# 2018/19 candidate record form, production log and assessment record

## Level 3 Extended Project (7993)

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** |
| 74252 |  | ST GEORGE’S INTERNATIONAL SCHOOL, LUXEMBOURG |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Candidate number** |  | **Candidate’s full name** |
| 1717 |  | Nathan Guth |
|  |  |  |

|  |
| --- |
| 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 **no**t acknowledged in the work itself. Presenting materials copied from other sources **without acknowledgement** is regarded as deliberate deception.

|  |
| --- |
| Click here to enter text. |

We may use examples of candidate’s work for standardisation or training purposes.  Please see our privacy notice for more information on how we use assessment data and on your rights under data privacy legislation.

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.

|  |  |  |
| --- | --- | --- |
| Candidate signature. | Date | 13 May 2019 |
|  |  |

**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.

|  |  |  |
| --- | --- | --- |
| Supervisor signature. | Date | 13 May 2019 |
|  |  |

Submission checklist

**To be completed by the supervisor**

|  |  |
| --- | --- |
| Extended Project **working** title | Click here to enter text. |
|  | Howard Shore’s score for the Lord of the Rings; An example of the use of leitmotifs in film music |

|  |  |
| --- | --- |
| Extended Project **final** title | Click here to enter text. |
|  | An investigation of How Howard Shore used musical devices in his score for The Lord of the Rings |

Form of project

|  |  |  |  |
| --- | --- | --- | --- |
|  | Either | written report | |
|  | Or | Click here to enter text. | and accompanying written report |
|  |  |  |  |

Is this 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 |
|  | 1. A signed and completed *Candidate record form, production log and assessment record* | This document. All pages must be completed. |
|  | 1. Research based written report | If the project product is an artefact or a production, an accompanying research based written report is also required. |
|  | 1. Evidence of the project product | Eg photographs of artefact, investigation or production; a piece of creative writing (artefact); research based written report. |
|  | 1. 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 |

The taught skills element

**To be completed by the supervisor**

|  |
| --- |
| **Outline details of taught skills**  Nathan has attended all the taught sessions of the EPQ throughout the various phases of the EPQ itself. The lessons covered a variety of topics including research techniques and methodology in the summer term 2018 research phase. This was to enable all EPQ candidates to conduct research and initial planning during the summer vacation before returning to school in September 2018 with a more considered plan, a set of ideas and background research catalogue.Specific emphasis was placed in the taught sessions on evaluating the credibility of a source and time was spent evaluating a variety of sources on different topics in order to ascertain the credibility, contextual background and reliability of both subjective and objective source material. Project management skills were investigated in terms of timing, structuring a major project and collating detailed source materials whilst deciding upon which material to include and which to omit. Particular to Nathan’s initial rsearch was to research the process for transcribing music to sheet via listening only. I taught sessions the methodology for researching primary musical scores for this process was investigated.  Taught sessions also included instruction relating to the structure of a written report in terms of headings, sub-headings, academic register, referencing and writing concluding and evaluative commentaries on work produced. Finally the presentation of the EPQ was examined allowing students to evaluate different presentational and communication skills and the focus of an EPQ pesentation in relation to the methodology and process of the investigation rather than just the content base. Resources used for the taught sessions included the AQA website pack, the AQA endorsed Nelson & Thornes textbook and various resources offered by HEI's across the UK including Manchester, Newcastle and Southamption Universities.  Key Investigation Skills covered during taught sessions:   * Wording of an Investigative, analytical project rather than a descriptive. * Working through the Production Log. * Planning aims and objectives. * Time Management skills. * Research methodology using the Internet, academic journals, published sources and visual/auditory media * Selecting, evaluating,condesing and presenting resource information. * Collating relevent research materials. * Evaluation of source materials. * Differentiating Primary and Secondary reseources. * Methods for recording research. * Conducting surveys and interviews. * Academic report writing. * Referencing and Harvard referencing in particular. * Presenting investigation findings. |

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 |
| 1. Manage | 10 | Click. | Click here to enter text. |
| 1. Use resources | 10 | Click. | Click here to enter text. |
| 1. Develop and realise | 20 | Click. | Click here to enter text. |
| 1. Review | 10 | Click. | Click here to enter text. |
| Total mark | 50 | Click. |  |

|  |
| --- |
| **Supervisor’s concluding comments**  Click here to enter text. |

|  |
| --- |
| **Internal moderation comments if appropriate**  Nathan’s project was moderated along with the other projects from the centre by EPQ supervisors, and the centre coordinator. |

**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).

|  |  |  |
| --- | --- | --- |
| Supervisor signature. | Date | 13 May 2019 |
|  |  |

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  Howard Shore’s score for the Lord of the Rings; An example of the use of leitmotifs in film music. |
| My ideas for research and development of my project  My first idea was to do a project based EPQ, which would allow me to create a narrated and illustrated video, retelling and analysing the work of Howard Shore. However, this was an idea that I quickly had to change, due to my inexperience in working with video, audio recording, and possible issues with the use of copyrighted material.  I settled on producing a written report EPQ, and had to abandon the idea of narrating it. I intend to, however, send along with the written project, snippets of music and perhaps even of film to better illustrate any points I end up making, and to help me draw conclusions better. For the development of the project, I hope to stick to the aim of my title, which is to analyse Howard Shore’s use of leitmotifs and other musical techniques to create a successful score. I would like to give reasoning as to why the score is such a great one, and as to why Howard Shore’s work is so impressive. |
| My summary of the comments and advice from my supervisor  Having discussed my initial ideas with my supervisor, I was able to confirm that this project topic was suitable for an EPQ. My instructor agreed that the topic was detailed enough and was unlikely to be considered too broad or unspecific. However, I was warned to not produce a report which would be too subjective. If I was going to draw conclusions and pass judgement on decisions made by Howard Shore, I would have to be careful to leave it till last, and not mix it with any factual analysis of the music. |
| Modifications I have made as a result of my discussion with my supervisor  The discussion with my supervisor confirmed that producing a written report is the better way to tackle such a project. As a result of the advice received from my supervisor, I have modified my idea of my final product slightly. I hope to still be able to make educated guesses on Shore’s work, and try to draw conclusions of my own in my report, however, for the great majority of it, I would have to be factual, and not mix in subjective opinion amongst factual reporting. This would be especially import when talking about Shore’s composition process and methods.  In addition, I have already begun to modify my title. The title of an EPQ needing to be specific and precise, I decided to leave out any subjective opinion from the title, and therefore cut the “an example of”. I believe my next working title will reflect better my intents with this project.  Accordingly, my intentions for a final product have also changed as a result of talking with my teachers and supervisor. I realize now that whilst The Lord of the Ring is a famed and popular film trilogy, not everyone is knowledgeable in the events of the story. In addition, I cannot expect my project to be readable only by persons with musical knowledge. I therefore plan to simplify perhaps more complex ideas down, and to create a very brief summary of events of the narrative. This will, I believe, not affect the depth of detail in which I can delve into, but will certainly improve my EPQ greatly, and not restrict it to an audience with the same tastes as me, something which I would like to avoid.  As a result, I will make “making the project understandable and not too complex” part of my growing list of self-set objectives for this EPQ |

|  |  |  |
| --- | --- | --- |
|  | Date | 03 October 2018 |
|  |  |

Part A: Candidate proposal

**To be completed by the candidate**

|  |
| --- |
| Working title of my Extended Project.  Present the topic to be researched in the form of a short statement/question/hypothesis with clear focus.  How Howard Shore makes use of leitmotifs in his score for Peter Jackson’s The Lord of the Rings trilogy |

|  |
| --- |
| * my initial resources will be   This EPQ being a study of music, my obvious and initial resources during the research of this project will be the source music of the film trilogy in question. The theatrical releases of the soundtracks will be used, as well as the Complete Recordings, which are longer and came out at a later date. Additionally, for musical analysis, the actual pictures will be considered as a source of information. All 3 films and their respective Extended Editions will be referred to, as they are the very topic of study of this EPQ. In addition to these primary sources of information, I have already begun to compile a list of websites, documents and other sources that may be used as resources during this project. The main one that I intend to focus on is a report produced by musical journalist Doug Adams entitled “The Music of the Lord of the Rings, a comprehensive account of Howard Shore’s Score”. Though further research will be performed on this, no official release of the transcripts and sheet music of the scores has been published. I will therefore do my best to consider a variety of unofficial transcriptions and scores written by others. |
| * the courses of study or area(s) of personal interest to which the topic relates   This project is a way for me to build on and expand on one of my great personal interests, which is music, and particularly film music. Having learned and studied music for most of my life, I see this EPQ as an opportunity to create a research project, something which I have never done, on a topic that interests my greatly.  Music was one of my options at GCSE. Having passed the subject, and enjoyed the course thoroughly, I was however unable to continue it at AS and A2 level, due to the limitations in the number of subjects I could study. This topic therefore relates greatly to this area of study, and is an opportunity for me to continue working on music, without having it be one of my final exams. |
| * my intended product   A written report exploring the structure of Howard Shore’s score, and drawing conclusions based on research on how well Howard Shore makes use of the leitmotif in his score. |

Provide details of the courses that you are currently studying

|  |  |
| --- | --- |
| **Qualification type** | **Awarding body & subject** |
| eg A-level, Modern Apprenticeship, BTEC | eg AQA Mathematics, OCR Computing, WJEC English |
| Click to enter text. | Click here to enter text. |
| Click to enter text. | Click here to enter text. |
| Click to enter text. | Click here to enter text. |

|  |  |
| --- | --- |
| **Qualification type** | **Awarding body & subject** |
| A Level | CIE Computer Science |
| A Level | CIE Physics |
| A level | Edexcel Maths |
| A Level | Edexcel Further Maths |
| Click to enter text. | Click here to enter text. |

|  |
| --- |
| **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.

|  |  |  |
| --- | --- | --- |
| Nathan Guth | Date | 08 October 2018 |
|  |  |

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 an Extended Project

|  |  |
| --- | --- |
|  | Supervisor’s comments |
| Indicate the relation to, and development/extension outside of, the main course(s) of study or interest | Nathan wanted to do his EPQ around Howard Shore’s score for the film trilogy of JR Tolkein’s Lord of the Rings. Although Nathan did not choose the subject of music as A level subject, he has a very keen interest in music in general and has been playing music instruments since an early age. Nathan has been fascinated by Shore’s score since the release of the film trilogy. When the school offered sixth form students the opportunity for EPQ, Nathan jumped at the opportunity to both help himself not only to develop his research and analytical skills but increase his knowledge of the music. The project does not repeat or replicate any topics currently studied in any of his A level courses |
| Comment on the suitability of the proposed initial sources and research base | The Lord of the Rings film trilogy is over 11 hours in length, and over 90% of the films were supported with background music. Nathan’s initial idea was to create a narrated and illustrated video retelling and analysing the work of Howard Shore. However, considering the regulations on copyrights, design and patents, it was suggested to first study the leitmotifs and then determine the use of musical devices in the score before analysing these within a narrative comparing the techniques. However, there was concern that the project report would be too subjective if Nathan used a wide range of motifs, and thus it was suggested choosing three or four motifs to focus on the ‘what, where and how’ it was used throughout the films. Time management was also key in approaching such a long film trilogy. |
| 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 | The proposed timescale is feasible and manageable as Nathan has already conducted a large amount of research over the summer months of 2018. Nathan’s project investigation covers the AO's sufficiently and this will be reviewed frequently as Nathan continues to research before commencing his project write up. |

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. |

|  |  |  |
| --- | --- | --- |
| Supervisor signature. | Date | 10 October 2018 |
|  |  |

Part C: Centre coordinator’s approval of candidate proposal

|  |
| --- |
| **Supervisor’s name** |
| Click here to enter text. |
|  |

**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 an Extended Project  Having read and discussed the project outline and proposal with Nathan and his supervisor I am in agreement with her comments. The investigative question basis of the proposed investigation is very sound and falls in line with Nathan’s active outside interest in both music; he is a talented musician in his own right, and the *Lord of the Rings* film trilogy. Nathan is pursuing his ambition to study science and maths at university in the September of 2019, his talent for ICT and computer science will also aid his EPQ project in the transcribing of musical scores to paper using some musical software. Nathan’s decision to focus on three or four leitmotifs for the film score is a very well researched and manged key decision in deciding in what direction his investigation is going to go. Attempting to study in depth over 11 hours of film score covering nearly 90% of the trilogy would be a huge and very difficult to manage undertaking. Nathan has already shown maturity in narrowing down his investigation to key aspects of the trilogy and the use of leitmotifs to symbolise those key aspects. Researching which leitmotifs to focus on and evaluating the reasoning behind those decisions will help develop Nathan’s research and decision making skills and methodology, Finally Nathan needs to ensure that all documents analysed and musical scores transcribed conform to data protection and / or copyright / patent laws as he is examining works of other people and subjectively evaluating them whilst transcribing his own interpretation of a particular musical score. References to both Howard Shore and Peter Jackson must be legitimately recognised and acknowledged. The time scale and the rationale for the project are also well established and achievable. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Approved |  | Approved subject to the implementation of  the centre coordinator’s recommendations |  | Resubmission required |

|  |
| --- |
| **Centre coordinator’s name** |
| Richard J Todd |
|  |

|  |  |  |
| --- | --- | --- |
| Centre coordinator signature. | Date | 12 October 2018 |
|  |  |

Planning review

**To be completed by the candidate**

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

|  |
| --- |
| My next steps in planning, researching and deadlines that I will set myself. What I intend to do, by when, what resources I will use and how I will implement the recommendations of the centre co-ordinator (where appropriate).  Having now a much clearer view on my topic, and desired final result, I am now able to formulate my next steps in planning, researching and drafting my EPQ. I realize that analysis of such a large piece of music will require large amounts of research and detail. That is why I plan to spend much time and attention in validating any facts, sources of resources I discover. I have already expanded my list of initial resources. To it I can already add a variety of interviews by Howard Shore, as well as the musical journalist Doug Adams.  My centre coordinator has recommended us a series of deadlines, based on his experience as a supervisor and coordinator in the past. They seem to me the best guidelines regarding the timing of this EPQ. |
| My summary of the comments and advice from my supervisor  Collating the comments and advice given by my supervisor, I now know about the importance of good and accurate research. I think this will further increase the amount of care I take in selecting pieces of data to use as sources. Another point on which I will now pay more care and attention to is the structure of my essay. I have never before written a structured report like this EPQ, so I will follow and pay attention to the proposed layouts and models given to me. The introduction, arguments and conclusion, as well as their order, importance and layout. My supervisor also warned me of a few common mistakes. For example I must be careful in my conclusion to not include any new and original piece of research or evaluation, but only reflect on what has already been presented.  Overall, my supervisor made sure that I understood that I need to make my though process clear throughout the EPQ. To clearly state which leitmotifs I have chosen, why, the changes these have undergone, and to do all of this throughout the whole project clearly. |
| Modifications I have made as a result of my discussion with my supervisor and/or the comments from my centre coordinator  I have modified my thought process. I will now pay special attention to the resources I use, and to do a wide range of research on any document, website or article before I use it as a reliable and quotable source.  I have also rethought the structure of my essay, and have already begun to lay out my titles, headings and subheadings, to try and make a brief overview of how I intend on structuring m EPQ.  I have also started working on a way of explaining my intent, so that it can be clear to the reader and evaluator what it is I am trying to achieve at any given point throughout the project. |

|  |  |  |
| --- | --- | --- |
|  | Date | 26 October 2018 |
|  |  |

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?  Following all the previous and early discussions with my coordinator and supervisor, I believe that my project is following my original plan to a good extent. I am following the aim set out by my title. I am finding that the planning and structuring I did before starting to write my project is greatly helping. Having sections and headings helps to structure my thought process, and I believe that this is improving the way I layout my thoughts and ideas in my EPQ.  Now that I have conducted significant amounts of research and work, I am glad that I chose to narrow down the number of specific motifs I was going to study. Choosing to focus on only 3 specific themes might have sounded like too small of a sample to study at the start of the project, but now that I have begun my research on them, I find that it is almost too much. The depth and detail of Shore’s work is very large and voluminous. As such, my project has certainly developed, especially in how I tackle each motif and study them. I intend now to layout my methods in my presentation which I will have to do at the end of this project.  Another part of my original plan was to give a brief summary of the story of The Lord of the Rings, in order to improve readability and ease of comprehension for a reader who perhaps was not as keen about the story and films as me. Having completed this, I agree that it feels necessary to include. |
| My summary of the comments and advice from my supervisor  My supervisor’s advice at the start of this project has certainly been very useful, and I am trying to keep as close to the original guidelines set out by my coordinator’s lesson and supervisor comments as possible.  Regarding my title, my supervisor has recommended that I reword my title. The new ’working title’ which was ”An investigation of Howard Shore’s use of musical devices in his score for The Lord of the Rings” was decided to be inappropriate for an EPQ. The title of an EPQ needs to give a clear, achievable and obvious aim, which needs to be addressed in the conclusion directly. The current working title of my EPQ does not fit this description well, and can leave the conclusion writing to be difficult, if I do not have a clear aim to address. Whilst what I wish to achieve with my project is obvious to myself, I need to make it clear and easy to understand to my audience. |
| Modifications I have made as a result of my discussion with my supervisor at this stage  As a result of this conversation, I have modified my working title, and come up with my final title. I still deem this project to be an investigation, and therefore have left this wording in my title. The new aim of my project is now made clearer, but the meaning I originally wished to convey is still there. |
| My final title and agreed form of project product  An investigation of how Howard Shore used musical devices in his score for The Lord of the Rings |
| My planned next steps to complete my project  Click here to enter text. |

|  |  |  |
| --- | --- | --- |
|  | Date | Click here to enter a date. |
|  |  |

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)?  Now that project is near completion, I find that the end product differs greatly from my original proposal, but that I have followed through with my mid-project review well, and that therefore my project does follow my revised plan. |
| My summary of the comments and advice from my supervisor at this final stage  My supervisor and I have worked together to finalise all parts of my project. My supervisor has therefore pointed out structuring details that could be addressed, as well as a few issues with the wording of my subheadings and titles. In addition, it was pointed out to me that my conclusion needed to more directly answer my aim, and state whether I have achieved it successfully or not. Furthermore, my supervisor has recommended that I add a quick introduction to each section of my research, in order to improve general readability and the flow of my EPQ. |
| 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?  Following my discussions with my supervisor, I have re-numbered and organised my headings and titles, so that they are now coherent and consistent with each other.  I agreed that the readability and flow of my write-up needed to be improved and have therefore included a small heading paragraph at the start of each research section, to lay out which of my aims and objectives I will be aiming to achieve in the respective sections.  My conclusion remains to be the last part of my EPQ that has not yet been completely finalised, and this is all that remains in order to complete my writeup.  I am also spending time proofreading it all, trying to avoid spelling mistakes and other issues that might show up only on closer inspection of the completed project. |
|  |

|  |  |  |
| --- | --- | --- |
|  | Date | Click here to enter a date. |
|  |  |

Presentation record part A

**To be completed by the candidate**

This page records your presentation and its preparation.

|  |
| --- |
| Planned format of my presentation (eg timing, audience, use of visual aids, slides, use of notes, etc.)  I want to keep my presentation clean and simple. For this reason, I will be using Microsoft PowerPoint to create a serious of expositional slides. I will be doing without animations and graphics, as I believe they are distracting and do not add much to the material of the PowerPoint. My planned timing is around 15 minutes of presenting and 15 minutes of questions and answers. I will therefore try to keep the PowerPoint short, yet detailed. This should help with keeping it engaging.  I know from experience that PowerPoints containing only block text can sometimes be counterproductive in trying to explain something to an audience. That is why I will have occasional image slides, and sometimes slides dedicated only to images. As my work and area of research is focused entirely on music, I very much intend on playing samples of the work of Howard Shore. I want to do this for several reasons. Firstly, to keep the audience engaged, and I believe they will enjoy hearing some of Shore’s work, especially after I have been presenting about it for several minutes. Secondly, I find it difficult to talk about music without any frame of reference. I do plan to bring with me short and to the point notes, mainly as cues for myself, but also so that I may be able to supplement my narration with useful and insightful facts and figures. |
| Planned content of my presentation  I plan to have a brief contents page at the beginning of my PowerPoint. This might help me to keep my pacing, and to know the order of my slides. However, I will see after rehearsal if this is an appropriate decision for my PowerPoint. Very firstly, I would like to explain to my audience why I chose the particular topic I did, and how I reached my final title. I find this to be very important, as I want the audience to know exactly why I chose this topic, and so that they may understand better some of the things I might later talk about. I want to end this first slide with the reasoning of my title, so that I am being clear as to the goals of my main aim. However, my title is not the only goal I had throughout my EPQ, that is why I would also like to focus on the other objectives I set myself during this EPQ. Again, this will help the audience understand why I did the things I did.  I intend on presenting my research, or at least some of it. First to add credibility to my reasoning, but also to present the fact that I had done some research and fact-checking, as it is something I have never had to do this thoroughly before, and I am proud of the result and think it could make a fine addition to my presentation. |
| Modifications I have made as a result of rehearsal and/or discussion with my supervisor  After talking with my supervisor, I have overhauled the structure of my presentation, and added many slides. I think that my original ideas were in the right direction, on how to present and what to present, however my supervisor has had much experience with presentations such as this one and has given me a lot of advice which I now intend to follow. After having reordered my slides, so that the presentation of research now occurs before the playing of any music and display of and conclusions, I have also removed the contents page, which I find now to serve no purpose to the audience and flow of my PowerPoint.  My presentation has gone through several drafts, but the final one I have now created has changed the theme of my PowerPoint completely. I have changed the background colour and placement of images. I did this after rehearsing and giving a mock presentation to my supervisor and classmate and taking in their feedback. Another modification I have made to my PowerPoint is that I have decided not to bring in any flashcards with me. Firstly, after plenty of rehearsing, I find that I can easily memorise the order of my slides. Additionally, I have come to find them distracting, and that I know my source material well enough to be able to memorize any facts by myself. |

|  |  |  |
| --- | --- | --- |
|  | Date | 24 April 2019 |
|  |  |

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) | Nathan conducted his EPQ presentation to an audience of staff members and fellow students. Staff included myself, as Centre Coordinator his EPQ supervisor, teaching staff from across the schools different faculties,including Heads of Faculty, the Director of Sixth Form and members of the schools senior management team. In addition a number of Nathan’s peers from the sixth form were also in attendance. |
| The nature of the presentation (include use of notes, use of display items, and use of presentation software) | Nathan presented using Powerpoint slides and cue cards which he referred to sporadically during the presentation but did not wholly rely on.The slides themselves (which are attached) were structured in such a way as to identify very clearly elements of Nathan’s investigation from initial ideas to research to write up and finally his self evaluation. In particular he used examples of musical scores to exemplify the areas of leitmotif which were at the core focus of his investigation to accurately contextualise the complexity of his investigation and to properly explain his findings and evidence his project conclusions.The presentation was very informative and well thought out, Nathan had clearly thought about the style and manner of the presentation, both of which exuded confidence as did his engagement with the subject topic which really shone through. Nathan was composed throughout and was able to speak fluently and with authority. Overall his presentation was very well sequenced and demonstrated a real awareness of his audience. |
| Comment on the content and delivery of the presentation (for example clarity of ideas, structure of presentation, pace, engagement with audience) | The content and delivery of Nathan’s presentation was excellent in all respects. The content was entirely appropriate and demonstrated very good evaluation skills in terms of outlining and elaborating upon the methodology of the project, the processes involved and the production of the final essay itself. In terms of explaining and evaluating the processes involved in the investigation Nathan presented a very assured, methodical and entirely focused summary. Nathan was very detailed regarding her personal learning journey and the strengths and weaknesses of his project. He discussed the skills involved in transcribing musical scores by ear and the difficulties he encountered due to the absence of published sheet music for much of the score of the Lord of the Rings film trilogy. Nathan was aware of the non specialist nature of his audience was thus able to successfully deliver and pitch his presentation at the right academic level. The use of the actual music he analysed helped with this aspect a lot. His oral ability demonstrated control and fluency over his subject as well as composure, clarity and cohesiveness throughout. |
| 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.** | Nathan responded to questions very well,in his responses he demonstrated his real passion for his project born out of his musical background and his admiration of Howard Shore and Peter Jackson. Nathan was able to elaborate fluently and confidently on questions asked whilst at the same time demonstrate an evaluative critique of his own work. In particular he elaborated on key decisions involving the selection of key scenes in the films and the use of leitmotifs within.Nathan also acknowledged his strengths and weaknesses in terms of research complexity and time management. Amongst a series of questions asked were the following examples:  **You mentioned that Howard Shore had set the bar for musical scores in film, is this subjective or the general consensus of opinion?**  Nathan responded by relaying that in a purely subjective response he would say Yes, this was due to his own personal reflections on Shore’s work. He also guarded against this by examining the critical receptions received by Shore for his work on the Lord of the Rings trilogy which have received wide scale critical acclaim, this was evidenced verbally in his presentation.  **Where the key challenges in your project technical or research based?**  Nathan explained how difficult it was to research through over 11 hours of movies and 15 hours of composed musical scores in order to narrow down his choice of leitmotifs to just the three continuous musical scores that are consistent throughout the trilogy itself. Finding he had to listen to a lot of score and transcribe it through ear, as much of the score we not published in sheet music, was also a great technical challenge; however his enjoyment of both the films and the score made this very long task slightly more manageable. Nathan exemplified through his presentation how this was done and explained the reasoning behind the three chosen leitmotifs of location, character and idea / ideology.  **What particular strengths and areas for development did you discover through your EPQ journey?**  Nathan explained how listening to over 15 hours of composed musical score and attempting to transcribe three leitmotif section by ear was not only a challenge but had also helped to develop his musicianship further. (Nathan is already an accomplished musician in his own right). His background in music was already a firm foundation for attempting this challenge but the complexity of some of Howard Shore’s work enabled Nathan to demonstrate and apply new musical techniques that pushed his musicianship to new areas. Nathan explained that one of the area for development that he would certainly work on in future was the scope and depth of undertaking a project, he acknowledged that his initial idea was very ambitious and that key decisions had to be made on the way in order to complete the EPQ to a high standard without compromising the integrity of the project overall. This effected his time management which was another area in which he felt he had not done himself justice, however once the scope of his project had been realised and he had narrowed down his focus he was able to readjust to a more manageable time fame. |

|  |  |  |
| --- | --- | --- |
| Supervisor signature. | Date | 30 April 2019 |
|  |  |

Summary and reflection

**To be completed by the candidate**

This page records your summary, reflection and evaluation when you have completed your project product and given your presentation.

|  |
| --- |
| Some questions you may wish to answer in this section include, what have I learned from completing this project? What new knowledge or expertise have I enjoyed or found valuable? What are the strengths and weaknesses of my project (including planning and organisation)? What skills have I improved? What changes would I make if I undertook such work again? What advice would I give to others undertaking such a project?  I started this EPQ with the goal of creating a product that I enjoyed on a subject of which I am passionate about. However, the number of different skills it took to create my end product was certainly unexpected. I had never written and piece of research in such a way and have therefore learned a lot regarding the structuring of such a project. Not only from the internet, but by reading other’s such projects, and from the many and insightful pieces of advice given to me by me supervisor and coordinator. However, being passionate about a subject is not enough to produce an EPQ, and I found myself having to learn how to time, write and structre a long piece of writing which I had never done before. Whilst I found it challenging, and very time demanding, I enjoyed learning much about creating an EPQ, and I therefore complete this project feeling satisfied with how many skills I have picked up or improved on as a result of this EPQ.  Additionally, whilst I knew Shore’s work well before starting this project, my secondary research has led me to make many new finds, and I now have a much greater appreciation and respect for the soundtrack of The Lord of the Rings. I now find that the work I did on this EPQ has opened up this score and has made me realize that one EPQ is simply not enough to be able to study it even partially. As a result of this, I am very happy to have chosen this as my subject. Whilst the work was challenging, I found it most interesting.  If I were to undertake this whole project again, I would perhaps choose a smaller amount of content to focus on. The more i worked on Shore‘s work, the more I realised the depth and grandeur of his score. As a result, I think that the sample I selected is not enough to fairly represent the entire, or even a fraction, of Howard Shore‘s soundtrack. I would more carefully plan my research.  A piece of advice I would give to any candidates thinking of doing an EPQ is to not underestimate the amount of time it can take to complete. When I started, I had a clear idea of what I wanted my end product to be. However, after discussion, testing and much research, I found my end product to be completely different to what I first had in mind when I applied for this. My project took a considerable amount of time, and I would recommend to strictly stick to any guidelines and deadlines set by themselves or their supervisor. |