i>Candidate record form, production log and assessment record</i>	This document. All pages must be completed.
<input checked="" type="checkbox"/>	2. Research based written report	If the project product is an artefact or a production, an accompanying research based written report is also required.
<input checked="" type="checkbox"/>	3. Evidence of the project product	Eg photographs of artefact, investigation or production; a piece of creative writing (artefact); research based written report.
<input checked="" type="checkbox"/>	4. Evidence of a presentation within the production log	Presentation on the project process. Where the project product is itself a presentation (for a specified audience), a presentation on the project process must also be delivered to a non-specialist audience

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The taught skills element

To be completed by the supervisor

Outline details of taught skills

Record here details of relevant skills taught in a class/group and details of relevant skills taught individually to this candidate as described in the specification. Continue on a separate sheet if necessary.

Skills taught in a class/group

The centre taught programme comprised:

1. Doing your project
2. Organising yourself and your project
3. Working with resources
4. Good writing
5. Presentational skills

There were also three project-specific sessions:

6. Essay-based enquiries (for candidates writing a 2,000 word essay)
7. Empirical investigations (for candidates engaging in primary data collection)
8. Research-informed production (for candidates creating an artefact)

Note that the candidate was advised to reference but was not taught about any particular referencing system.

Candidate number

Candidate's full name

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Record of marks

To be completed by the supervisor

Marks must be awarded in accordance with the instructions and criteria in the specification.

Summary information to show how the marks have been awarded should be given in the spaces below in addition to comments in other pages of this document and any supporting information in the form of annotations on the candidate's work.

Skill area	Maximum mark	Mark awarded	Supervisor's supporting statement
A01 Manage	10	-	<p>Clear identification of topic. Pages 5 and 6 of the log book outline this process. Justification rests on the candidate's personal interest as well as the availability of resources. The candidate discerns from the outset the ethical, and therefore philosophical, dimensions of the question.</p> <p>Appropriate aims and objectives are expressed in prose in the HPQ project plan document, as well as in the log book.</p> <p>Project plan is fairly detailed. The HPQ project plan document, coupled with project review pages of the log book, shows that the candidate had an abstract vision of her piece without prejudicing her outcome or verdict on the death penalty.</p> <p>Clear evidence of monitoring progress of project work against the agreed project plan. The candidate has rightly not regarded her plan as a straitjacket – one of the common pitfalls with the HPQ (when, for example, she writes "I haven't followed my project plan too strictly as I am finding that I am needing to do extra research while writing my essay"). However, the plan has clearly provided her with a framework to evaluate her progress e.g. mid-review meeting page of log book.</p>
A02 Use resources	10	-	<p>Detailed research was conducted. The essay itself is testament to this: it contains over 25 citations in total.</p> <p>A range of relevant resources were collected and evaluated. The annotated bibliography provides a principal source of evidence. However, the best evidence comes from the essay and presentation – see, for instance, the supervisor's comments about critical engagement in the presentation record. The candidate's example textual annotation (of Koestler) shows careful engagement with suitable, rigorous texts.</p> <p>The chosen topic did not demand the collection of primary data. Evidence of data collation therefore comes from the synthesis and integration of empirical claims with philosophical perspectives in the essay.</p>
A03 Develop and realise	20	-	<p>Robust evidence of appropriate decision-making throughout. The most salient evidence emerges from the juxtaposition of the first draft with the final draft, and the concomitant comment in the project review document: "I re-wrote it [the third draft] completely after receiving comments from my supervisor". The improvement, based on general advice, is both obvious and outstanding. The candidate articulates her understanding of this advice incisively in her log book review pages.</p> <p>Research skills demonstrated include: constructing an annotated bibliography; referencing; constructing an essay with an appropriate structure; sustaining a critical argument; evaluating resources; keeping within 10% of word limit. Evidence comes from bibliography, essay footnotes, and essay.</p>

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			The quality of academic literacy is well above what would normally be expected at this level. The presentation was eloquent – evidence comes from the recording enclosed as well as the presentation assessment page of the log book.
A04 Review	10	-	The candidate has included a project review document to augment her entries in the log book. The candidate is clear about the strengths of her project e.g. her use of quality resources (relative to level 2). She justifies her ideas about quality resources in the presentation – see supervisor presentation assessment record in the log book. The review document, log book, and presentation assessment record together evidence evaluation of planning, implementation, and outcomes. In particular, excellent justification of decision not to include an empirical element to her project articulated in audio recording of presentation.
Total mark	50	-	

Supervisor's concluding comments

Overall, this is an outstanding submission at level 2. The project is well organised, and much helpful ancillary evidence and supporting documentation has been included – all judiciously selected from the vast amount that the candidate has amassed.

The iterations of the essay, included in the project submission, evidence the both the candidate's relentless drive to improve and her receptiveness to feedback. The final version of the essay is written to a high standard and is distinctly academic in tone.

The candidate could consider engaging in the level 3 project qualification, the EPQ, in the forthcoming school year.

Lastly, I should like to take this opportunity to thank the candidate for letting me share in her project journey. It has been a pleasure—indeed a privilege—to work with such a humble, self-effacing, and committed student.

Internal moderation comments if appropriate

n/a

Supervisor declaration

I confirm that no work assessed for the award of the marks above is also to be submitted, or has been submitted, for any other accredited qualification(s).

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Date 10 May 2018

Record of initial ideas

To be completed by the candidate

This page records initial meeting(s) with your supervisor to agree your project ideas. Additional pages can be submitted if more than one idea has been explored.

My idea(s) for topic/title

Can jurors be biased? I like this idea but there is not much to write about since there is a fairly simple answer. I am interested in law and therefore feel that I would enjoy researching this topic.

What is infinity? I am interested in this topic; however, it would be difficult to research and show the completed research.

Should we have votes at 16? or How would votes at 16 affect our society? I like this idea as there is a lot to write about and it directly affects me. The age for voting isn't automatically 18.

Why are the human rights listed in the Human Rights Act not always applied in everyday life? This interests me but there is not much information on the answer to this question.

Is the death penalty necessary? I like this idea a lot since I have strong feelings on this subject. There is a lot of information on the internet, on campaign sites and historical documents about the background and current situation – and also on the moral and ethical implications.

My ideas for research and development of my project

I will use online sources and studies to reach a conclusion regarding which question/topic appeals to me most and offers the best opportunity for deeper study that would interest me. I would like to find information from other sources as well such as books and possibly articles. I would like to write a research report on the topic that I choose in order to answer my question or prove my statement. I hope to spend a few weeks researching the topic/question that I choose and then hopefully another few weeks writing drafts and eventually the final essay; that way I will be able to check and proof read my essay multiple times before submitting the final product. Ideally, I would like to survey people for their opinion; however, not all of these question possibilities relate to people in their everyday life and therefore they would find it difficult to answer the questions I ask them on my survey.

My summary of the comments and advice from my supervisor

After meeting with my supervisor, I now have a better idea of the area I would like my project to be on. From this meeting, I have decided that I would like to focus on law and the questions on jurors and the death penalty. I have been advised to do a project plan before I begin my research so I have something to follow and refer back to if I am unsure of what I need to do next. I have also been informed that I will need to save my research to put into a bibliography at the end to prove that my project is reliable. For evidence to support my logbook I have been advised that I should record my initial ideas and present them to show what I am interested in.

Candidate number

Candidate's full name

- _____

Modifications I have made as a result of my discussion with my supervisor

I am creating a project plan to guide me through what I need to do and when I need to do it by. I would like to do my project on the death penalty but I still quite like the topic of votes at sixteen but I will probably end up writing about the death penalty as there are many arguments online and many books have been published on this topic. Anything that I could use in my essay I am making note of to put in my bibliography. I am recording all my initial ideas on paper in a mind map as evidence and a note of what I would like to do.

Date 05 January 2017

Candidate number

Candidate's full name

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Part A: Candidate proposal

To be completed by the candidate

Working title of my Higher Project.
Present the topic to be researched in the form of a short statement/question/hypothesis with clear focus.
Is the death penalty necessary?

- my initial resources will be

My initial resources will mostly consist of online studies, statistics and information. However, I would like to find some books and articles to include in my essay. These sources will make my essay more reliable.

- the courses of study or area(s) of personal interest to which the topic relates

This study relates to history, RS and some geography i.e. world/global practices. I am currently doing these subjects at school and I feel that it would help with my general knowledge of these lessons.

- my intended product

A report detailing the research I have found in order to answer my question. This report will probably be an argument towards one side of my question.

Provide details of the courses that you are currently studying

Qualification type	Awarding body & subject	Qualification type	Awarding body & subject
eg GCSE, Modern Apprenticeship, BTEC	eg AQA Mathematics, OCR Computing, WJEC English	KS3	History
KS3	Mathematics	KS3	Geography
KS3	English	KS3	Music
KS3	Science	KS3	Religious Studies
KS3	Art	KS3	Physical Education
KS3	Drama	KS3	Design and Technology
		KS3	Home Economics

Notice to candidate You must not take part in any unfair practice in the preparation of project work required for assessment and you must understand that to present material copied directly from any book or any other sources without acknowledgement will be regarded as deliberate deception. If you use or attempt to use any unfair practice you will be reported to AQA and you may be disqualified from **all** subjects.

Candidate declaration

I certify that I have read and understood AQA's Regulations relating to unfair practice as set out in the notice to candidates above.

Date 05 January 2017

Candidate number

Candidate's full name

Part B: Supervisor's comments on candidate proposal

To be completed by the supervisor

Please comment below on the validity and feasibility of the candidate proposal (Part A) as a Higher Project

	Supervisor's comments
Indicate the relation to, and development/extension outside of, the main course(s) of study or interest	The death penalty is touched on tangentially in some subjects e.g. KS3 Religious Studies. However, the proposed project is likely to take the candidate well beyond this – both substantively and in terms of disciplinary boundaries.
Comment on the suitability of the proposed initial sources and research base	The candidate lists few if any particular resources. There is likely to be a solid research base and the first challenge for the candidate will be to locate suitably rigorous resources.
Confirm that the project is feasible in the proposed timescale and/or indicate any potential difficulties that may prevent the candidate from meeting the assessment objectives	<p><i>Feasibility:</i> The project is feasible.</p> <p><i>Proposed time scale:</i> No foreseeable problems.</p> <p><i>Potential difficulties:</i> Some resources may be too advanced or too sensitive in nature.</p> <p>Please note that the candidate started the project with appropriate permissions in early 2017.</p>

Indicate the expected format of the project product that will be submitted for assessment

- Research based written report
- Artefact (for example prototype, model, artwork, scientific investigation, creative writing) plus written report

Is the project a contribution to a group exercise? YES NO

If Yes, confirm that there is a defined individual contribution by the candidate YES NO

List the **other** group members below.

Candidate No. [Click.](#) Candidate Name [Click here to enter text.](#)

Candidate No. [Click.](#) Candidate Name [Click here to enter text.](#)

Candidate No. [Click.](#) Candidate Name [Click here to enter text.](#)

Date 05 January 2017

Candidate number

Candidate's full name

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Part C: Centre coordinator's approval of candidate proposal

Supervisor's name

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To be completed by the centre coordinator

If you are acting as both the Centre coordinator and the supervisor, please seek counter signature from a senior colleague

Centre coordinator's comments on the feasibility and acceptability of the proposal (parts A & B) as a Higher Project

Potential for rigour: Yes e.g. through application of normative ethical theories to the issue.

Manageability within word limit: Yes

Manageability within time scale: Yes

Resource availability: Yes – though the candidate hasn't given any specific details herein. The intended literature search strategy is fairly explicit and I would suggest that the candidate makes this more specific and keeps a record.

Academic neutrality: Yes, though the candidate is reminded of the importance of maintaining a balanced perspective.

Conceptual complexity: Yes – there is plenty of scope for appropriately advanced conceptual engagement, for example, the candidate can analyse the concept of the death penalty with reference to different aims of punishment.

Ethicality: Yes

Counter signature:

Head of Centre

Approved

Approved subject to the implementation of the centre coordinator's recommendations

Resubmission required

Centre coordinator's name

-

Date 05 January 2017

Candidate number

Candidate's full name

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Planning review

To be completed by the candidate

This page records your outline plan once your proposal has been approved.

Outline the next steps in my project

My first steps in planning, researching and deadlines that I will set myself

I am creating a project plan to give me something to follow and after meetings I am making to do lists of what I need to complete. By following a project plan I hope to always know what I need to do next. I would like to get my research done within a few weeks (about a month) so that I can concentrate on finding reliable sources and information. Also, I will spend this amount of time researching to make sure that my essay is as up to date as possible. However, if I need to do more research while I am writing my essay or drafts of it I will be making a note of all research that I use. I would like to spend about a month writing drafts of my essay before receiving feedback and finalising my essay. This is so that I can proof read my essay multiple times to ensure that I have completed it to a high standard and answered my question. It is also so that my essay can be checked by others and tweaked to help the overall tone of it. I hope to spend around two to three weeks on my presentation so that I can not only write a speech answering my question but so that I can make a PowerPoint to accompany it.

My summary of the comments and advice from my supervisor

I have been advised to make my project plan not too extravagant since it is only a plan and I do not need to follow it word by word. However, it is still recommended to make one as it should give me something to follow. I have also been advised to check the reliability of my sources while doing my research to make sure what I write is true. I have been told that I should spend about a month completing my research so I make sure that it is up to date. I have been told to keep my plan as extra evidence of my timekeeping and how I have organised my project.

Modifications I have made as a result of my discussion with my supervisor and/or the comments from my centre coordinator

I will be checking my resources to make sure they are reliable. I will be doing this by looking for an author and making sure they are educated and know what they are writing about. Also by reviewing the website to see if it looks official and therefore reliable. I will also look at the sources other people used so I am sure that I know where my research has come from. By this I mean that I will try and use primary sources rather than secondary sources. This will be to ensure that the reliability of my paper is of a high standard. My project plan now includes deadlines for my research and writing so I know if I am on track.

Date 26 January 2017

Candidate number

Candidate's full name

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Mid-project review

To be completed by the candidate

This page records your outline plan when you have completed your research.

Is my project following my original plan? How has my plan developed?

What is going well? What changes have been made? Why?

So far, I have completed most of my research and written two drafts. The title I have decided to go with is "is the death penalty necessary?" I have made a bibliography for my drafts so far. I haven't followed my project plan too strictly as I am finding that I am needing to do extra research while writing my essay and therefore end up going off schedule a bit. This is to strengthen my argument. My essay is more on why the death penalty isn't necessary so I may need to be less biased in my next draft as my original opinions before researching this topic are very clear.

My summary of the comments and advice from my supervisor

My supervisor has told me that I need to make my essay less biased. I have been told to keep to do lists that I make as extra evidence. I have been advised to avoid rhetorical questions that I don't answer and to go in order of concepts rather than the way I researched it. I have been advised to use less emotive language to show my opinion and to make the essay less personal. I need to make the essay less subjective and more objective. My resources aren't very reliable so have been advised to get my research from other places. I have been told that I need to check my grammar and spelling and use fewer secondary sources. Additionally, I need to reference all my sources and make sure they are primary rather than secondary.

Modifications I have made as a result of my discussion with my supervisor at this stage

I will be checking my resources for their reliability. I will be rearranging my essay and removing personal parts as they are not very professional and do not complement the style of my essay. I will be writing another draft (or my final piece) to include arguments for the death penalty as well as against. I will try to use google scholar to find more professional resources. I will be checking that my sources are primary rather than secondary. I will be checking my grammar and spelling.

My final title and agreed form of project product

My final title is "is the death penalty necessary?" and my product will be an argument leaning towards the death penalty being unnecessary.

My planned next steps to complete my project

I need to write another draft (or final piece) using the feedback I have been given by my supervisor. I then need to make my bibliography on my essay if there are any changes to it and I need to annotate my bibliography and evaluate the sources I used and whether they were/are reliable I need to write a speech/presentation based on my essay and the conclusion I have come to and I need to make a PowerPoint to accompany my speech and show charts and statistics and an easier more visual way for the audience to understand. I need to finish filling out this logbook at the end. In order to make my essay less biased will be adding in points for the death penalty

Date 31 March 2017

Candidate number

Candidate's full name

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Project product review

To be completed by the candidate

This page records the (near) completion of your project product. Outline the successes, failures, additions and/or changes you made as you followed the plan in your mid-project review

Did my project follow my revised plan (from the mid-project review)?

I did follow my initial plan and the one from my mid-project review. I wrote two more drafts and I am beginning to annotate my bibliography. I have been checking my sources to make sure that they are reliable and written to a high standard. I have completed my presentation and now I have almost come to the end of this HPQ project.

Did I need to do anything else to complete my project?

What do you intend to do? By when?

I need to finalise my essay and tweak it to improve the overall effect and standard within about a week. I need to finish annotating my bibliography and I need to do an overall evaluation and review of this project. I hope to finish my whole project within a week as I have very little left to do and the deadline is getting quite close.

My summary of the comments and advice from my supervisor at this final stage

My supervisor has told me to just proofread my essay a couple of times and to just change the font size. I should check my references. I have been advised to write my overall project review soon.

Modifications I have made as a result of discussion with my supervisor at this final stage

Do I need to do anything else to complete my product?

I need to finalise my essay and check that I have referenced facts in my essay and I need to finish annotating my bibliography. I am going to write and evaluation/ review of the HPQ project as a whole. I am still proofreading my essay and tweaking it to improve the standard but there is not much I can change.

Date 07 May 2018

Candidate number

Candidate's full name

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Presentation record part A

To be completed by the candidate

This page records your presentation and its preparation.

Planned format of my presentation

How will you present your project? Eg PowerPoint presentation, slideshow, Prezi, display. You may choose more than one format for your presentation.

I will present my presentation using a PowerPoint with charts, articles and pictures on to accompany my speech on my essay and my findings. I will try and make my presentation quite visual to display it to the audience in a more simple way. I will be reading a speech on this topic/question during the PowerPoint.

Planned content of my presentation

eg visual aids, use of notes, timing, use of media etc

My presentation PowerPoint will include charts and graphs to show any mentioned statistics. It will also have definitions of uncommon/specific words that I have used. Additionally, I will include quotations that I say during presentation just so that people know when the quotation ends. My speech will be very similar to my essay but I will have a slightly less formal tone to it. I will use a couple more rhetorical question but I will try not to overuse them. I will write my speech on to que cards or flash cards so that I do not have to memorise my speech but there is room for improvisation since if I were to read off of a sheet of paper I might lose my place. I will give a friend a copy of my speech with words that are highlighted to tell them when to change slides. I will do this to improve the flow of my speech because if I had to pause and change slide it could be distracting to me and the audience. Also, it means that I can move around more and gesture with my hands to improve the quality of my presentation and to show off any skills I have in this area.

Modifications I have made as a result of rehearsal and/or discussion with my supervisor

I need to speak slower and more confidently to improve the tone and sound of my presentation. I have decided to just change the slides myself as it will give a chance to pause and I will be able to improvise if necessary as someone will not be waiting for a cue to change slide. I am going to add an extra slide explaining what I will be covering in the presentation to give the audience an idea of what I will be talking about. I am going to improve my pronunciation of certain words so that the audience know what I mean.

Date 05 May 2017

Candidate number

Candidate's full name

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Presentation record part B

To be completed by the supervisor

Record and comment below on the delivery of the presentation

	Supervisor's record/comments
The nature of the audience (include numbers of staff, students and others present)	Four Year 9 pupils, two Year 11 pupils, one Year 8 pupil, one governor, and one senior leader.
The nature of the presentation (include use of notes, use of display items, and use of presentation software)	PowerPoint presentation with cue cards.
Comment on the content and delivery of the presentation (for example clarity of ideas, structure of presentation, pace, engagement with audience)	<p><i>Content of presentation:</i> The presentation dealt exclusively with the subject matter rather than the enquiry process. Excellent critical engagement.</p> <p>- <i>Clarity of communication:</i> Clear articulation, including of complex vocabulary e.g. 'exculpatory'. Projection of voice was good. In general, an engaging style.</p> <p>- <i>Structure of presentation:</i> Helpful programmatic introduction; conclusion distilled the candidate's overarching thesis. Analytical structure to middle part of presentation, with the candidate gradually building up an argument.</p> <p>- <i>Pace:</i> Appropriate pace with some helpful pauses.</p> <p>- <i>Engagement with audience:</i> excellent e.g. concerted and successful attempt to make eye contact throughout.</p> <p>Overall, a well-delivered and articulate presentation. The candidate was well-informed and marshalled facts and narratives to make her case. Critical engagement with content: the candidate outlined arguments for the death penalty, and then debunked them. All arguments were distilled neatly in the eloquent conclusion.</p>

Candidate number

Candidate's full name

Comment on the response of the candidate to questions that demonstrated understanding and grasp of the project and/or its production. **Give examples of questions asked and answers given.**

The audience's questions were dealt with reflectively. The candidate gave answers with brief justifications, without overcomplicating or becoming flustered. There was scope for more elaborate responses.

Questions below are verbatim. Answers are summaries or synopses. Full answers verifiable on audio.

Q: "How did you come about choosing your subject?"

A: Encountered a death penalty case in English literature which stimulated curiosity.

Q: "Did you use other people's opinions; did you ask other people what they felt?"

A: No – I used philosophy, theories of punishment, and statistics.

Q: "How much time have you spent" [on the HPQ]

A: Quite a while; writing started in February [2017]

Q: "What would you say - is the most successful feature of your HPQ essay?"

A: The presentation of argument; the clarity of the conclusion; the balanced reasoning.

Q: "What would you say is the most important area you think you could have improved on with regard to the HPQ as a whole?"

A: Time management; final essay was more rushed that was the candidate would have liked, though the candidate was happy with the outcome; candidate would have liked to have spent longer preparing the presentation.

Q: "What advice would you give to someone about to embark on the HPQ?"

A: Don't leave it to the last minute because a lot is involved; think thoroughly about the topic.

Q: "What was the most difficult thing to do?"

A: Making sure sources are reliable. It's easy to treat [apparent] facts uncritically.

Q: "So how did you make sure your [resources] were reliable?"

A: Sought to ascertain credentials of the author – that they were appropriately educated.

Q: "Can you give an example of a source you didn't use because it wasn't reliable."

A: Example: Wikipedia

Q: "Why didn't you use Wikipedia?"

A: Because anyone can contribute to it.

Outline the nature of any additional presentation evidence that the candidate might add to this Candidate record form (eg speaker notes, handouts, presentation slides, recording).

The presentation was audio recorded. The recording is included on the enclosed memory stick.

Date 04 May 2017

Summary and reflection

To be completed by the candidate

This page records your own evaluation when you have completed your project product and given your presentation.

What are the strengths and weaknesses of my project?

Consider the planning, carrying out the activity and the outcomes.

I did most of it at the end so some of this project was quite rushed however I tried to still complete things to a high standard. My research was completed efficiently as I did thorough research and spent a lot of time on it. My first draft was written quite poorly but I can see a big improvement from that in my final essay. When writing my presentation, it was very similar to my essay so I could have done with changing it a bit to make it a bit more interesting. I could have done with adding more slides to my PowerPoint as some of the slides did not match with what I was saying. In terms of presenting my personation I think I spoke fairly slowly but I didn't make it too boring by speaking too slowly. Overall I could have improved my time management but I think that I completed this project to a high standard and I am proud of what I have done.

What have I learnt from completing this project?

This is not just the result of the project but other skills you have acquired. You may be able to comment on how you learn.

I have learnt that I need to improve my time management as I spent more time on researching than writing and it probably could have been the other way around. I have learnt much more about the death penalty and the theories of punishment. I feel that I know more about why the death penalty is both good and bad and that most things have disadvantages and advantages to them. I now understand how to write an essay to a better standard and I have learnt when it is appropriate to include questions and when to make it subjective or objective. I have a deeper understanding of other people's opinions on this topic and because of this I think I have learnt to be more open-minded and to look at other people's point of view and not just mine.

What have I learnt from comments made by my supervisor and my peers?

I have learnt that I need to speak slower when presenting so that the audience can understand what I am saying. I have also learnt how to present an argument in an essay correctly without seeming biased before my essays were extremely biased. I have learnt that I need to spend more time planning my things. I was advised to make a project plan and I helped me in terms of my organisation and deadlines even though I didn't follow it very much.

What would I do differently if I had a similar project to complete?

I would spend more time choosing a topic as I would not be able to write much more on this topic. I would spend more time writing my essay and take more breaks as I found that I would go a few days doing nothing by writing and planning and then a few days not doing anything HPQ related so I would even this out by taking shorter breaks but more often so that my writing is a high standard the whole way through rather than getting worse at the end as I get less enthusiastic. I would practise my presentation more to make me less nervous as I found that my voice was quite shaky and I was more nervous than I needed to be. Overall, I would improve my time management to make this process more enjoyable as I found that by leaving things to the end tasks built up and suddenly I would have to spend the weekend doing schoolwork and I could have avoided this by doing a bit each night.