Pearson Edexcel
Level 3 Extended Project

Specification

First award summer 2009

Edexcel, BTEC and LCCI qualifications

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Summary of Pearson Edexcel Level 3 Extended Project Qualification specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
New Pearson Edexcel branding applied (all page numbers have changed as a result of new template and ISBN issued)	All
Access arrangements and special requirements section updated with current contact details and web address	66
Security and backups section added	66
Malpractice section added	67
Malpractice, sanctions and appeals section added	68
Annexe A: Codes section updated to current Ofqual regulatory wording. QN code remains same.	71
Annexe D: Candidate Record Sheet added (other annexe letters have changed as result)	91
Outdated sections removed: References to 14-19 Diploma, Contacting Edexcel, Annexe G: Personal, learning and thinking skills (PLTS), Annexe H: PLTS and Extended Project, Annexe I: Key skills and the Extended Project	

Contents

Pearson Edexcel Level 3 Extended Project

The Pearson Edexcel Level 3 Extended Project allows learners to study a topic area which extends their learning in their area of study, as a standalone qualification. Learners select one of the four units, which may be completed over one or two years. They should select a project topic which expands their learning in their field of study, in a related area, or that is relevant to their own personal interests. Each of the four units offers a different type of project: a dissertation, an investigation/field study, a performance or an artefact. Learners will be assessed on their ability to plan, manage, complete and review their project. It can be completed over one or two years, and is assessed by a tutor-assessor from within the centre and externally moderated by Pearson.

Key features of the Level 3 Extended Project

This qualification will enable learners to:

- have significant input to the choice and design of their project and take responsibility for an individual task or a defined task within a group project

- develop and improve their own learning and performance as critical, reflective and independent learners

- develop and apply decision making and, where appropriate, problem solving skills

- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills

- where appropriate, develop as e-confident learners and apply relevant technologies in their studies

- develop and apply skills, creatively demonstrating initiative and enterprise

- transfer skills developed as part of their project to other areas of study

- use their learning experiences to support their personal aspirations for further education and/or career development.

Structure of the qualification

The qualification consists of four units, one of which should be selected. All are equally weighted. All units are internally assessed. Learners must **not** select more than one unit.

Pearson Edexcel Level 3 Extended Project			
Unit	**Optional units (one must be selected)**	**GLH**	**Level**
1	Dissertation	120	3
2	Investigation/Field Study	120	3
3	Performance	120	3
4	Artefact	120	3

Unit structure

The unit format is designed to give guidance on the requirements of the qualification for learners, tutor-assessors and those responsible for quality assurance.

Each unit has the following sections.

Unit title

Introduction

> This section provides an overview of the content of the unit.

Learning outcomes

> Learning outcomes state exactly what a learner should 'know', 'understand' or 'be able to do' as a result of completing the unit.

Unit summary

> This gives a summary of what the learners need to do in order to demonstrate that they have met the learning outcomes.

Unit content

> The unit content gives centres the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved.

Marking grid

> The marking grid contains statements about learner performance at three bands for each assessment objective, and how marks may be allocated against performance at each band. It is important to note that performance at each successive mark band refers to a qualitative improvement in the learner's evidence, not a quantitative one.

What learners are required to do

Learners are required to:

- select a topic/area of interest for an in-depth study that provides opportunities to develop skills, knowledge and understanding, and to negotiate with their tutor-assessor the scope of that project
- select a topic that is agreed by the centre and, if appropriate, an employer
- identify and draft an objective(s) for their project (eg in the form of a question, hypothesis, problem, challenge, outline of proposed performance, issue to be investigated or commission for a client) and provide a rationale for their choice
- produce a plan for how they will deliver their intended outcome
- conduct research as required by the project brief, using appropriate techniques

- develop the intended outcome using selected tools and techniques safely, demonstrating the ability to pursue an extended project through to completion
- share the outcome of the project, including an evaluation of the outcome and their own learning and performance with another or others, using appropriate communication methods.

The Extended Project must enable learners to:

- make a significant contribution to the choice and design of project, and take responsibility either for an individual task or for a defined task within a group project
- develop and improve their own learning and performance as critical, reflective and independent learners
- develop and apply decision-making and, where appropriate, problem-solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- where appropriate, develop confidence in applying new technologies in their studies
- develop and apply skills creatively, demonstrating initiative and enterprise
- use their learning experiences to support their aspirations for higher education and/or career development
- transfer skills developed as part of their project to other areas of study

The Extended Project must:

- be of sufficient breadth and depth to enable learners to address the broad aims listed above
- develop and extend from one or more of the learner's study areas and/or an area of personal interest or activity outside their main programme of study
- be based on a topic chosen by the learner and agreed as appropriate by the centre
- be based on a topic that has the potential to provide the learner with opportunities to meet all of the assessment objectives
- require 120 guided learning hours

During the course of completing their Extended Project, learners must demonstrate their knowledge and understanding of:

- the key concepts and principles underlying their studies or areas of interest
- connections, links and complexities, where appropriate, between different areas of study and/or different areas of interest

During the course of completing their project, learners must also be provided with opportunities to apply and develop Personal, Learning and Thinking Skills (PLTS), functional skills, key skills and any further specialist technical skills that are relevant to the chosen topic.

Choosing an appropriate project

The projects may be linked to work carried out in other qualifications (eg extending their understanding of a particular topic). However, learners may not simply resubmit work that has been or will be submitted for another qualification.

For some projects, learners may need to work in a group. In these cases each learner must have a clearly distinguished role and produce their own individual evidence for the entire project which can be assessed independently of others' contributions.

Project types

The following are examples of project types for each unit:

- **Unit 1: Dissertation** – a theoretical written project on any topic presenting an argument, eg research into a biological, historical or environmental issue

- **Unit 2: Investigation/Field Study** – a practical investigatory project involving the collection of data, eg a scientific investigation, a geographical study of erosion, a biological study of pollution, a statistical survey

- **Unit 3: Performance** – development of practical skills resulting in a performance, eg performing music, drama, sport

- **Unit 4: Artefact** – for example, making a painting or sculpture, designing a piece of furniture or a garment, creating a website, solving an engineering/construction problem, producing a piece of graphic design.

Assessment

This qualification is assessed by the tutor-assessor. Where marking for this specification is carried out by more than one marker in the centre, there must be a process of internal standardisation in order to ensure that there is consistent application of the criteria laid down in the marking grids.

Marks awarded by the centre will be subject to Pearson's quality assurance processes. This is to ensure consistency with national standards. A sample of projects will be examined and marks will be adjusted where they are found to vary from the national standard.

In order to pass the qualification, the learner is required to present evidence for assessment that demonstrates what they are able to do. Evidence will be graded A*–E. Evidence that is insufficient to lead to the award of a certificate is recorded as Unclassified.

Grade descriptors can be found in *Annexe F*.

Assessment objectives and weightings

There are four assessment objectives for the Pearson Edexcel Level 3 Extended Project. These detail the knowledge, skills and understanding that the learner is required to demonstrate in each unit. They are as detailed below, along with the approximate weighting that they are given in each unit.

Assessment objective	Marks available	Weighting
AO1 Manage Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	**9**	**17%**
AO2 Use resources Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.	**12**	**22%**
AO3 Develop and realise Select and use a range of skills, including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes.	**24**	**44%**
AO4 Review Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	**9**	**17%**
Total	**54**	**100%**

Using the marking grid

There is one marking grid for each unit. The marking grids are comparable and contain the same distribution of marks for each unit.

Learners can perform at different levels across the assessment objectives. Within each assessment objective, it is a general principle that shortcomings in some aspects of the assessment requirements may be balanced by better performance in others. It is possible to 'mix and match' mark bands, so for example a learner may be performing at mark band 1 for AO1, mark band 2 for AO3 and AO4 and at mark band 3 for AO2.

Tutor-assessors should select appropriate bands not on the basis of a 'tick list' but rather in terms of 'best fit'. Assessors should adopt a holistic approach and apply their professional judgement; any weaker performance in some aspects should be balanced by stronger performance in others. This means that within each assessment objective, some learners may exhibit characteristics from more than one band. Further information is given at the end of each unit, immediately after the marking grids.

Prior learning and progression

There is no requirement for prior learning. This qualification supports progression into further education, training or employment by developing skills in key areas such as planning, research, project management and self-reflection.

Programme planning

The course consists of **120** guided learning hours, including a taught element. 'Guided learning hours' is a notional measure of the substance of a unit. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification. Pearson recommends about **40** guided learning hours for the taught element.

Centres should consider the best way to deliver the taught element according to the needs of the learners. Possible delivery methods include whole-class teaching, small-group teaching, or e-learning. Deliverers could be tutor-assessors, appropriate members of the community or representatives from relevant employment sectors.

The taught element should be taught in the way(s) most appropriate to the learners and the centre. Some suggestions include:

- a block of lessons at the start of the course
- lessons throughout the course
- small-group teaching, focusing on relevant aspects
- incorporation into lessons for other subjects, for example a science project delivered through GCE Biology lessons
- teaching of, or seminars on, project management and/or subject specific skills delivered by external experts.

The taught element should include the development of:

- research skills
- project management skills
- writing, investigative, field study, performance or production skills, as appropriate
- presentation skills.

One-to-one support

The Extended Project lends itself to learner-centred delivery, with the tutor-assessor acting as a catalyst and facilitator of the research process. Learners should be assigned to an appropriate tutor-assessor for the duration of the project.

As what is being assessed is the learner's ability to plan, manage, carry out and review a project, it is not essential for the tutor-assessor to be a specialist in the chosen subject area. However, as part of their project, learners should have the opportunity to seek advice or guidance from a specialist or expert in their project area. The learner should be able to choose when this is sought. For example, it could form part of their research when selecting a topic, and can include any comments in their evaluation. Evidence that this has been taken place could be in the form of a witness statement.

If the learner's project involves the use of a laboratory, studio, workshop, mechanical equipment or other machinery and equipment, they would need to be supervised by a qualified person.

Centres should also refer to *The Role of the tutor-assessor* on *page 63*.

Unit 1:   Dissertation

Level 3

Guided learning hours: 120

Introduction

The dissertation provides learners with the opportunity to develop their knowledge and understanding of a selected topic.

Unit 1: Dissertation differs from *Unit 2: Investigation/Field Study* in the way in which information is collected. In *Unit 1: Dissertation*, there is no requirement to use specific research instruments (for example measurements, experiments, observations, surveys, interviews, questionnaires) to collect data, and there is likely to be greater focus on secondary sources.

The unit requires the learner to plan, research, analyse information and then evaluate and review the project. The findings and recommendations will then be presented by the learner to a selected audience.

The unit requires learners to take an active role in managing the project and provides opportunities to develop skills in decision making, problem solving and communicating. It also introduces learners to the techniques and methods of research.

It is estimated that the dissertation produced will be 5000–6000 words in length. Learners will not be penalised for producing work outside the suggested word count, but they should ensure their word count allows them to meet the assessment objectives.

Learning outcomes

On completion of this unit a learner should:

1   Be able to identify, plan and manage a dissertation project

2   Be able to undertake research, collect evidence and select information using appropriate methodology

3   Be able to interpret evidence, draw conclusions and write up results into a finished dissertation

4   Be able to present findings, conclusions and an evaluation to an audience.

The assessment evidence presented by the learner must evidence all the above learning outcomes.

Unit summary

Learning outcome number	Learning outcome The learner will:	Assessment The learner can:
1	Be able to identify, plan and manage a dissertation project	• identify the main objectives for the project • provide an appropriate plan • use organisational skills and strategies appropriately.
2	Be able to undertake research, collect evidence and select information using appropriate methodology	• select relevant information from appropriate sources • obtain information • relate resources to the research question or hypothesis.
3	Be able to interpret evidence, draw conclusions and write up results into a finished dissertation	• produce a dissertation using appropriate style and structure • interpret evidence gathered • discuss different perspectives • draw conclusions.
4	Be able to present findings, conclusions and an evaluation to an audience.	• review and evaluate the project and own learning • present the project outcomes in an organised manner, engaging with audience and responding to questions.

Unit content

1 Be able to identify, plan and manage a dissertation project

Identifying and planning the project

Learners should select a topic from an area which interests them. They should conduct a literature review to help them narrow down the topic to a working title, which is likely to be in the form of a question or problem. Before they begin, learners should be clear about what they plan to investigate and how they will do it.

As part of their proposal, learners must complete the Project Proposal Form (*Annexe B*). This must be signed off by the tutor-assessor before any further work can be carried out (see *page 63*). The title/topic must be considered suitable by the tutor-assessor, be capable of investigation and suitable in size and scale to be completed in the time available.

Completed project proposal forms should include objectives and a rationale for their choice of topic/title. They should also identify the proposed activities that they will need to undertake, for example:

- background reading
- conducting research
- analysing information and drawing conclusions
- writing up the project, checking and re-drafting
- evaluating the project and own learning
- preparing for the presentation.

Plans should also include the resources that they will require and an attempt to prepare for contingencies.

The tutor-assessor and project proposal checker must sign off the project proposal form before the learner can do any more work (see *page 63*). By confirming that the project is appropriate, the centre is confirming that the proposal will give the learners scope to achieve all of the assessment objectives.

Managing the project

During the course of the project, learners must keep individual records which document its progress, the activities undertaken and the decision-making process, using an 'activity log'. An example activity log can be found in *Annexe C* and electronic copies can be downloaded from the Pearson website.

Learners should monitor their own progress, adapting their plan and adjusting their timelines where necessary; where this occurs, this should be recorded in the activity log.

Summary of evidence required from learner[1]

- The project proposal form.
- The activity log.

2   **Be able to undertake research, collect evidence and select information using appropriate methodology**

Learners should:

- research, analyse and interpret information from sources
- extract, interpret and summarise information
- show connections between ideas, information, sources etc
- present the research in a coherent, well-organised manner
- be independently motivated and seek out their own research material
- make use of the distinction between fact, speculation and subjective opinion when evaluating reliability of sources.

Unit 1: Dissertation and *Unit 2: Investigation/Field Study* have a different focus in this learning outcome. In *Unit 2: Investigation/Field Study*, learners will use particular research instruments (for example measurements, experiments, observations, surveys, interviews, questionnaires) to collect data. In *Unit 1: Dissertation*, the use of these types of research instruments is not required, and there is likely to be greater focus on secondary sources.

Learners should also use skills gained from the taught element of the course to comment on the reliability and validity of sources, distinguishing between primary and secondary sources, as well as between facts, speculation and subjective opinion. For example, learners should note whether the source of information comes from a newspaper summary of original research (and may therefore be abridged or even misrepresented). They should also be sensitive to the fact that particular sources will offer biased views.

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[1] If clearly referenced, credit can be given for additional evidence of planning and managing the project contained in any supplementary materials submitted for assessment

Learners should make use of a consistent system of referencing. References should make clear which author is being quoted, and where the quotation comes from. There should also be a bibliography which uses an appropriate and consistent format.

Summary of evidence required from learner

- Research carried out. This is likely to be contained within relevant sections of the dissertation (see *learning outcome 3*).

3   Be able to interpret evidence, draw conclusions and write up results into a finished dissertation

The dissertation needs to be organised. There are different ways of structuring a dissertation, which will vary depending on the nature of the question and the type of research carried out. One possible structure is:

- Introduction
- Chapter 1
- Chapter 2
- Chapter 3
- Conclusion
- References and bibliography.

The different sections should all follow each other in a logical manner.

The introduction will include an explanation of the question or problem and a rationale for the choice of this question, for example why it is important or interesting to the learner.

The sections can be organised in different ways, but the dissertation should describe previously published studies that are relevant to the question. Learners should acknowledge alternative interpretations or arguments and assess them critically, evaluating their strengths and weaknesses, and defending their own arguments against possible objections.

The dissertation should also include a conclusion, summarising what has been found in relation to the original question or problem. There should also be recommendations, such as wider implications, suggestions for further work, etc.

Learners should be encouraged to plan and draft their work before producing the finished dissertation.

Care should be taken with the presentation of the dissertation, with appropriate use made of headings, paragraphing, page numbering, labelling of diagrams, and font sizes and styles. Learners should also take care to use language accurately and appropriately, for example spelling, grammar, punctuation, technical language, and an appropriately neutral or formal style.

For more information about the referencing and bibliography, see *learning outcome 2*.

Summary of evidence required from learner

- The dissertation.

4 Be able to present findings, conclusions and an evaluation to an audience

The evaluation

Learners must produce an evaluation of the project. Some or all of it could be included within the dissertation itself, or it could be a separate piece of work.

The evaluation should aim to address:

- the extent to which the learner achieved what they set out to achieve
- possible weaknesses in, and limitations of, their methodology and interpretations
- how well they performed at different stages of the project
- what they would do differently next time and why
- what they have learned about conducting research and writing a dissertation, and how useful this has been to them

The presentation

The findings should be presented to an audience. The presentation should summarise what the dissertation is about, what was done, the findings and conclusions that can be drawn from it. It must be appropriate to the selected audience in terms of length, language used, room selected and conditions, and also in terms of any handouts and ICT used.

The presentation must demonstrate the use of appropriate communication skills and the learner should be able to respond to questioning from the audience in a capable manner.

Further information about the presentation is given on *pages 61–62*.

Summary of evidence required from learner

- The evaluation. This may be a written evaluation or some or all of it could be covered within the presentation.

- The presentation and any supporting material. For oral presentations, the evidence must include an observation record completed by the tutor assessor, along with any notes, handouts, etc prepared by the learner; the presentation does **not** need to be recorded on audio/video.

Marking grid for Unit 1: Dissertation

Dissertation: AO1 — Manage

Mark band 1	Mark band 2	Mark band 3
The research question is identified and is developed with **a lot of** guidance, support and assistance from the tutor-assessor. The question **may lack focus.**	The research question is identified and is developed with **some** guidance, support and assistance from the tutor-assessor **and is then finalised and refined by the learner**. The question is **reasonably focussed.**	The research question is identified and is developed with **limited** guidance, support and assistance from the tutor-assessor but is then finalised **and refined independently by the learner**. The question is **well defined** and **clearly focussed.**
The project plan gives **objectives** for the project and **a brief and general** rationale. **Most of the main** tasks to be completed are listed.	The project plan gives **clear objectives** for the project and a **clear** rationale. **All of the main** tasks to be completed are provided in an appropriate order **and described with an appropriate time span allocated for some tasks**	The project plan is **clear and concise**, with **clear and thoughtful objectives and rationale. All of the main** tasks to be completed are provided in an appropriate order **and described in detail with an appropriate time span allocated for each task.**
The learner shows **limited** organisational ability and time management skills when managing the project. The learner maintains **cursory** records of activities undertaken during the project. **There is some monitoring of own progress.**	The learner shows **reasonable** organisational ability and time management skills when managing the project. The learner maintains **clear** records of activities undertaken during the project, **including problems encountered and steps taken to overcome them. Progress is monitored against the original plan**.	The learner shows **a high level of** organisational ability and time management skills when managing the project. The learner maintains **clear and detailed** records of activities undertaken during the project, **including problems encountered and steps taken to overcome them. Progress is monitored against the original plan and adjustments made to the plan where necessary**.
0–3 marks	**4–6 marks**	**7–9 marks**

See *pages 59-60* for guidance on how to use the marking grids.

Dissertation: AO2 — Use resources

Mark band 1	Mark band 2	Mark band 3
Some sources have been used and **investigated**. **There is some referencing** of research sources and a bibliography is included, listing **most of the sources**.	**A range of different types of** sources have been used and **investigated**. Research sources are **referenced appropriately** and a bibliography is included, listing **the sources in an appropriate format.**	**A wide range of different types** of sources have been used and **thoroughly investigated.** Research sources are **referenced appropriately and consistently** and a bibliography is included, listing **the sources in an appropriate and consistent format.**
Information and resources have been **selected** and **some of this is directly relevant to the research question.** The information has been **collated** in reference to the research question posed. **There are attempts to establish** links and connections between the **information** used, **but some of these may be tenuous.**	Information and resources **relevant to the research question** have been **selected.** The information has been **analysed** in reference to the research question posed. The **learner has established clear** links and connections between the **information** used.	Information and resources **relevant to the research question** have been **carefully selected**. The information has been **analysed and synthesised** in reference to the research question posed. **Clear, concise and detailed links** have been established between the **information** used.
Some understanding of the **less complex areas of the research topic** has been shown. **The learner makes some attempt** to evaluate the reliability of sources, **but this is not always effective.**	**A reasonable understanding** of the **complexities of the research area in general, and the research question in particular,** has been shown. **The learner is generally effective in** evaluating the reliability of sources.	A **thorough understanding** of the **complexities of the research question has been shown. Learners have placed the research question into the wider context of the research area. The learner makes use of the distinction between fact, speculation and subjective opinion in** evaluating the reliability of sources **and does this consistently effectively.**
0–4 marks	**5–8 marks**	**9–12 marks**

See *pages 59-60* for guidance on how to use the marking grids.

Dissertation: AO3 — Develop and realise

Mark band 1	Mark band 2	Mark band 3
An attempt has been made to structure the dissertation, **using sections.**	The dissertation is **structured** in **sections** and there is **some evidence of the ability to link them together coherently.**	The dissertation is **well structured**, with **appropriate sections** that are **linked together coherently throughout.**
Information is **generally presented** in a logical order, although **some of it may not be wholly relevant**. **Some use** is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling. Language errors (eg grammar, syntax, vocabulary) **may sometimes be** intrusive but they **generally do not** interfere with communication. **Some technical terms** are **used**.	Information is **presented** in a logical order and **is generally clear and relevant. Generally effective use** is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling. **There are few** language errors (eg grammar, syntax, vocabulary), and they are **generally not** intrusive and **do not** interfere with communication. **Technical terms** are **generally used appropriately**.	Information is **presented** in a logical order and it is **consistently clear and relevant**. **Effective and consistent** use is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling. **There are few** language errors (eg grammar, syntax, vocabulary) and they are **not** intrusive and **do not** interfere with communication. **Technical terms** are used **consistently and effectively.**
The content shows **some understanding** of the topic and an **attempt to answer** the research question.	The content shows **good understanding** of the topic area and **an argument that answers** the research question. **Some counter arguments or alternative interpretations** are **considered** in the discussion.	The content shows **a thorough and perceptive understanding** of the topic area and **a clearly argued and well-thought out argument that answers** the research question and **is supported by several lines of reasoning. Counter arguments or alternative interpretations** are **considered carefully and systematically** in the discussion.

Dissertation: AO3 — Develop and realise (cont.)

Mark band 1	Mark band 2	Mark band 3
There is a **brief conclusion** that **summarises** the point of view and the case that has been made.	There is a **clear conclusion** that **summarises** the point of view and the case that has been made. **There are some suggestions for further work.**	There is a **clear and well-developed conclusion** that **proficiently summarises** the point of view and the case that has been made. **There are well-thought out suggestions for further work and an awareness of any wider implications.**
0–8 marks	**9–16 marks**	**17–24 marks**

See pages *59-60* for guidance on how to use the marking grids.

Dissertation: AO4 — Review

Mark band 1	Mark band 2	Mark band 3
Overall the learner shows **some self-awareness** when evaluating the project and the extent to which they have achieved their aims. The learner **attempts to identify** the limitations of their project's methodology and interpretations but this **may not correspond with** the **tutor-assessor's** own judgement. The learner **identifies** some **basic** ideas for what they could do differently next time. They have drawn **basic** conclusions about the process of researching and writing a dissertation that could help them in future.	Overall the learner shows **good insight and self-awareness** in evaluating the project and the extent to which they have achieved their aims. The learner **is generally successful at identifying and explaining** limitations of their project's methodology and interpretations. The learner **describes** ideas for what they could do differently next time. They have drawn **clear** conclusions about the process of researching and writing a dissertation that could help them in future.	Overall the learner shows a **high level of insight and self-awareness** in evaluating the project and the extent to which they have achieved their aims. The learner **is highly adept at identifying and analysing in detail** limitations of their project's methodology and interpretations. The learner **explains and justifies** ideas for what they could do differently next time. They have drawn **clear and perceptive** conclusions about the process of researching and writing a dissertation that could help them in future.
The presentation is **structured** so that the **audience can see that there has been some attempt to organise it logically** and the learner shows **basic** ability to convey the main ideas.	The presentation is **structured** so that it is **reasonably clear to the audience how it is organised and how the different parts link together** and the learner shows **good** ability to convey the main idea.	The presentation is **clearly and logically** structured so that it is **completely clear to the audience how the different parts link together** and the learner shows a **high level** of ability to convey the main ideas**.**

Dissertation: AO4 — Review (cont.)

Mark band 1	Mark band 2	Mark band 3
If an oral presentation is given, it is **generally audible**, although it is likely that the learner **relies heavily** on supporting materials, eg notes or cue cards. The learner shows **limited ability to engage the audience** or hold their attention. Where visual aids are used, these **attempt to support** the presentation, **although they may not be clearly visible** to the audience and **may contain too much information.**	If an oral presentation is given, it is **audible and reasonably paced**. Although it is likely that the learner **relies** on supporting materials, eg notes or cue cards, **there are parts of the presentation that are not simply read aloud**. The learner **engages** with the audience and holds their attention **in places.** Where visual aids are used, these **are relevant** and **are reasonably effective at supporting** the presentation. They show **reasonable clarity and design.**	If an oral presentation is given, it is **clearly audible** and **well paced**. The **learner may make some use of** supporting materials, eg notes of cue cards, **but the presentation is not simply read aloud.** The learner **engages well** with the audience and holds their attention. Where visual aids are used, these **are relevant** and are **consistently effective at supporting** the presentation. They are **clearly visible** to the audience, **are well designed and do not contain too much information.**
Some questions are answered and the learner shows **reasonable** subject knowledge.	**Questions** are answered **reasonably clearly and effectively** and the learner shows **reasonable** subject knowledge.	The learner handles questions **calmly and confidently**. Questions are answered **clearly and insightfully** and the learner shows **good** subject knowledge.
0–3 marks	**4–6 marks**	**7–9 marks**

See pages *59-60* for guidance on using the marking grids.

Total marks out of 54.

Unit 2: Investigation/Field Study

Level 3

Guided learning hours: 120

Introduction

The investigation/field study provides learners with the opportunity to carry out a practical investigative project. This project recognises the importance of collecting, analysing and evaluating data to answer a question or support a hypothesis.

The unit requires the learner to plan, carry out and evaluate the project to find out if the evidence supports their initial question or hypothesis. The validity, reliability and accuracy of the data must also be examined to ensure that the conclusion reached is robust. The learner will present their findings to a selected audience.

The investigation/field study requires the learner to manage the project and to take responsibility for adhering to safe working practices. It provides opportunities to develop skills in problem solving, decision making and communication. The learner is also introduced to the specialist techniques involved in an investigation/field study.

It is estimated that the investigation/field study will be 4000-5000 words in length, tending towards the lower end where significant quantities of quantitative data are involved. Learners will not be penalised for producing work outside the suggested word count, but they should ensure their word count allows them to meet the assessment objectives.

Learning outcomes

On completion of this unit a learner should:

1   Be able to identify, plan and manage an investigation or field study

2   Be able to undertake research, collect evidence and select information using appropriate methodology

3   Be able to interpret evidence, draw conclusions and write up results into a finished investigation or field study

4   Be able to present findings, conclusions and an evaluation to an audience.

The assessment evidence presented by the learner must evidence all the above learning outcomes.

Unit summary

Learning outcome number	Learning outcome	Assessment
	The learner will:	The learner can:
1	Be able to identify, plan and manage an investigation or field study	- identify the main objectives for the project - provide an appropriate plan with risks identified - use organisational skills and strategies appropriately
2	Be able to undertake research, collect evidence and select information using appropriate methodology	- select relevant information from appropriate secondary research sources - obtain raw data or information - relate resources to the research question or hypothesis
3	Be able to analyse and interpret evidence, draw conclusions and write up results into a finished investigation or field study	- write up the investigation/field study, using appropriate style and structure - interpret evidence gathered and present data appropriately - draw conclusions
4	Be able to present findings, conclusions and an evaluation to an audience.	- review and evaluate the project and own learning - present the project outcomes in an organised manner, engaging with audience and responding to questions.

Unit content

1   Be able to identify, plan and manage an investigation or field study

Identifying and planning the project

Learners should select a topic from an area which interests them. They should conduct a literature review to help them narrow down the topic to a working title, which is likely to be in the form of a question or hypothesis. Before they begin, learners should be clear about what they plan to investigate and how they will do it.

Learners should ensure when finalising their question or hypothesis that:

- required primary and secondary sources are identified in advance and that these are accessible during the project

- required resources are available to use.

As part of their proposal, learners must complete the project proposal form (*Annexe B*). This must be signed off by the tutor-assessor before any further work can be carried out (see *page 63*). The title/topic must be considered suitable by the tutor-assessor, be capable of investigation, and suitable in size to be completed in the time available.

Completed project proposal forms should include objectives and a rationale for their choice of topic/title. They should also identify the proposed activities that they will need to undertake, for example:

- background reading

- conducting a literature review of data collection resources available

- conducting research and collecting data

- analysing information and drawing conclusions

- writing up the project, checking and re-drafting

- evaluating the project and own learning

- preparing for the presentation.

Plans should also include the resources that they will require and prepare for contingencies.

The tutor-assessor and project proposal checker must sign off the project proposal form before the learner can do any more work (see *page 63*). By confirming that the project is appropriate, the centre is confirming that the proposal will give the learners scope to achieve all of the assessment objectives.

Managing the project

During the course of the project, learners must keep individual records which document its progress, the activities undertaken and the decision-making process, using an 'activity log'. An example activity log can be found in *Annexe C* and electronic copies can be downloaded from the Pearson website.

Learners should monitor their own progress, adapting their plan and adjusting their timelines where necessary; where this occurs, this should be recorded in the activity log.

Summary of evidence required from learner[1]

- The project proposal form
- The activity log.

2 Be able to undertake research, collect evidence and select information using appropriate methodology

Learners should:

- use their chosen techniques safely to collect their data
- research, analyse and interpret data and information from primary/secondary sources
- extract, interpret and summarise information
- show connections between ideas, information, sources etc
- present the research in a coherent, well-organised manner
- be independently motivated and seek out their own research material.

Learners should select a range of secondary sources that contain information appropriate to their question or hypothesis. Information can be gathered from a range of sources (for example books, journals, the internet). Learners should assess the usefulness and validity of evidence and reference them clearly in their report, using a consistent system of referencing. References should make clear which author is being quoted, and where the quotation comes from. There should also be a bibliography which uses an appropriate and consistent format.

In contrast with *Unit 1: Dissertation*, in *Unit 2: Investigation/Field Study* learners are expected to use relevant data collection methods, such as measurements, observations, experiments, surveys, questionnaires. Learners therefore need to understand why valid data collection methods are important. They must consider the accuracy and reliability of data that they collect, to ensure that the measurements and observations can be reproduced by others. Learners need to understand that the materials, procedures and calculations that they select must

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[1] If clearly referenced, credit can be given for additional evidence of planning and managing the project contained in any supplementary materials submitted for assessment

be the most appropriate for their investigation/field study. Learners should demonstrate that they have considered variables and used control methods where appropriate.

Learners should use their chosen techniques safely to collect their data, with careful use of materials and equipment. The collection of data should be methodical and well organised.

Summary of evidence required from learner

- Research carried out. This is likely to be contained within relevant sections of the written up investigation/field study (see *learning outcome 3*).

3   Be able to analyse and interpret evidence, draw conclusions and write up results into a finished investigation or field study

The write-up of the investigation/field study needs to be organised. There are different possible ways of structuring it, which will vary depending on the nature of the question and the type of research carried out. One possible structure is:

- Introduction
- Literature review
- Data collection methods
- Results and analysis
- Discussion/conclusion
- References and bibliography.

The different sections should all follow each other in a logical manner.

The introduction will include an explanation of the question or hypothesis and a rationale for the choice of this question, such as why it is important or interesting to the learner.

The literature review should describe previous studies/data that are relevant to the question (see *learning outcome 2*).

The data collection methods section will describe what was done and summarise the data or findings obtained (see *learning outcome 2*).

The results and analysis section is where the results are analysed and interpreted and links made to previous work. For quantitative studies, learners should analyse their data, searching for patterns and trends within it. Suitable calculations (for example statistical tests) should be carried out where appropriate. Learners should make a case for a particular interpretation.

There should also be a discussion/conclusion, summarising what has been found in relation to the original question or hypothesis. There should also be recommendations, such as how their results can be used by others, the significance of their results, wider implications, suggestions for further work, etc.

Learners should be encouraged to plan and draft their work before producing the finished piece of writing.

Care should be taken with the presentation of the writing, with appropriate use made of headings, paragraphs, page numbering, labelling of diagrams, and font sizes and styles. Learners should also take care to use language accurately and appropriately, for example spelling, grammar, punctuation, technical language, and an appropriately neutral or formal style.

For more information about the referencing and bibliography, see *learning outcome 2*.

Summary of evidence required from learner

- The write-up of the investigation/field study.

4   Be able to present findings, conclusions and an evaluation to an audience

The evaluation

Learners must produce an evaluation of the project. Some or all of it could be included within the write up of the field study/investigation itself, or it could be a separate piece of work.

The evaluation should aim to address:

- the extent to which the learner achieved what they set out to achieve
- possible weaknesses in, and limitations of, their methodology and interpretations
- how well they performed at different stages of the project
- what they would do differently next time and why
- what they have learned about conducting research and writing up a field study/investigation, and how useful this has been to them

The presentation

The findings should be presented to an audience. The presentation should summarise what the field study/investigation was about, what was done, the findings, and conclusions that can be drawn from it. It must be appropriate to the selected audience in terms of length, language used, room selected and conditions, and also in terms of any handouts and ICT used.

The presentation must demonstrate the use of appropriate communication skills and the learner should be able to respond to questioning from the audience in a capable manner.

Further information about the presentation is given on *pages 61–62*.

Summary of evidence required from learner

- The evaluation. This may be a written evaluation or some or all of it could be covered within the presentation.

- The presentation and any supporting material. For oral presentations, the evidence must include an observation record completed by the tutor assessor, along with any notes, handouts, etc prepared by the learner; the presentation does **not** need to be recorded on audio/video.

Marking grid for Investigation/Field Study

Investigation/Field Study: AO1 — Manage

Mark band 1	Mark band 2	Mark band 3
The question or hypothesis is identified and is developed with **a lot of** guidance, support and assistance from the tutor-assessor. The question or hypothesis **may lack focus.**	The question or hypothesis is identified and is developed with **some** guidance, support and assistance from the tutor-assessor **and is then finalised and refined by the learner.** The question or hypothesis is **reasonably focussed.**	The question or hypothesis is identified and is developed with **limited** guidance, support and assistance from the tutor-assessor **but is then finalised and refined independently by the learner.** The question or hypothesis is **well defined** and **clearly focussed.**
The project plan gives **objectives** for the project and **a brief** rationale. **Most of the main** tasks to be completed are **listed**. Potential problems are **mentioned.**	The project plan gives **clear objectives** for the project and a **clear** rationale. **All of the main** tasks to be completed are provided in an appropriate order **and described**, **with an appropriate time span allocated for some tasks**. Potential problems are **described**.	The project plan **is clear and concise,** with **clear and detailed objectives and rationale. All of the main** tasks to be completed are provided in an appropriate order and described in detail, with an appropriate time span allocated for each task. Potential problems are described and there are sensible ideas for how these can be overcome.
The learner shows **limited** organisational ability and time management skills when managing the project. The learner maintains **cursory** records of activities undertaken during the project. **There is some monitoring of own progress.**	The learner shows **reasonable** organisational ability and time management skills when managing the project. The learner maintains **clear** records of activities undertaken during the project, **including problems encountered and steps taken to overcome them. Progress is monitored against the original plan**.	The learner shows **a high level of** organisational ability and time management skills when managing the project. The learner maintains **clear and detailed** records of activities undertaken during the project, **including problems encountered and steps taken to overcome them. Progress is monitored against the original plan and adjustments made to the plan where necessary**.
0–3 marks	**4–6 marks**	**7–9 marks**

See *pages 59-60* for guidance on how to use the marking grid.

Investigation/Field Study: AO2 — Use resources

Mark band 1	Mark band 2	Mark band 3
Some sources have been used and **investigated**. **There is some referencing of** research sources and a bibliography is included, listing **most of the sources**.	**A range of different types of** sources have been used and **investigated**. Research sources are **referenced appropriately** and a bibliography is included, listing the s**ources in an appropriate format.**	**A wide range of different types** of sources have been used and **thoroughly investigated.** Research sources are **referenced appropriately and consistently** and a bibliography is included, listing **the sources in an appropriate and consistent format.**
Data collection techniques are used with **some** success but with **some guidance** from the tutor-assessor. Information and resources have been **selected** and **some of this is directly relevant to the research question.** Information has been **collated** in reference to the research question posed.	Data collection techniques are used **successfully** with **limited guidance** from the tutor-assessor. Information and resources **relevant to the research question** have been **selected.** Information has been **analysed** in reference to the research question posed.	Data collection techniques are **successfully** and **independently** used by the learner. Information and resources **relevant to the research question** have been **carefully selected**. Information has been **analysed and synthesised** in reference to the research question posed.
There are attempts to establish links and connections between the **information** used, **but some of these may be tenuous. Some understanding** of the **less complex areas of the research topic** has been shown.	The **learner has established clear** links and connections between the **information** used. **A reasonable understanding** of the **complexities of the research area in general, and the research question in particular,** has been shown.	**Clear, concise and detailed links** have been established between the **information** used. A **thorough understanding** of the **complexities of the research question has been shown. Learners have placed the research question into the wider context of the research area.**
0–4 marks	**5–8 marks**	**9–12 marks**

See *pages 59-60* for guidance on how to use the marking grid.

Investigation/Field Study: AO3 — Develop and realise

Mark band 1	Mark band 2	Mark band 3
An attempt has been made to structure the investigation/field study, **using sections.**	The investigation/field study is **structured** in **sections** and there is **some evidence of the ability to link them together coherently.**	The investigation/field study is **well structured,** with **appropriate sections** that are **linked together coherently throughout.**
Information is **generally presented** in a logical order **although some of it may not be wholly relevant. Some use** is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling. Language errors (eg grammar, syntax, vocabulary) **may sometimes be** intrusive but they **generally do not** interfere with communication. **Some technical terms** are **used.**	Information is **presented** in a logical order and **is generally clear and relevant. Generally effective use** is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling. **There are few** language errors (eg grammar, syntax, vocabulary), and they are **generally not** intrusive and **do not** interfere with communication. **Technical terms** are **generally used appropriately**.	Information is **presented** in a logical order and it is **consistently clear and relevant. Effective and consistent** use is made of techniques that aid clarity, eg numbering, headings, paragraphing, labelling. **There are few** language errors (eg grammar, syntax, vocabulary) and they are **not** intrusive and they **do not** interfere with communication. **Technical terms** are used **consistently and effectively.**
The content shows **some understanding** of the topic and an **attempt to answer** the agreed hypothesis or question. **Some trends or patterns** in the data are **identified**.	The content shows **good understanding** of the topic area and **findings that relate directly to the** agreed hypothesis or question. **The main trends or patterns** in the data are **identified and analysed.** Where appropriate, **some mathematical calculations** are performed.	The content shows a **thorough and perceptive understanding** of the topic area and **a clearly argued and well-thought out interpretation that answers** the agreed hypothesis or question and **is supported by several lines of argument. Trends or patterns** in the data are **identified and analysed perceptively using relevant models and theories.** Where appropriate, **mathematical calculations** are performed.

Investigation/Field Study: AO3 — Develop and realise (cont.)

Mark band 1	Mark band 2	Mark band 3
There is a **brief conclusion** that **summarises** the findings.	There is a **clear conclusion** that **summarises** the findings. **There are some suggestions for further work.**	There is a **clear and well-developed conclusion** that **proficiently summarises** the findings. **There are well-thought out suggestions for further work and an awareness of any wider implications.**
0–8 marks	**9–16 marks**	**17–24 marks**

See *pages 59-60* for guidance on how to use the marking grids.

Investigation/Field Study: AO4 — Review

Mark band 1	Mark band 2	Mark band 3
Overall the learner shows **some self-awareness** when evaluating the project and the extent to which they have achieved their aims. The learner **attempts to identify** the limitations of their project's methodology and interpretations, but this **may not correspond with** the tutor-assessor's own judgement. The learner **identifies** some **basic** ideas for what they could do differently next time. They have drawn **basic** conclusions about the process of researching and writing an investigation/field study that could help them in future.	Overall the learner shows **good insight and self-awareness** in evaluating the project and the extent to which they have achieved their aims. The learner **is generally successful at identifying and explaining** the limitations of their project's methodology and interpretations. The learner **describes** ideas for what they could do differently next time. They have drawn **clear** conclusions about the process of researching and writing an investigation/field study that could help them in future.	Overall the learner shows a **high level of insight and self-awareness** in evaluating the project and the extent to which they have achieved their aims. The learner **is highly adept at identifying and analysing in detail** the limitations of their project's methodology and interpretations. The learner **explains and justifies** ideas for what they could do differently next time. They have drawn **clear and perceptive** conclusions about the process of researching and writing an investigation/field study that could help them in future.
The presentation is **structured** so that the **audience can see that there has been some attempt to organise it** logically and the learner shows **basic** ability to convey the main ideas.	The presentation is **structured** so that it is **reasonably clear to the audience how it is organised and how the different parts link together** and the learner shows **good** ability to convey the main ideas.	The presentation is **clearly and logically** structured so that it is **completely clear to the audience how the different parts link together** and the learner shows a **high level** of ability to convey the main ideas.

Investigation/Field Study: AO4 — Review (cont.)

Mark band 1	Mark band 2	Mark band 3
If an oral presentation is given, it is **generally audible**, although it is likely that the learner **relies heavily** on supporting materials, eg notes or cue cards. The learner shows **limited ability to engage the audience** or hold their attention. Where visual aids are used, these **attempt to support** the presentation, **although they may not be clearly visible** to the audience and **may contain too much information.**	If an oral presentation is given, it is **audible and reasonably paced**; although it is likely that the learner **relies** on supporting materials, eg notes or cue cards, **there are parts of the presentation that are not simply read aloud.** The learner **engages** with the audience and holds their attention **in places.** Where visual aids are used, these **are relevant** and **are reasonably effective at supporting** the presentation. They show **reasonable clarity and design.**	If an oral presentation is given, it is **clearly audible** and **well paced**. The **learner may make some use of** supporting materials, eg notes of cue cards, **but the presentation is not simply read aloud**. The learner **engages well** with the audience and holds their attention. Where visual aids are used, these **are relevant** and are **consistently effective at supporting** the presentation. They are **clearly visible** to the audience, **are well designed and do not contain too much information.**
Some questions are answered and the learner shows **reasonable** subject knowledge.	**Questions** are answered **reasonably clearly and effectively** and the learner shows **reasonable** subject knowledge.	The learner handles questions **calmly and confidently**. Questions are answered **clearly and insightfully** and the learner shows **good** subject knowledge.
0–3 marks	**4–6 marks**	**7–9 marks**

See *pages 59-60* for guidance on how to use the marking grids.

Total marks out of 54.

Unit 3:   Performance

Level 3

Guided learning hours: **120**

Introduction

This unit provides learners with the opportunity to produce a performance for an audience.

The unit requires learners to plan, research, develop and evaluate the performance. Learners begin by identifying a project title and making a project plan. They will then research potential materials, information and techniques. They will apply these as part of the developmental process, which involves trying out different approaches, refining ideas and preparing for and rehearsing the performance. They then give the performance. Finally, learners will evaluate the project and present the outcomes to an audience.

Learners are required to provide written evidence to accompany the project. It is estimated that this will be 1500-3000 words in length. Learners will not be penalised for producing work outside the suggested word count, but they should ensure their word count allows them to meet the assessment objectives.

Learning outcomes

On completion of this unit a learner should:

1   Be able to identify, plan and manage a performance project

2   Be able to use resources to research and select prospective performance material and techniques

3   Be able to develop and interpret performance material within the context of a performance to an audience

4   Be able to present project outcomes and an evaluation to an audience.

The assessment evidence presented by the learner must evidence all the above learning outcomes.

Unit summary

Learning outcome number	Learning outcome	Assessment
	The learner will:	**The learner can:**
1	Be able to identify, plan and manage a performance project	• identify the main objectives for the project • provide an appropriate plan • use organisational skills and strategies appropriately.
2	Be able to use resources to research and select prospective performance material and techniques	• research relevant performance material and skills • select relevant material from valid sources • relate techniques to the performance project.
3	Be able to develop and interpret performance material within the context of a performance to an audience	• produce a well-rehearsed performance • show understanding of style and interpretation • demonstrate skills and creativity.
4	Be able to present project outcomes and an evaluation to an audience.	• review and evaluate the project and own learning • present the project outcomes in an organised manner, engaging with audience and responding to questions.

Unit content

1   Be able to identify, plan and manage a performance project

Identifying and planning the project

Learners should select a topic from an area which interests them and then narrow this down to a working title.

As part of their proposal, learners must complete the project proposal form (*Annexe B*). This must be signed off by the tutor-assessor before any further work can be carried out (see *page 63*). The title/topic must be considered suitable by the tutor-assessor and be appropriate in scale to be completed in the time available.

Completed project proposal forms should include objectives and a rationale for their choice of topic/title. They should identify the proposed activities that they will need to undertake, for example:

- researching potential performance material

- other activities needed in preparation for the performance, such as sourcing any equipment/materials, preparing publicity materials for the performance

- rehearsals and exploring appropriate techniques for the performance

- evaluating the project and own learning

- preparing for the presentation.

Plans should also include the resources that they will require and prepare for contingencies.

The tutor-assessor and project proposal checker must sign off the project proposal form before the learner can do any more work (see *page 63*). By confirming that the project is appropriate, the centre is confirming that the proposal will give the learners scope to achieve all of the assessment objectives.

Managing the project

During the course of the project, learners must keep individual records which document its progress, the activities undertaken and the decision-making process, using an 'activity log'. An example activity log can be found in *Annexe C* and electronic copies can be downloaded from the Pearson website.

Learners should monitor their own progress, adapting their plan and adjusting their timelines where necessary; where this occurs, this should be recorded in the activity log.

Summary of evidence required from learner[1]

- The project proposal form.

- The activity log.

2   Be able to use resources to research and select prospective performance material and techniques

Learners should show that they understand the resource requirements for the successful development, rehearsal and staging of the performance.

Learners should demonstrate that they have investigated a range of potential performance material and performance techniques, showing connections and links between ideas, information, sources etc.

Different types of research may be appropriate, depending on the type of performance and the learner's own role, but examples could include:

- the learner's own analysis of any possible source materials

- other people's commentaries on, or analysis of, source materials

- the learner's own observations of others' performances

- reviews or accounts of others' performances

- research into the social, cultural or historical context in which any source materials were written or set

- research into specific issues relating to any chosen source material

- the target audience

- the venue

- technical facilities and equipment.

It may also be relevant to research and select other resources, such as sets, costumes, sound, lighting.

Learners should assess the usefulness of their sources, making use of a consistent system of referencing for any sources used. There should also be a bibliography which uses an appropriate and consistent format.

Summary of evidence required from learner

- Research carried out and resources selected. This could be kept with the activity log.

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[1] If clearly referenced, credit can be given for additional evidence of planning and managing the project contained in any supplementary materials submitted for assessment.

3   Be able to develop and interpret performance material within the context of a performance to an audience.

Learners should use the resources and techniques that have been selected and develop them in order to prepare for the final performance.

This is likely to involve:

- exploring initial ideas

- trying out different approaches

- agreeing an approach

- preparation and rehearsals, accompanied by ongoing refinements of the idea, as required.

The activities undertaken and the evolution of ideas should be recorded as fully as possible.

During the development process, decisions will need to be taken, which will include the choice of materials and performance techniques that will be used. It may also include other matters (which will vary according to the type of performance and the circumstances in which it is performed), such as costumes, sound, lighting, staging, set design, publicity materials, timings.

It is during this phase of the project that learners will learn or improve the individual skills that will be required for the performance. These skills will vary depending on the type of performance and the learner's own role, for example physical, artistic, technological, directorial, musical or choreographic.

The learners will then give their performance. However, it is important to realise that the primary assessment evidence for this learning outcome will come from the development process that leads up to the performance, not from the performance itself.

Summary of evidence required from learner

- Evidence of the development process, for example records of meetings, decisions taken, rehearsals and any other relevant supporting or explanatory evidence. This should be kept with the activity log.

- The performance. The project outcome should be recorded, on video or audio[2]. In addition, an observation record must be completed by the tutor-assessor.

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[2] Information about acceptable audio/video formats is given in a separate document: *Moderation of Project Qualifications: Guidance for Centres*. Please refer to the Edexcel website

4   Be able to present project outcomes and an evaluation to an audience

The evaluation

Learners must produce an evaluation of the project. The evaluation should aim to address:

- the extent to which they achieved what they set out to achieve

- how well they managed at different stages of the project

- how well they did in the final performance

- what they would do differently next time and why

- what they have learned about putting on a performance and how useful this has been to them

The presentation

The results of the project should be presented to an audience. The presentation should summarise what the project is about, what the learner's role was, what was done, and how the performance went. It must be appropriate to the selected audience in terms of length, language used, room selected and conditions, and also in terms of any handouts and ICT used.

The presentation must demonstrate the use of appropriate communication skills and the learner should be able to respond to questioning from the audience in a capable manner.

Further information about the presentation is given on *pages 61–62*.

Summary of evidence required from learner

- The evaluation. This may be a written evaluation or some or all of it could be covered within the presentation.

- The presentation and any supporting material. For oral presentations, the evidence must include an observation record completed by the tutor assessor, along with any notes, handouts, etc prepared by the learner; the presentation does not need to be recorded on audio/video.

Marking grid for Performance

Performance: AO1 — Manage

Mark band 1	Mark band 2	Mark band 3
The performance topic and title are identified and are developed with **a lot of** guidance, support and assistance from the tutor-assessor. The question **may lack focus.**	The performance topic and title are identified and are developed with **some** guidance, support and assistance from the tutor-assessor **and are then finalised and refined by the learner individually or within groups.** The question is **reasonably focussed.**	The performance topic and title are identified and are developed with **limited** guidance, support and assistance from the tutor-assessor **but are then finalised and refined independently by the learner individually or within groups.** The question is **well defined and clearly focussed.**
The project plan gives **objectives** for the project and **a brief** rationale. **Most of the main** tasks to be completed are **listed**. **Some potential problems** are **identified** and there are **basic ideas** for how to overcome them.	The project plan gives **clear objectives** for the project and a **clear** rationale. **All of the main** tasks to be completed are provided in an appropriate order **and described with an appropriate time span allocated for some tasks**. The plan includes **information** on how learners will organise their time in order to meet the project objectives. **Potential problems** are **described** and there are **reasonable ideas** for how to overcome them.	The project plan **is clear and concise,** with **clear and detailed objectives and rationale. All of the main** tasks to be completed are provided in an appropriate order **and described in detail with an appropriate time span allocated for each task.** The plan includes information with **realistic deadlines** showing how learners will organise their time in order to meet the project objectives. **Potential problems** are **described** and there are **realistic and convincing ideas** for how to overcome them.

Performance: AO1 — Manage (cont.)

Mark band 1	Mark band 2	Mark band 3
The learner shows **limited** organisational ability and time management skills when managing the project. The learner maintains **cursory** records of activities undertaken during the project. **There is some monitoring of own progress.**	The learner shows **reasonable** organisational ability and time management skills when managing the project. The learner maintains **clear** records of activities undertaken during the project, **including problems encountered and steps taken to overcome them. Progress is monitored against the original plan**.	The learner shows a **high level of** organisational ability and time management skills when managing the project. The learner maintains **clear and detailed** records of activities undertaken during the project, **including problems encountered and steps taken to overcome them. Progress is monitored against the original plan and adjustments made to the plan where necessary**.
0–3 marks	4–6 marks	7–9 marks

See *page 59-60* for guidance on how to use the marking grids.

Performance: AO2 — Use resources

Mark band 1	Mark band 2	Mark band 3
Some possible performance material, skills and techniques have been **investigated**. **There is some referencing of** research sources and a bibliography is included, listing **most of the sources**.	**A range of different types of** possible performance material, skills and techniques have been **investigated**. Research sources are **referenced appropriately** and a bibliography is included, listing **the sources in an appropriate format**.	**A wide range of different types of** possible performance material, skills and techniques have been thoroughly investigated. Research sources are referenced appropriately and consistently and a bibliography is included, listing the sources in an appropriate and consistent format
From the research carried out, **information and resources** have been selected for use in the project **although some of this may not be not directly relevant**. Information has been **collated** in reference to the performance project. **There are attempts to establish** links between the research carried out and the performance project, **although some of these may be tenuous**.	From the research carried out, **appropriate information and resources** have been selected for use in the project. Information has been **analysed** in reference to the performance project. The **learner has established clear** links between the research carried out and the performance project.	From the research carried out, **appropriate information and resources** have been selected for use in the project. Information has been **analysed and synthesised** in reference to the performance project. **Clear, concise and detailed links** have been established between the research carried out and the performance project.
Some understanding of the **less complex** areas of the resources and research required for the development, rehearsal and staging of the performance has been shown.	**A reasonable understanding** of the **complexities** of the resource and research required for the development, rehearsal and staging of the performance has been shown.	**A thorough understanding** of the **complexities** of the resource and research required for the development, rehearsal and staging of the performance has been shown.
0–4 marks	**5–8 marks**	**9–12 marks**

See *page 59-60* for guidance on how to use the marking grids.

Performance: AO3 — Develop and realise

Mark band 1	Mark band 2	Mark band 3
An attempt has been made to structure the supporting information that relates to the development process. The information contained within it is **generally presented** in a logical order, **although some of it may not be wholly relevant.**	The supporting information that relates to the development process **is structured and presented clearly**. The information contained within it is **generally clear** and **relevant**.	The supporting information that relates to the development process **is structured and presented clearly**. The information contained within it is **consistently clear** and **relevant**.
The learner demonstrates a **limited involvement in, and understanding of,** the developmental process. They make **some** contributions to discussions and decisions taken. There is **some** evidence of development of ideas and that alternative ideas and approaches have been **considered**, with **some attempt to explain** the decisions taken. Throughout the development process and final performance, resources are applied and skills are developed **with some success**.	The learner demonstrates **good involvement in, and understanding of,** the developmental process. They make **generally effective** contributions to discussions and decisions taken. There is **clear** evidence of development of ideas and that alternative ideas and approaches have been **considered carefully,** with a **clear** explanation of the decisions taken. Throughout the development process and final performance, resources are applied and skills are developed **generally successfully**.	The learner demonstrates **a high level of involvement in, and a thorough understanding of,** the developmental process. They make **consistently effective** contributions to discussions and decisions taken. There is **clear** evidence of development of ideas and that alternative ideas and approaches have been **considered carefully and evaluated**, with a **well-thought out and well-argued** explanation of the decisions taken. Throughout the development process and final performance, resources are applied and skills are developed **consistently successfully**.
The learner shows evidence of **adequate** preparation and rehearsal and makes **some contribution** to the final performance.	The learner shows evidence of **good** preparation and rehearsal and makes a **generally successful contribution** to the final performance.	There is evidence of **thorough** preparation and rehearsal and makes a **successful and important contribution** to the final performance.
0–8 marks	**9–16 marks**	**17–24 marks**

See *page 59-60* for guidance on how to use the marking grids.

Performance: AO4 — Review

Mark band 1	Mark band 2	Mark band 3
Overall the learner shows **some self-awareness** when evaluating the project and the extent to which they have achieved their aims. The learner **attempts to** assess how well they performed, but this **may not always correspond with** the tutor-assessor's own judgement.	Overall the learner shows **good insight and self-awareness** in evaluating the project and the extent to which they have achieved their aims. The learner **is generally successful at** assessing how well they performed.	Overall the learner shows a **high level of insight and self-awareness** in evaluating the project and the extent to which they have achieved their aims. The learner **is highly adept at** assessing how well they performed.
The learner **identifies** some **basic** ideas for what they could do differently next time. They have drawn **basic** conclusions about the process of putting on a performance that could help them in future.	The learner **describes** ideas for what they could do differently next time. They have drawn **clear** conclusions about the process of putting on a performance that could help them in future.	The learner **explains and justifies** ideas for what they could do differently next time. They have drawn **clear and perceptive** conclusions about process of putting on a performance that could help them in future.

Performance: AO4 — Review (cont.)

Mark band 1	Mark band 2	Mark band 3
The presentation is **structured** so that the **audience can see that there has been some attempt to organise it logically** and the learner shows **basic** ability to convey the main ideas. If an oral presentation is given, it is **generally audible**, although it is likely that the learner **relies heavily** on supporting materials, eg notes or cue cards. The learner shows **limited ability to engage the audience** or hold their attention. Where visual aids are used, these **attempt to support** the presentation, **although they may not be clearly visible** to the audience and **may contain too much information.**	The presentation is **structured** so that it is **reasonably clear to the audience how it is organised and how the different parts link together** and the learner shows **good** ability to convey the main ideas. If an oral presentation is given, it is **audible and reasonably paced**; although it is likely that the learner **relies** on supporting materials, eg notes or cue cards, **there are parts of the presentation that are not simply read aloud**. The learner **engages** with the audience and holds their attention in places. Where visual aids are used, these **are relevant** and **are reasonably effective at supporting** the presentation. They show **reasonable clarity and design.**	The presentation is **clearly and logically** structured so that it is **completely clear to the audience how the different parts link together** and the learner shows a high level of ability to convey the main ideas. If an oral presentation is given, it is **clearly audible** and **well paced**. The **learner may make some use of** supporting materials, eg notes of cue cards, **but the presentation is not simply read aloud**. The learner **engages well** with the audience and holds their attention. Where visual aids are used, these **are relevant** and are **consistently effective at supporting** the presentation. They are **clearly visible** to the audience, **are well designed and do not contain too much information.**
Some questions are answered and the learner shows **reasonable** subject knowledge.	**Questions** are answered r**easonably clearly and effectively** and the learner shows **reasonable** subject knowledge.	The learner handles questions **calmly and confidently**. Questions are answered **clearly and insightfully** and the learner shows **good** subject knowledge.
0–3 marks	**4–6 marks**	**7–9 marks**

See *page 59-60* for guidance on how to use the marking grids.

Total marks out of 54.

Unit 4:   Artefact

Level 3

Guided learning hours: 120

Introduction

The unit requires learners to plan, research, develop and evaluate the production of an artefact.

The artefact may take many forms, including a finished working prototype, model, artwork or design. The way the artefact is presented will depend on the ideas and intentions of the learner and the form it takes: a sculpture may be intended for a specific site; an engineering model may require to be demonstrated in action to highlight its function; a website's purpose may be reflected through its use of colour, layout and form of navigation.

There are no expectations of size limits for the artefact — the size should be appropriate to the intention. Supporting evidence may be in any suitable form such as writing, illustrations, technical drawings, video or interactive media.

Learners begin by identifying a brief for their artefact and making a project plan. They will then research potential materials, information and techniques. They will apply these as part of the development process, which involves generating ideas, trying them out, choosing the best solution, refining and adapting the idea, and handing over the finished artefact to the tutor-assessor. They then evaluate their project and present the outcomes of the project to an audience.

Learners are required to provide written evidence to accompany the project. It is estimated that this will be 1500-3000 words in length. Learners will not be penalised for producing work outside the suggested word count, but they should ensure their word count allows them to meet the assessment objectives.

Learning outcomes

On completion of this unit a learner should:

1   Be able to identify, plan and manage the production of an artefact or design

2   Be able to research and select appropriate techniques and materials

3   Be able to produce an artefact or design, using appropriate techniques and materials

4   Be able to present project outcomes and an evaluation to an audience.

The assessment evidence presented by the learner must evidence all the above learning outcomes.

Unit summary

Learning outcome number	Learning outcome The learner will:	Assessment The learner can:
1	Be able to identify, plan and manage the production of an artefact or design	• identify the main objectives for the project • provide an appropriate plan • use organisational skills and strategies appropriately.
2	Be able to research and select appropriate techniques and materials	• research materials, techniques and processes • select appropriate materials, techniques and processes • relate investigated processes to the project.
3	Be able to produce an artefact or design, using appropriate techniques and materials	• create an artefact or design with appropriate materials, techniques and processes • show development of ideas and consideration of alternative designs • acknowledge creative influences.
4	Be able to present project outcomes and an evaluation to an audience.	• review and evaluate the project and own learning • present the project outcomes in an organised manner, engaging with audience and responding to questions.

Unit content

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1 Be able to identify, plan and manage the production of an artefact or design

Identifying and planning the project

The artefact should be created against a specific brief. This could be developed by the learner themselves, or in consultation another party, such as an employer.

As part of their proposal, learners must complete the project proposal form (*Annexe B*). This must be signed off by the tutor-assessor before any further work can be carried out (see *page 63)*. The title/topic must be considered suitable by the tutor-assessor and be appropriate in scale to be completed in the time available.

Completed project proposal forms should include objectives and a rationale for their choice of topic/title. They should identify the proposed activities that they will need to undertake, for example:

- background reading and research
- researching potential materials and techniques
- developing ideas and experimenting with possible solutions
- producing and presenting the artefact
- evaluating the project and own learning
- preparing for the presentation.

Plans should also include the resources that they will require.

The tutor-assessor and project proposal checker must sign off the project proposal form before the learner can do any more work (see *page 63*). By confirming that the project is appropriate, the centre is confirming that the proposal will give the learners scope to achieve all of the assessment objectives.

Managing the project

During the course of the project, learners must keep individual records which document its progress, the activities undertaken and the decision-making process, using an 'activity log'. An example activity log can be found in *Annexe* C and electronic copies can be downloaded from the Pearson website.

Learners should monitor their own progress, adapting their plan and adjusting their timelines where necessary; where this occurs, this should be recorded in the activity log.

Summary of evidence required from learner[1]

- The project proposal form.
- The activity log.

2   Be able to research and select appropriate techniques and materials

Learners should demonstrate that they have conducted adequate research. This may involve primary and secondary sources, as appropriate. The learner should show that they have investigated a range of techniques and materials, showing connections and links between ideas, information, sources etc.

The research required will depend upon the brief and type of artefact to be produced, but examples include:

- understanding the needs of a client and the context in which the artefact will be used
- the learner's analysis of existing artefacts that they are hoping to improve upon
- other people's analyses of existing artefacts
- other people's attempts to solve a similar problem
- a historical survey of how a particular artefact has developed
- the skills and resources that will be required in the creation of the learner's artefact
- possible techniques and processes that could be used
- possible raw materials that could be used.

Learners should assess the usefulness of their sources, making use of a consistent system of referencing for any sources used. There should also be a bibliography which uses an appropriate and consistent format.

Summary of evidence required from learner

- Research carried out and resources selected. This could be kept with the activity log.

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[1] If clearly referenced, credit can be given for additional evidence of planning and managing the project contained in any supplementary materials submitted for assessment

3 Be able to produce an artefact or design, using appropriate techniques and materials

Learners should apply the research that has been carried out in producing their artefact.

During the development process the learner will need to take decisions about the use of materials and techniques. Learners will need to use a range of skills to solve problems, produce their artefact and achieve their planned outcomes.

The development process could involve:

- generating ideas
- trying out different ideas, materials, techniques, etc
- choosing the best solution
- refining and adapting the idea and producing the artefact, returning to earlier stages of the development process if necessary
- presenting the finished artefact.

The finished artefact should be presented to the tutor-assessor in an appropriate form, together with material that evidences the process of research, the development and evolution of ideas, design and making. This should make it clear what has been done and why, as well as how the artefact/design works.

Summary of evidence required from learner

- Evidence of the development process. This could be kept with the activity log.
- The artefact and any supporting and explanatory information. Appropriate evidence of this (for example photos) must be included with the rest of the evidence submitted.

4 Be able to present project outcomes and an evaluation to an audience

The evaluation

Learners must produce an evaluation of the project. The evaluation should aim to address:

- the extent to which they achieved what they set out to achieve
- how well the artefact meets the original brief
- how well they managed at different stages of the project
- what they would do differently next time and why
- what they have learned about producing an artefact and how useful this has been to them

The presentation

The results of the project should be presented to an audience. The presentation should summarise what the project is about, what was done, and how the artefact works. It must be appropriate to the selected audience, in terms of length, language used, room selected and conditions, and also in terms of any handouts and ICT used.

The presentation must demonstrate the use of appropriate communication skills and the learner should be able to respond to questioning from the audience in a capable manner.

Further information about the presentation is given on *pages 61–62*.

Summary of evidence required from learner

- The evaluation. This may be a written evaluation or some or all of it could be covered within the presentation.

- The presentation and any supporting material. For oral presentations, the evidence must include an observation record completed by the tutor assessor, along with any notes, handouts, etc prepared by the learner; the presentation does not need to be recorded on audio/video.

Marking grid for Artefact

Artefact: AO1 — Manage

Mark band 1	Mark band 2	Mark band 3
The proposed outcome is identified and developed with **a lot of** guidance, support and assistance from the tutor-assessor. The proposed outcome **may lack focus.**	The proposed outcome is identified and developed with **some** guidance, support and assistance from the tutor-assessor **and is then finalised and refined by the learner individually or within groups.** The proposed outcome is reasonably **focussed.**	The proposed outcome is identified and developed with **limited** guidance, support and assistance from the tutor-assessor **but then finalised and refined independently by the learner individually or within groups.** The proposed outcome is **well defined** and **clearly focussed.**
The project plan gives **objectives** for the project and **a brief** rationale. **Most of the main** tasks to be completed are **listed**.	The project plan gives **clear objectives** for the project and a **clear** rationale. **All of the main** tasks to be completed are provided in an appropriate order **and described with an appropriate time span allocated for some tasks**.	The project plan **is clear and concise,** with **clear and detailed objectives and rationale. All of the main** tasks to be completed are provided in an appropriate order a**nd described in detail, with an appropriate time span allocated for each task.**
The learner shows **limited** organisational ability and time management skills when managing the project. The learner maintains **cursory** records of activities undertaken during the project. **There is some monitoring of own progress.**	The learner shows **reasonable** organisational ability and time management skills when managing the project. The learner maintains **clear** records of activities undertaken during the project, **including problems encountered and steps taken to overcome them. Progress is monitored against the original plan**.	The learner shows **a high level of** organisational ability and time management skills when managing the project. The learner maintains **clear and detailed** records of activities undertaken during the project, **including problems encountered and steps taken to overcome them. Progress is monitored against the original plan and adjustments made to the plan where necessary**.
0–3 marks	**4–6 marks**	**7–9 marks**

See *page 59-60* for guidance on how to use the marking grids.

Artefact: AO2 — Use resources

Mark band 1	Mark band 2	Mark band 3
Some possible materials and techniques have been **investigated**. **There is some referencing of** research sources and a bibliography is included, listing **most of the sources**.	**A range of different types** of materials and techniques have been **investigated**. Research sources are **referenced appropriately** and a bibliography is included, listing **the sources in an appropriate format**.	**A wide range** of different types of possible materials and techniques have been **thoroughly investigated.** Research sources are **referenced appropriately and consistently** and a bibliography is included, listing **the sources in an appropriate and consistent format.**
From the research carried out, **information and resources** have been selected for use in the project **although some of this may not be not directly relevant**. Information has been **collated** in reference to the project. **There are attempts to establish** links between the research carried out and the project, **although some of these may be tenuous**.	From the research carried out, **appropriate information and resources** have been selected for use in the project. Information has been **analysed** in reference to the project. The **learner has established clear** links between the research carried out and the project.	From the research carried out, **appropriate information and resources** have been selected for use in the project. Information has been **analysed and synthesised** in reference to the project. **Clear, concise and detailed links** have been established between the research carried out and the project.
Some understanding of the **less complex** areas of the resources and research required for the development and production of the artefact has been shown.	**A reasonable understanding** of the **complexities** of the resources and research required for the development and production of the artefact has been shown.	**A thorough understanding** of the **complexities** of the resources and research required for the development and production of the artefact has been shown.
0–4 marks	**5–8 marks**	**9–12 marks**

See *page 59-60* for guidance on how to use the marking grids**.**

Artefact: AO3 — Develop and realise

Mark band 1	Mark band 2	Mark band 3
An attempt has been made to structure the supporting information that relates to the development process. The information contained within it is **generally presented** in a logical order, **although some of it may not be wholly relevant.**	The supporting information that relates to the development process **is structured and presented clearly**. The information contained within it is **generally clear** and **relevant**.	The supporting information that relates to the development process **is structured and presented clearly**. The information contained within it is **consistently clear** and **relevant**.
The learner demonstrates **limited** understanding of the developmental process. There is **some** evidence of development of ideas and that alternative ideas and approaches have been **considered**, with **some attempt to explain** the decisions taken, eg relating to choosing the most appropriate materials, processes, techniques, design.	The learner demonstrates **good** understanding of the developmental process. There is **clear** evidence of development of ideas and that alternative ideas and approaches have been **considered carefully**, with a **clear** explanation of the decisions taken, eg relating to choosing the most appropriate materials, processes, techniques, design.	Learners demonstrate **a thorough** understanding of the developmental process. There is **clear** evidence of development of ideas and that alternative ideas and approaches have been **considered carefully and evaluated**, with a **well-thought out and well-argued** explanation of the decisions taken, eg relating to choosing the most appropriate materials, processes, techniques, design.
There is **some** evidence that the artefact has been refined during the developmental process. Resources and skills are applied **with some success** in creating the artefact. The artefact goes **some way** towards fulfilling the original brief.	There is **clear** evidence that the artefact has been refined during the developmental process. Resources and skills are applied **generally successfully** in creating the artefact. The artefact fulfils the original brief **satisfactorily**.	There is **clear** evidence that the artefact has been **carefully and perceptively** refined during the developmental process, **showing innovation**. Resources and skills are applied **consistently successfully** in creating the artefact. The artefact **is highly successful** at fulfilling the original brief.
0–8 marks	**9–16 marks**	**17–24 marks**

See *pages 59-60* for guidance on how to use the marking grids.

Artefact: AO4 — Review

Mark band 1	Mark band 2	Mark band 3
Overall the learner shows **some self-awareness** when evaluating the project and the extent to which they have achieved their aims and met the original brief. The learner **attempts to** assess how well they managed at different stages, although the learner's assessment **may not correspond with** the tutor-assessor's own judgement.	Overall the learner shows **good insight and self-awareness** in evaluating the project and the extent to which they have achieved their aims and met the original brief. The learner **is generally successful at** assessing how well they managed at different stages.	Overall the learner shows a **high level of insight and self-awareness** in evaluating the project and the extent to which they have achieved their aims and met the original brief. The learner **is highly adept at** assessing how well they managed at different stages.
The learner **identifies** some **basic** ideas for what they could do differently next time. They have drawn **basic** conclusions about the process of producing an artefact that could help them in future.	The learner **describes** ideas for what they could do differently next time. They have drawn **clear** conclusions about the process of producing an artefact that could help them in future.	The learner **explains and justifies** ideas for what they could do differently next time. They have drawn **clear and perceptive** conclusions about process of producing an artefact that could help them in future.

Artefact: AO4 — Review (cont.)

Mark band 1	Mark band 2	Mark band 3
The presentation is **structured** so that the **audience can see that there has been some attempt to organise it logically** and the learner shows **basic** ability to convey the main ideas. If an oral presentation is given, it is **generally audible**, although it is likely that the learner **relies heavily** on supporting materials, eg notes or cue cards. The learner shows **limited ability to engage the audience** or hold their attention. Where visual aids are used, these **attempt to support** the presentation, **although they may not be clearly visible** to the audience and **may contain too much information.**	The presentation is **structured** so that it is **reasonably clear to the audience how it is organised and how the different parts link together** and the learner shows **good** ability to convey the main ideas. If an oral presentation is given, it is **audible** and reasonably paced; although it is likely that the learner **relies** on supporting materials, eg notes or cue cards, **there are parts of the presentation that are not simply read aloud**. The learner **engages** with the audience and holds their attention **in places.** Where visual aids are used, these **are relevant** and **are reasonably effective at supporting** the presentation. They show **reasonable clarity and design.**	The presentation is **clearly and logically** structured so that it is **completely clear to the audience how the different parts link together** and the learner shows a **high level** of ability to convey the main ideas**.** If an oral presentation is given, it is **clearly audible** and **well paced**. The **learner may make some use of** supporting materials, eg notes of cue cards, **but the presentation is not simply read aloud**. The learner **engages well** with the audience and holds their attention. Where visual aids are used, these **are relevant** and are **consistently effective at supporting** the presentation. They are **clearly visible** to the audience, **are well designed and do not contain too much information.**
Some questions are answered and the learner shows **reasonable** subject knowledge.	**Questions** are answered **reasonably clearly and effectively** and the learner shows **reasonable** subject knowledge.	The learner handles questions **calmly and confidently**. Questions are answered **clearly and insightfully** and the learner shows **good** subject knowledge.
0–3 marks	**4–6 marks**	**7–9 marks**

See *pages 59-60* for guidance on how to use the marking grids.

Total marks out of 54.

Guidance on using the marking grids

For all learning outcomes

Tutor-assessors should select appropriate bands not on the basis of a 'tick list' but rather on the basis of which band fits best.

Assessors should adopt a holistic approach and apply their professional judgement; any weaker performance in some aspects should be balanced by stronger performance in others.

This means that w*ithin* each assessment objective, some learners may exhibit characteristics from more than one band. Tutor-assessors should decide which band fits best.

This should be done separately for each assessment objective: for example, a learner may be judged to be in mark band 1 for learning outcome 1, mark band 2 for learning outcomes 2 and 4, and mark band 3 for learning outcome 3.

Learning outcomes 1 and 4

First the appropriate mark band should be selected, as described above.

The mark band descriptors describe the mid-point of the band. Work that overall fits the description (allowing for a balancing of stronger and weaker performance) should therefore be awarded a mark of 2 (if in band 1), 5 (if in band 2) or 8 (if in band 3).

If overall performance goes beyond what is described in a few respects, then a higher mark of 3 (band 1), 6 (band 2) or 9 (band 3) should be awarded. If overall performance falls short in a few respects, then the lower mark of 1 (band 1), 4 (band 2) or 7 (band 3) should be given.

If the work has been placed in mark band 1 or 2 and performance goes beyond what is described in *most* respects, then the tutor-assessor should go back to step 1 and consider whether the work should in fact be placed in the next band above. Conversely, if the work has been placed in mark band 2 or 3 and performance falls short in most respects, then the tutor-assessor should go back to step 1 and consider whether the work should in fact be placed in the next band below.

If the work falls short of mark band 1 in all respects, then no mark should be awarded.

Learning outcome 4 consists of two distinct activities: the evaluation and the presentation. It is quite possible that learners will perform to different levels in the two activities; tutor-assessors should consider each to be of equal significance when deciding on the best fit within the mark bands. If, for example, the evaluation is worthy of band 2, but the presentation fits best in band 3, then the most appropriate mark would either be at the top of band 2 or the bottom of band 3; the choice of band and final mark will depend on the relative strengths and weaknesses in each activity.

Learning outcome 2

First the appropriate mark band should be selected, as described above.

There is then a choice of four marks. Work that overall fits the description (allowing for a balancing of stronger and weaker performance) should therefore be awarded a mark of 2 or 3 (if in band 1), 6 or 7 (if in band 2) or 10 or 11 (if in band 3).

If overall performance goes beyond what is described in a few respects, then a higher mark of 4 (band 1), 8 (band 2) or 12 (band 3) should be awarded. If overall performance falls short in a few respects, then the lower mark of 1 (band 1), 5 (band 2) or 9 (band 3) should be given.

If the work has been placed in mark band 1 or 2 and performance goes beyond what is described in *most* respects, then the tutor-assessor should go back to step 1 and consider whether the work should in fact be placed in the next band above. Conversely, if the work has been placed in mark band 2 or 3 and performance falls short in most respects, then the tutor-assessor should go back to step 1 and consider whether the work should in fact be placed in the next band below.

If the work falls short of mark band 1 in all respects, then no mark should be awarded.

Learning outcome 3

First the appropriate mark band should be selected, as described above.

There is then a choice of eight marks. This choice should be narrowed down as follows.

Work that overall fits the description (allowing for a balancing of stronger and weaker performance) should be placed in the mid-range of marks: 4 or 5 (band 1), 12 or 13 (band 2), 20 or 21 (band 3).

If overall performance goes beyond what is described in a few respects, then higher marks of 6, 7 or 8 (band 1), 14, 15 or 16 (band 2) or 22, 23 or 24 (band 3) should be awarded, with stronger work tending towards the upper part of the range, and weaker work tending towards the lower.

If overall performance falls short in a few respects, then lower marks of 1, 2 or 3 (band 1), 9, 10 or 11 (band 2) or 17, 18 or 19 (band 3) should be given, with stronger work tending towards the upper part of the range, and weaker work tending towards the lower.

If the work has been placed in mark band 1 or 2 and performance goes beyond what is described in *most* respects, then the tutor-assessor should go back to step 1 and consider whether the work should in fact be placed in the next band above. Conversely, if the work has been placed in mark band 2 or 3 and performance falls short in most respects, then the tutor-assessor should go back to step 1 and consider whether the work should in fact be placed in the next band below.

If the work falls short of mark band 1 in all respects, then no mark should be awarded.

The presentation

Upon completion of the project, the learner should prepare and deliver a presentation for an audience which may, but does not need to, contain a subject specialist. As a minimum, the audience should consist of the tutor-assessor who has supported the learner throughout the project. The tutor-assessor, in consultation with the learner, should decide whether to expand the audience to include other people, if appropriate and it is practical to do so. The audience could include other tutors, members of the community, representatives from employment sectors and other learners.

The presentation should be a succinct summary of the main features and an evaluation of the project. Learners should be prepared to answer questions from the audience after the presentation.

The presentation may be produced and/or delivered by any means suitable. It is anticipated that a traditional face-to-face oral presentation (including the question and answer session) will need to last no more than about 10 minutes. However, there is no time limit and longer presentations are permissible. The learner may choose to use presentational aids, such as PowerPoint slides, OHTs, wall displays and printed handouts. They may also use notes or prompt cards to help them.

Learners may choose a different method of presenting, such as by video, DVD or PowerPoint presentation. But they must still be ready to answer questions afterwards in a face-to-face session witnessed by the tutor-assessor.

Examples of some acceptable approaches towards the presentation that could be used are as follows:

- Learners take it in turns to give a traditional oral presentation to the tutor-assessor with or without other people present.

- Learners produce videos of themselves talking about the project. The tutor-assessor (as audience) takes them away and watches them at a convenient time. Later the tutor-assessor and learners meet up to give the tutor-assessor a chance to ask follow-up questions.

- Several learners put up displays in a school hall simultaneously — the audience consists of other learners and the tutor-assessor, who walk round and look at the displays, with the learner on hand to explain what the project is about and answer questions.

- Learners produce PowerPoint presentations, which are placed on the centre's intranet. For a one-week period these can be accessed by other learners and tutor-assessors, who act as the audience. Later the audience and learner meet face-to-face for follow up questions.

Example questions that could be asked by the audience are:

- Which of the resources used proved to be the most useful to you and why?

- Looking back at your project, is there anything you would have done differently? If so, why?
- Did you anticipate any particular difficulties when approaching this topic and how did you/would you have dealt with them?
- What areas of your topic do you think provide opportunities for further exploration and why?

Assessing the presentation

The presentation will be assessed as part of AO4. The tutor-assessor who has been supporting the learner should assess the presentation.

Learners will need to have the opportunity to prepare for their presentations and it may be helpful for them to conduct a rehearsal of their presentation. Feedback on this may be given with a view to helping learners improve their performance. However, learners should only give their presentation for assessment purposes **once**.

Evidence for assessment

Learners may produce any type of evidence appropriate to the topic and in any appropriate format, such as written text, notes, journals, slides, CDs, videos/DVDs of performances and activities, audio tape, photographs or artefacts. The evidence requirements are included within the relevant unit content.

This is what must be submitted for assessment:

- the project proposal form (learning outcome 1)
- the activity log (learning outcome 1)
- records of the research carried out (learning outcome 2)
- the project outcome for *Unit 1: Dissertation* or *Unit 2: Investigation/Field Study* (learning outcome 3)
- appropriate records of the project outcome and supporting evidence created by the learner for *Unit 3: Performance* or *Unit 4: Artefact* (learning outcome 3)
- the evaluation (learning outcome 4)
- evidence of the presentation (learning outcome 4).

It may be convenient to include much or all of this within a single portfolio divided into sections. Depending on the type of project, a single piece of work may include evidence for more than one learning outcome. For example, a written report may integrate the records of research carried out and the project review within the completed project outcome.

The following techniques could be used to record evidence, depending on the type of project.

Observation records

An observation record is used to provide a formal record of an assessor's judgement of learner performance (performances/one off activities). They could also be used if the learner communicates the review orally in learning outcome 4. The record:

- will relate directly to the assessment objective in the marking grid
- may confirm achievement or provide specific feedback of performance for the learner

Observation records should:

- be accompanied by supporting/additional evidence
- record the tutor-assessor's comments
- be included in the learner's portfolio
- be completed by the tutor-assessor who must have direct knowledge of the specification to enable an assessment decision to be made
- be signed and dated by the tutor-assessor and the learner
- also include the learner's comments.

Where visual aids or handouts are used, the observation record should:

- note how effectively these were used to meet the criteria.

Guidance for tutor-assessors

The role of the tutor-assessor

All learners should have initial guidance in planning their work and regular monitoring meetings. However, when reviewing drafts of learners' work, tutor-assessors should ensure they use their professional judgement and do not give excessive guidance.

Each learner should be assigned a tutor-assessor to provide advice and guidance as required. The tutor-assessor should explain the parameters of the project and give the learners time to identify a suitable topic. The learner should meet individually with their tutor-assessor to discuss the suitability of their proposed project. Once the tutor-assessor is in agreement, the project proposal form (*Annexe B*) should be completed by the learner, signed by the tutor-assessor and the proposal checker (see below) and given back to the learner to enable work to begin on the project.

The tutor-assessor should not sign off the project proposal form if there is not enough information to allow the learner to begin work on the project. If required, the tutor-assessor should be prepared to intervene and guide them to ensure that the form is completed with sufficient information; that is, at least some relevant information in each of the relevant sections.

The tutor-assessor should meet regularly with the learner to monitor the project and ensure it is progressing in an appropriate direction and at a pace which will enable the learner to meet the assessment requirements. Interim reviews should be held as necessary and documented.

Learners will perform best if some time is allocated within the normal centre timetable for working on the project.

The tutor-assessor must be able to authenticate the work as the learner's own, which can be done by regular monitoring of progress and conducting interim reviews.

Checking the project proposal

All project proposals must be checked by another member of staff (the 'proposal checker'), **before** learners carry out any further work. The proposal checker does not need subject knowledge of the project.

For all learners, the proposal checker must also confirm that the project is suitable in terms of the time and resources available, and that it gives enough scope for the learner to meet all of the assessment objectives.

The proposal checker should sign the project proposal form so that there is a record of this activity. If action is required, the learner and tutor-assessor should complete this and return it to the proposal checker for sign off.

Centres may decide to use one person as the proposal checker of all of the project proposals or they may choose a different arrangement, eg pairing tutor-assessors to check each other's project proposals.

Milestones and interim feedback

The purpose of milestones is to monitor the progress of the project and to maintain momentum, making it more likely that the project will succeed. Each milestone should be a clear, achievable activity that the learner aims to achieve by a particular time.

Learners should agree two milestones with their tutor-assessor. Examples of milestones include:

- producing a first draft of findings
- completing all primary research
- learning a piece of music
- production of a scale model.

At each milestone, the tutor-assessor liaises with the learner to check whether it has been achieved. They may need to redirect the learner if necessary.

Authentication of a project

Centres are to provide confirmation of the authenticity of a project. Each learner must sign a declaration on the Candidate Record Sheet (please refer to the Pearson website for copies).

If no confirmation has been provided, the learner will be marked as absent for the project.

Helping learners to use resources correctly and avoid plagiarism

It is important that learners are made aware of the issue of plagiarism. Learners are required to sign a declaration stating that the work they are submitting is their own. Project reports must not contain material which has been taken, without acknowledgement, from websites, textbooks or any other sources. Learners should be made aware of the serious consequences of submitting work as their own that has been plagiarised from other sources. Each case of malpractice will be considered and judged on an individual basis in the light of all information available. The outcome will be commensurate with the gravity of the malpractice as determined by the awarding body. Pearson may withhold certification in cases of plagiarism.

Learners should be taught how to make proper use of published material in support of their arguments. It is expected that all use of source materials be properly referenced and that transcribed material from books or web sites is only used in the form of explicit quotations.

For up to date advice on malpractice and plagiarism refer to the Joint Council for Qualifications website at www.jcq.org.uk.

Submission and assessment procedures

For information on assessment procedures and how to submit marks and grades, refer to the Pearson *Information Manual* which is made available to all examinations officers and is available on our website: qualifications.pearson.com.

Additional information

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for assessment must be produced in English.

Learner recruitment

Pearson's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard

- they must be free from barriers that restrict access and progression

- equal opportunities exist for all learners.

Access arrangements and special requirements

Pearson's policy on access arrangements and special considerations aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Pearson website (qualifications.pearson.com/en/support/support-topics/exams/special-requirements/access-arrangements.html) for details on:

- the JCQ policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Learners who are Eligible for Adjustments in Examinations*

- the forms to submit for requests for access arrangements and special considerations

- dates for submission of the forms.

Security and backups

It is the centre's responsibility to keep the work that students have submitted for assessment secure.

Secure storage is defined as securely-locked cabinet or cupboard. In cases where prototypes are produced, secure storage could be defined as a classroom studio that is locked or supervised from the end of one session to the start of the next.'

The rules on storage also apply to electronic data. For example, centres should collect memory sticks for secure storage between sessions or restrict student access to specific areas of the centre's IT network.

For materials stored electronically, centres are strongly advised to use firewall protection and virus-checking software, and to employ an effective backup strategy, so that an up-to-date archive of students' evidence is maintained.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible should be emailed to candidatemalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures,* available at www.jcq.org.uk/exams-office/malpractice.

Malpractice, sanctions and appeals

In accordance with the JCQ Malpractice Policies and Procedures (https://www.jcq.org.uk/exams-office/malpractice) centres have an obligation to report all instances of alleged, suspected or actual malpractice incidents. Pearson undertakes malpractice investigations in accordance with the same Policies and Procedures. Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, the following penalties can be imposed:

- written warning
- mark reduction for sections/units/components
- disqualification from the unit/the qualification/all qualifications with Pearson
- being barred from registration for Pearson qualifications for a period of time.

Where malpractice by centres or their staff is evidenced, sanctions such as the following can be imposed:

- written warning
- working with you to create an improvement action plan
- requiring staff members to receive further training
- imposing special conditions upon centre staff or centres
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- placing temporary suspensions on your ability to certificate
- placing temporary suspensions on your ability to register learners

The centre will be notified if any of these apply.

Head of centre and centre staff who are subject to malpractice sanctions have the right to appeal. Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual centre staff members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals Booklet. This booklet also contains information on appeals against reasonable adjustments and reviews of marking/moderation.

List of annexes

Annexe A: Codes

Regulated Qualifications Framework (RQF) codes

Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.

The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.

The QN for this qualification is:

500/2372/X   Pearson Edexcel Level 3 Extended Project

Annexe B: Project proposal forms for each unit

Level 3 Project Proposal Form for *Unit 1: Dissertation*. This form is for reference only. Please refer to the website to download a copy of this form.

Learner name

Learner registration number

Centre name

Centre number

Tutor-assessor name

Unit

Unit 1: Dissertation

Proposed title of project

Date

Section One: Title, objectives, responsibilities
Title or working title of project (in the form of a question)
Project objectives (eg, what is the question you want to answer? What do you want to learn how to do? What do you want find out?)
If it is a group project, what will your role or responsibilities be?

Section Two: Reasons for choosing this project
Reasons for choosing the project (eg links to other subjects you are studying, personal interest, future plans, knowledge/skills you want to improve, why the topic is important):

Level 3 Project Proposal Form for *Unit 1: Dissertation*. This form is for reference only. Please refer to the website to download a copy of this form**.**

Section Three: Activities and timescales	
Activities to be carried out during the project (eg, research, analysis, writing, preparing for the presentation, etc)	**How long this will take**
Milestone one: **Target date (set by tutor-assessor):** **Milestone two:** **Target date (set by tutor-assessor):**	
Section Four: Resources	
What resources will you need for your research, write up and presentation (eg libraries, books, journals, equipment) **What you areas of research will you cover?**	

Level 3 Project Proposal Form *for Unit 1: Dissertation*. This form is for reference only. Please refer to the website to download a copy of this form.

Comments and agreement from tutor-assessor
Comments (optional):   **I confirm that the project is appropriate.** **Agreed:**   **(name)**   **(date)**
Comments and agreement from proposal checker
Comments (optional):   **I confirm that the project is appropriate.** **Agreed:**   **(name)**   **(date)**

Level 3 Project Proposal Form for *Unit 2: Investigation/Field Study*. This form is for reference only. Please refer to the website to download a copy of this form**.**

Learner name

Learner registration number

Centre name

Centre number

Tutor-assessor name

Unit

Unit 2: Investigation/Field study

Proposed title of project

Date

Section One: Title, objectives, responsibilities
Project objectives (eg, what is the question you want to answer? What do you want to learn how to do? What do you want find out?)

Title or working title of project (in the form of a question):

If it is a group project, what will your role or responsibilities be?

Section Two: Reasons for choosing this project
Reasons for choosing the project (eg links to other subjects you are studying, personal interest, future plans, knowledge/skills you want to improve, reasons why the topic is important):

Level 3 Project Proposal Form for *Unit 2: Investigation/Field Study*. This form is for reference only. Please refer to the website to download a copy of this form.

Section Three: Activities and timescales	
Activities to be carried out during the project (eg, research, data collection, numerical analysis, writing, preparing for the presentation, etc)	**How long this will take**
Milestone one: **Target date (set by tutor-assessor):** **Milestone two:** **Target date (set by tutor-assessor):**	
Section Four: Resources	
What resources will you need for your research, data collection, write up and presentation (eg equipment, ICT, libraries, books, journals) **What you areas of research will you cover?**	

Level 3 Project Proposal Form for Unit 2: *Investigation/Field Study*. This form is for reference only. Please refer to the website to download a copy of this form.

Section Five: Contingencies	
What problems might you have in the data collection process?	**What will you do to try to stop this from happening? What will you do if it does happen?**

Comments and agreement from tutor-assessor

Comments (optional):

I confirm that the project is appropriate.

Agreed: (name) (date)

Comments and agreement from proposal checker

Comments (optional):

I confirm that the project is appropriate.

Agreed: (name (date)

Level 3 Project Proposal Form for *Unit 3: Performance*. This form is for reference only. Please refer to the website to download a copy of this form**.**

Learner name

Learner registration number

Centre name

Centre number

Tutor-assessor name

Unit

Unit 3: Performance

Proposed title of project

Date

Section One: Title, objectives, responsibilities

Project objectives (eg, what is the question you want to answer? What do you want to learn how to do? What do you want find out?)

Title or working title of project (in the form of a question):

If it is a group project, what will your role or responsibilities be?

Section Two: Reasons for choosing this project
Reasons for choosing the project (eg links to other subjects you are studying, personal interest, future plans, knowledge/skills you want to improve):

Level 3 Project Proposal Form for *Unit 3: Performance*. This form is for reference only. Please refer to the website to download a copy of this form.

Section Three: Activities and timescales	
Activities to be carried out during the project (rehearsal techniques, production meetings and administration etc.)	**How long this will take**

Milestone one:

Target date (set by tutor-assessor):

Milestone two:

Target date (set by tutor-assessor):

Section Four: Resources
What resources will you need and what will you use them for? (eg libraries and research, rehearsal space, technology and equipment, venue etc.)

Level 3 Project Proposal Form for *Unit 3: Performance*. This form is for reference only. Please refer to the website to download a copy of this form.

Section Five: Contingencies	
What problems might you have?	**What will you do if this does happen?**

Comments and agreement from tutor-assessor

Comments (optional):

I confirm that the project is appropriate.

Agreed: **(name)**   **(date)**

Comments and agreement from proposal checker

Comments (optional):

I confirm that the project is appropriate.

Agreed: **(name)**   **(date)**

Level 3 Project Proposal Form for *Unit 4: Artefact*. This form is for reference only. Please refer to the website to download a copy of this form.

Learner name

Learner registration number

Centre name

Centre number

Tutor-assessor name

Unit

Unit 4: Artefact

Proposed title of project

Date

Section One: Title, objectives, responsibilities
Project objectives (eg, what is the question you want to answer? What do you want to learn how to do? What do you want find out?)
Title or working title of project (in the form of a question, commission, design brief or self-generated proposal):
If it is a group project, what will your role or responsibilities be?

Section Two: Reasons for choosing this project
Reasons for choosing the project (eg links to other subjects you are studying, personal interest, future plans, knowledge/skills you want to improve):

Level 3 Project Proposal Form for *Unit 4: Artefact*. This form is for reference only. Please refer to the website to download a copy of this form.

Section Three: Activities and timescales	
Activities to be carried out during the project (eg research, development of ideas, production of final outcome, evaluation)	**How long this will take**

Milestone one:

Target date (set by tutor-assessor):

Milestone two:

Target date (set by tutor-assessor):

Section Four: Resources
What resources will you need what will you use them for? (eg libraries and research, physical resources, technology and equipment, finance, etc)

Level 3 Project Proposal Form for *Unit 4: Artefact*. This form is for reference only. Please refer to the website to download a copy of this form.

Comments and agreement from tutor-assessor
Comments (optional):   **I confirm that the project is appropriate.**   **Agreed:**   **(name)**   **(date)**
Comments and agreement from proposal checker
Comments (optional):   **I confirm that the project is appropriate.**   **Agreed:**   **(name)**   **(date)**

Annexe C: Activity Log

This activity log is for reference only. Please refer to the website to download a copy of this form.

Learner name: **Learner registration number:**

Centre name: **Centre number:**

Teacher-assessor name:

Use this to record the progress of your project. You may want to discuss:

- What you have done (eg from one week to the next)
- (if you are working in a group), what discussions you have had
- Any changes that you have (or will need) to make to your plans
- What resources you have found/hope to find
- What problems you are encountering and how you are solving them
- What you are going to do next

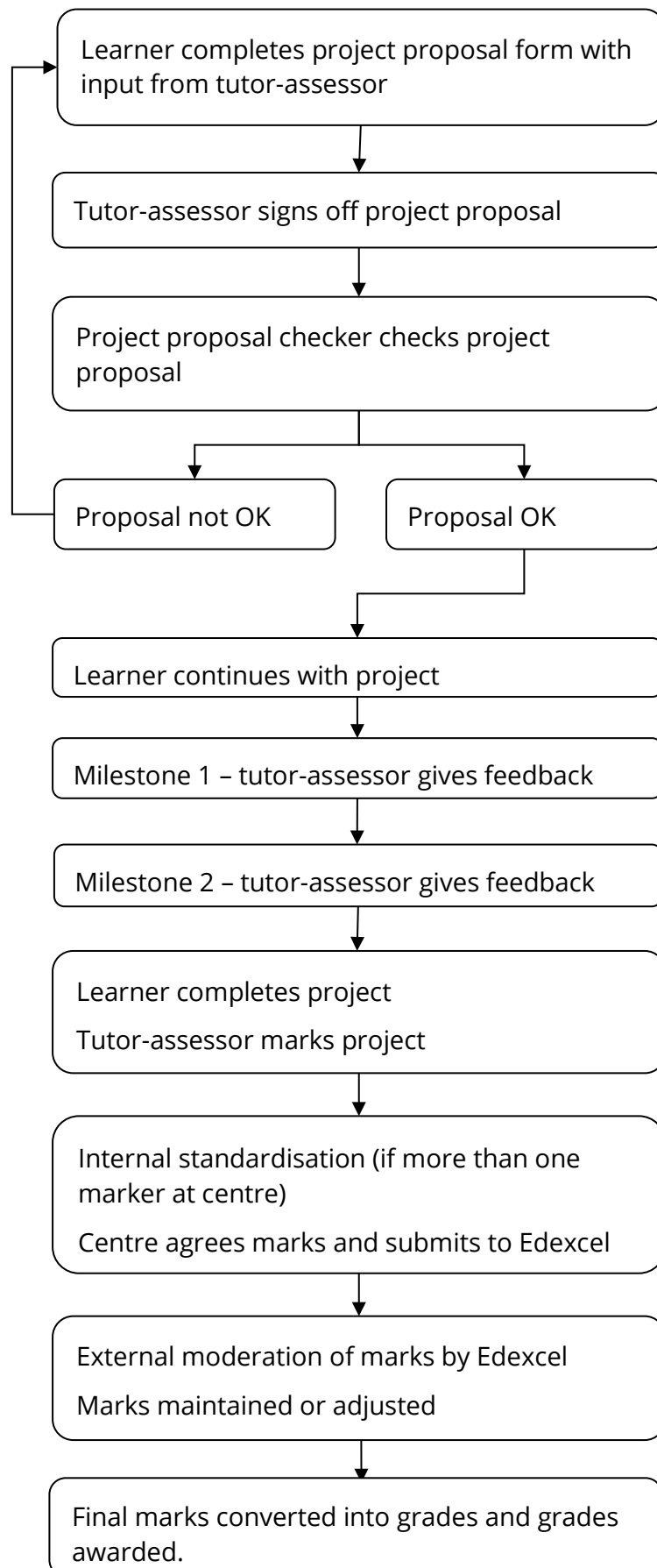| Date	Comments

Annexe D: Candidate Record Sheet

The candidate record sheet must be completed for every candidate to confirm that the work is their own, and has been authenticated by the teacher. This is also the document where you mark the candidate's work.

The form is available to download from the Pearson Edexcel Level 3 Extended Project Coursework materials web page.

Annexe E: Summary of processes

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┌─────────────────────────────────────────┐
│ Learner completes project proposal form │◄──┐
│ with input from tutor-assessor           │   │
└─────────────────────────────────────────┘   │
                   │                           │
                   ▼                           │
┌─────────────────────────────────────────┐   │
│ Tutor-assessor signs off project proposal│   │
└─────────────────────────────────────────┘   │
                   │                           │
                   ▼                           │
┌─────────────────────────────────────────┐   │
│ Project proposal checker checks project  │   │
│ proposal                                 │   │
└─────────────────────────────────────────┘   │
          │                    │               │
          ▼                    ▼               │
┌──────────────────┐  ┌──────────────────┐     │
│ Proposal not OK  │  │ Proposal OK      │     │
└──────────────────┘  └──────────────────┘     │
          └────────────────────┐               │
                               ▼               │
┌─────────────────────────────────────────┐
│ Learner continues with project           │
└─────────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────────┐
│ Milestone 1 – tutor-assessor gives feedback│
└─────────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────────┐
│ Milestone 2 – tutor-assessor gives feedback│
└─────────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────────┐
│ Learner completes project                │
│ Tutor-assessor marks project             │
└─────────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────────┐
│ Internal standardisation (if more than   │
│ one marker at centre)                    │
│ Centre agrees marks and submits to Edexcel│
└─────────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────────┐
│ External moderation of marks by Edexcel  │
│ Marks maintained or adjusted             │
└─────────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────────┐
│ Final marks converted into grades and    │
│ grades awarded.                          │
└─────────────────────────────────────────┘
```

Annexe F: Grade descriptions

Grade A*

Candidates identify their project and produce an effective design and thorough plan. They carry out their project in a highly organised fashion, showing excellent independent working skills and show clear evidence of responding very effectively to guidance given. They use a wide range of resources critically, analyse data effectively and apply findings to good effect. They show clear links between sources of information and the themes of their project and fully explore the complexities of the topic. Problems and/or issues are identified, fully explored and addressed. Candidates select and use a range of skills, including ,where appropriate, new technologies to fully realise the intended outcomes of the projects and draw conclusions. Candidates carry out full, in-depth evaluations, showing a high level of insight into how they conducted their project and the limitations of the resources at their disposal. They select and use a range of communication skills to clearly present outcomes and conclusions in an appropriate format with excellent supporting evidence. Candidates show a deep and extensive knowledge of the project area of study through their responses to questions.

Grade C

Candidates identify and design their project. They produce a plan that enables them to achieve the overall objectives and to demonstrate some higher level organisational skills. They are able to work independently in carrying out the project and respond to guidance given. Candidates use a range of resources, analyse data and apply findings. They show links between sources of information and the themes of the project and explore some complexities of the topic. Some problems and/or issues are identified and addressed. A range of skills are employed and the intended outcomes are generally achieved to a competent standard. In their evaluations, candidates reflect effectively on the final outcome and on their strengths and weaknesses in carrying out their projects. They use a range of communication skills to clearly present outcomes and conclusions in an appropriate format with sound supporting evidence. Candidates show a good knowledge of the project area of study through their responses to questions.

Grade E

Candidates identify their project and produce a workable plan. They show some organisational skills in completing the project. There is some evidence that they have responded to guidance given. Candidates use a limited range of resources, analyse some of the data and apply findings. Some links are made between the sources of information and the themes of the project. Candidates use a range of skills to partially realise the intended outcomes. They give some thought to the way the final outcomes have emerged and to their own strengths and weaknesses in carrying out their project. Communication skills are used to present their outcomes and conclusions with some supporting evidence. Candidates demonstrate some knowledge of the project area through their responses to questions.