edexcel
advancing learning, changing lives

Guidance and units

For use in Wales only

Edexcel Level 1 Foundation Project

Edexcel Level 2 Higher Project

First award summer 2010

May 2009

A PEARSON COMPANY

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

Acknowledgements

Edexcel has produced this specification on the basis of consultation with tutor-assessors, examiners, consultants and other interested parties. Edexcel acknowledges its indebtedness to all those who contributed their time and expertise to the development of this specification.

References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Roger Beard
Prepared by Roger Field

Publications Code PR021014

All the material in this publication is copyright
© Edexcel Limited 2009

Contents

Edexcel Level 1 Foundation Project and Edexcel Level 2 Higher Project 1

Key features of the Edexcel Level 1 Foundation Project and Edexcel Level 2 Higher Project 1

Structure of the qualification 2

Unit structure 3

What learners are required to do 3

Projects and the Welsh Baccalaureate Qualification 4

Assessment 4

Assessment objectives and weightings — Level 2 5

Using the marking grid 6

Prior learning and progression 6

Programme planning 6

One-to-one support 7

Contacting Edexcel 7

Unit 1: Foundation Project 9

Guidance on using the Level 1 marking grids 22

Unit 2: Higher Project 25

Guidance on using the Level 2 marking grids 38

Evidence for assessment 41

Evidence 41

Observation records 41

Guidance for tutor-assessors 42

The role of the tutor-assessor 42

Monitoring 42

Support and guidance 42

Checking the project proposal 43

Milestones and interim feedback 43

Authentication of a project 43

Helping learners to use resources correctly and avoid plagiarism 44

Submission and assessment procedures 44

Additional information **44**
Language of assessment 44
Learner recruitment 44
Access arrangements and special requirements 44
Support and training **45**
Training 45
Edexcel publications 45
Information and advice 46
List of annexes **47**
Annexe A: QCA codes 49
Annexe B: Project proposal form (for use in Wales) 51
Annexe C: Activity log 53
Annexe D: Summary of processes 55
Annexe E: Grade descriptions 57
Annexe F: Key skills and the projects 59

Edexcel Level 1 Foundation Project and Edexcel Level 2 Higher Project

The Edexcel Level 1 Foundation Project and Edexcel Level 2 Higher Project have been designed for learners to study a topic area which extends or expands their learning in an appropriate area of study. Learners select a project which may be completed over one or two years. Learners will be assessed on their ability to plan, manage, complete and review their project. It is assessed by a tutor-assessor from within the centre and externally moderated by Edexcel.

The qualifications covered by this specification are the same as those offered in England, but the supporting and explanatory information in this document has been tailored for use within Wales. Centres offering the qualification in England should refer to the English version of the specification which can be found on the Edexcel website www.edexcel.com.

Key features of the Edexcel Level 1 Foundation Project and Edexcel Level 2 Higher Project

These qualifications will enable learners to:

- develop as inquisitive and independent learners
- be inspired and enthused by new areas or methods of study
- support the experiential learning process and find further opportunities to plan and review their learning
- use their learning experiences to support their personal aspirations for further study and career development
- develop, where appropriate, as e-confident learners and apply appropriate technologies in their studies.

The Foundation and Higher Projects should:

- form part of a planned programme of study
- be of sufficient breadth and depth to allow learners to address the broad aims listed above
- be based on a topic chosen by the learner and verified as appropriate by the centre
- be supported by a taught element, mentoring and workshops
- have the potential to be researched and completed within one academic year
- require 60 guided learning hours.

Structure of the qualification

The Edexcel Level 1 Foundation Project has one mandatory unit.

Edexcel Level 1 Foundation Project			
Unit	**Mandatory unit**	**GLH**	**Level**
1	Foundation Project	60	1

The Edexcel Level 2 Higher Project has one mandatory unit.

Edexcel Level 2 Higher Project			
Unit	**Mandatory unit**	**GLH**	**Level**
2	Higher Project	60	2

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

At both levels, learners are required, with support, where appropriate, to:

- select, either individually or as part of a group, an appropriate topic
- identify a question or brief which specifies an intended project outcome
- produce a plan for how they will deliver their intended outcome
- conduct research into the project brief using appropriate techniques
- develop the intended outcome using selected tools and techniques safely
- demonstrate the capacity to see a project through to completion
- share the outcome of the project, including a review of their own learning and performance with others, using appropriate communication methods.

During the course of completing their project at Level 1, learners must demonstrate their knowledge and understanding of their studies or areas of interest. At Level 2, learners must demonstrate their knowledge and understanding of the concepts and principles underlying their studies or areas of interest.

During the course of completing their project, learners must also be provided with opportunities to apply key skills and any further specialist technical skills that are relevant to the chosen topic.

Projects and the Welsh Baccalaureate Qualification

The Foundation and Higher Projects are standalone qualifications and can be used within and outside the Welsh Baccalaureate Qualification. If used within the Welsh Baccalaureate Qualification, they **may** act as a proxy for the Individual Investigation that is otherwise a required element of the Welsh Baccalaureate Qualification Core. However, if it is intended that the Foundation or Higher Project is to be used as a proxy for the Welsh Baccalaureate Qualification Individual Investigation, then centres **must** liaise with the Welsh Baccalaureate Qualification awarding body, the WJEC, to ensure that all requirements of the Individual Investigation are met.

Assessment

These qualifications are 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 Edexcel'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.

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

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*-B at Level 1 and A*-C at Level 2. Evidence that is insufficient to lead to the award of a certificate is recorded as Unclassified.

Grade descriptions are found in *Annexe E*.

Assessment objectives and weightings — Level 1

There are four assessment objectives for the Edexcel Level 1 Foundation Project. These detail the knowledge, skills and understanding that the learner is required to demonstrate. They are as detailed below, along with the weighting that they are given.

Assessment objective	Marks available	Weighting
AO1 Manage Select, plan and carry out a project applying skills and methods to achieve objectives.	**7**	**17.5%**
AO2 Use resources Obtain, select and use information, and select and use resources.	**9**	**22.5%**
AO3 Develop and realise Use a range of skills, including, where appropriate, new technologies, to achieve planned objectives.	**17**	**42.5%**
AO4 Review Identify and consider project outcomes and own learning and performance. Use communication skills to present evidence in an appropriate format.	**7**	**17.5%**
Total	**40**	**100%**

Assessment objectives and weightings — Level 2

There are four assessment objectives for the Edexcel Level 2 Higher Project. These detail the knowledge, skills and understanding that the learner is required to demonstrate. They are as detailed below, along with the weighting that they are given.

Assessment objective	Marks available	Weighting
AO1 Manage Identify, plan and carry out a project, applying a range of skills and methods to achieve objectives.	7	17.5%
AO2 Use resources Research, select, organise and use information, and select and use a range of resources. Interpret data and apply findings.	9	22.5%
AO3 Develop and realise Select and use a range of skills, including, where appropriate, new technologies and problem solving, to achieve planned outcomes.	17	42.5%
AO4 Review Evaluate project outcomes and own learning and performance. Use communication skills to present evidenced project outcomes and conclusions in an appropriate format.	7	17.5%
Total	**40**	**100%**

Using the marking grid

There is one marking grid 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 and AO2 but at Mark band 2 for AO3 and AO4.

Tutor-assessors should select appropriate bands not on the basis of a 'tick list' but on the overall response as it relates to the requirements stated within each mark band. 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.

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 **60** 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. Edexcel recommends on average about **20** guided learning hours for the taught element, but this is likely to vary according to the needs of the learners.

Centres should consider the best way to deliver the taught element, according to the needs of their 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 skills
- incorporation into lessons for other subjects, for example a science project delivered through GCSE 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
- skills appropriate to the individual project, for example writing skills, performance skills, craft skills, production skills.

Presentation skills may be required, depending on how the learner is to communicate the project outcomes. However, at Level 1 and 2 there is no *requirement* to present the outcomes to an audience.

One-to-one support

These qualifications lend themselves 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. What is being assessed is the learner's ability to manage a project, use resources, develop and realise a project, and review a project, and so it is not essential for the tutor-assessor to be a specialist in the chosen subject area.

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.

Contacting Edexcel

If you wish to contact Edexcel, telephone the Edexcel customer service team.

Our customer service numbers are:

DIDA and other qualifications	0844 576 0031
BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028

Calls may be recorded for training purposes.

Unit 1: Foundation Project

Level 1

Guided learning hours: 60

Introduction

This unit begins with the learner choosing and planning a project. They will record the activities they undertake during the project. The learner will obtain information and apply it to the project outcomes, presenting them in an appropriate format. They will then review the project and their own performance.

Learning outcomes

On completion of this unit a learner should:

1 Be able to choose, plan and manage a project

2 Be able to obtain information and apply it to a project

3 Be able to select and apply skills to complete a project

4 Be able to review a project and own performance.

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 choose, plan and manage a project	• describe why they have chosen the project • identify objectives for the project • plan activities and agree deadlines • keep records of activities undertaken during the project
2	Be able to obtain information and apply it to a project	• obtain information from a range of sources • keep records of the relevant information obtained
3	Be able to select and apply skills to complete a project	• use a range of skills including appropriate technologies and working with others to complete a project • meet project objectives • share the outcome
4	Be able to review a project and own performance.	• review the results of the project • review their own performance • share the review and evaluation of learning and performance.

Unit content

1 **Be able to choose, plan and manage a project**

Choosing an appropriate topic and title

Learners should select, either individually or as part of a group, an appropriate topic. They should then identify a question or brief and the intended form of the project outcome, for example a design, a report with findings from an investigation or study, an artefact or a performance.

The project must be agreed with the tutor-assessor using the Project Proposal Form. An example form can be found in *Annexe B* and electronic copies will be available to download from the Edexcel website.

The choice of topic should be negotiated between the learner and their tutor-assessor, with input where appropriate from other tutors or an employer. It is important that the tutor-assessor is able to support learners and guide them, where necessary, in selecting a project that:

- has the potential to provide the learners with opportunities to meet all of the assessment objectives (see page 5).

It is acceptable for learners to choose a 'working title' which is adapted as the project progresses, subject to the tutor-assessor agreeing the changes. If this happens, the learners should keep a record of their reasons on the Project Proposal Form (or attachments). However, if a completely new topic is chosen, learners will need to re-start the project from the beginning.

In some projects where learners may need to work in a group, each learner must have a clearly identifiable role and produce their own individual evidence for the entire project which can be assessed independently of other learners' contributions. Learners can consult other members of the group when working on the Project Proposal Form, but each person must produce their own form, which must contain their own individual rationale and objectives.

How to complete the Project Proposal Form

In **section 1** of the Project Proposal Form, learners must record:

- their objectives.

If the learner is working in a group project, there must be objectives that relate to the individual learner. In other words, they will probably begin with the words 'I will …' rather than 'we will …'. Additional group objectives are permitted. At Level 1, the learner's choice of objectives may be set in response to direct suggestions from the tutor, but it is important that the learner understands and agrees them.

- a working title in the form of a question
- (if it is a group project) their individual responsibilities must be made clear
- the form that the project outcomes will take (for example a report, performance, artefact).

Section 2 of the Project Proposal Form requires learners to give a rationale for the project. This must include:

- why they have chosen it.

Learners must then plan their project, using **sections 3** and **4** of the Project Proposal Form. As a minimum the plan must include:

- the main activities that they will need to carry out
- two milestones, which must be agreed between the learner and the tutor-assessor to fit the centre's requirements — the centre should decide the deadlines and purpose of the milestones, while the tutor-assessor and learner agree together what the milestones should be (see *page 43* for further information about milestones)
- the main resources they will need. Depending on the project, these may be physical, technological, human, financial or information. These should include resources needed for background research before they can begin as well as resources needed to complete the project.

The tutor-assessor and project proposal checker must sign off the project proposal form before the learner can do any more work (see *page 43* for further information).

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.

Ongoing monitoring of the project

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

Learners should use their project plan to monitor their own progress, adapting the plan where necessary; where this occurs, this should be recorded in the activity log.

Summary of evidence required from learner

- The Project Proposal Form.
- The activity log.

2 **Be able to obtain information and apply it to a project**

Learners should keep records of the relevant information obtained.

Obtaining information may have begun at the same time as work was being carried out on learning outcome 1 and before learners have decided on their project title and may continue for the duration of the project. However, it is likely that most of the activity will occur immediately after the project proposal has been agreed.

It may include some of the following:

- background reading, for example newspaper articles, books, websites, visual research
- observations made by the learner, for example in a museum, a laboratory, a workplace or a theatre
- investigations of media, materials, processes, technology
- a collection of sample materials
- conversations with the tutor or interviews with topic experts
- audio, visual or audiovisual materials.

At Level 1, there is no requirement for independent research; instead what is required is 'obtaining information'. This means that reading lists, references and suggestions for information gathering activities can be provided by the tutor-assessor, rather than found by the learners independently.

Learners should make use of the information that they have obtained when developing and realising their projects, selecting what is relevant. Depending on the type of project and information, this might be included in different places, eg introduction to a report, supporting information for an outcome that is ephemeral or a design, or in the activity log.

The marking grid distinguishes between the 'range of sources' and 'types of information'; weaker learners are likely to rely on one type of information (eg the internet) even if they use a range of different sources.

Records should be kept of the sources of all relevant information obtained, with appropriate referencing of the sources in a bibliography. (Non-relevant information should not be recorded.)

For non-documentary information gathering, such as conversations and observations, learners should include information in the activity log about what/when/where these took place.

Summary of evidence required from learner

- Records of information gathered. Depending on the type of project and the type of information, this could be included within the project outcome or kept with the activity log.

3 **Be able to select and apply skills to complete a project**

Learners will then apply information available to them to develop and complete the objectives that they have set. This tests their capacity to see a project through to completion. The project must produce some form of end result, which will vary according to the type of project.

Guidance on different forms of project outcomes

- If the **project outcome is ephemeral**, for example a performance or a one-off event, evidence must include supporting information which makes clear:
  - the stages that the learner has gone through
  - how ideas have developed.

The project outcome must be recorded on video or audio. An observation record must be completed by the tutor-assessor.

- If the **project outcome is an artefact or design**, the end result must be recorded appropriately, for example using photography. There must also be supporting information which makes it clear:
  - the stages that the learner has gone through
  - how ideas have developed and alternative designs that have been considered.

  Examples of **features of effective presentation for artefacts/designs** that learners may incorporate will vary from one project to the next but may include:
  - a description of a problem that needs to be solved
  - sketches, drawings, diagrams, design development sheets
  - changes or improvements made during the course of the project
  - an explanation of how the artefact/design works
  - a review of media, materials, processes and technology used
  - any relevant features that also appear in the features of effective presentation for written outcomes section, below
  - evidence of the final outcome.
- **Project outcomes that are mainly written** (for example a report with findings from an investigation or study) can be presented in any appropriate format. This must include as a minimum:
  - what the project is about
  - what was done
  - the results.

  The most important consideration is **coherence**. If writing is coherent, this means that:
  - the information is presented in a logical order
  - the text is structured clearly with clear connections between the different parts of the text
  - the information is clearly relevant to the project.

Learners should also try to ensure that **features of effective presentation for written outcomes** are used, where appropriate. This may include use of:

- headings and sections
- paragraphs
- title page
- contents page
- page numbers
- labelling of any diagrams or tables
- appropriate font sizes or styles
- footnotes and references.[1]

Another consideration is **accuracy and appropriateness of language**:

- spelling
- grammar, for example tenses, syntax
- punctuation
- vocabulary, for example technical language relevant to the topic
- style/register, for example the use of neutral/slightly formal style in a report.

Planning and redrafting of work should be encouraged in order to produce the best quality outcome, but only the final project outcome should be assessed.

Further guidance on all forms of project outcome

Project outcomes that are mainly written should be at least 500 words long, but are unlikely to require more than 1500 words. In other types of project, the learner is likely to produce fewer words: supporting information should be at least 250 words, but is unlikely to require more than 750 words. However, in both cases learners will not be penalised for writing more than this.

The project outcomes should contain evidence of skills used. (This does not include general project management skills, which are covered in learning outcome 1.)

The range of skills may include:

- any technological skills that are appropriate to the project, for example IT skills
- technical or craft skills
- research skills
- performance skills
- visual communication skills
- key skills at Level 1 (see *Annexe F*).

Summary of evidence required from learner

- The completed project outcomes and any associated supporting evidence.

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

4 **Be able to review a project and own performance**

Learners must review the results of the project and their own performance.

This can be communicated in any way that is appropriate, for example a piece of writing given to the tutor-assessor, a display shown to their peers, an oral presentation in front of an audience.

This review should cover:

- a description of which project objectives (as outlined in the Project Proposal Form) were/were not achieved — learners may be able to achieve higher marks if they include the reasons for success or lack of success
- how successful the project has been and how well they have managed
- what they have learned and the skills that they have used during the project
- ideas for follow-up work they could do in the same or other areas of study and interest.

Summary of evidence required from learner

The review of the outcomes and own performance. Depending on the type of project, a written review could include some or all of this information within the project outcome or it could be provided separately. If this review is presented orally, the evidence must include an observation record completed by the tutor-assessor, along with any notes, handouts, etc, prepared by the learner; the review does **not** need to be recorded on video/audio.

Marking grid

Level 1, AO1: Manage [2]

Mark band 1	Mark band 2
Project proposal form As a whole, the information given is **brief** and may be **unclear in places.** There is **limited information** about why they have chosen the project. **A few** of the **key** activities that need to be carried out are included, **but with obvious omissions**. There is **limited** information about the resources that will be required. ***Activity log*** The activity log contains **little** information about activities undertaken during the course of the project **with little or no reference to the agreed project plan.**	***Project proposal form*** As a whole, the information given is **developed** and **clear**. There is **clear information** about why they have chosen the project. **Most** of the **key** activities that need to be carried out are included. There is **adequate** information about the resources that will be required **and what they will be used for**. ***Activity log*** The activity log contains information about **most** of the activities undertaken during the course of the project. **Activities follow the project proposal form (including changes to the plan where necessary).**
0–3 marks available for the work produced	**4–6 marks available for the work produced**
+ 0 marks if directed support given by tutor-assessor **+ 1 mark if limited support given by tutor-assessor**	
Total out of 7	

See *pages 22-24* for guidance on how to allocate marks.

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

Level 1, AO2: Use resources

Mark band 1	Mark band 2
Information is obtained from a **few** sources.	Information is obtained from a **range of** sources, **including at least two types of information source.**
Some of the information gathered and sources used have **limited relevance** to the project objectives. There is **limited application** of information to the project outcome.	**Most** of the information gathered and sources used are **relevant** to the project objectives. The information gathered is **applied** to the project outcomes.
Some documentary sources are identified in a bibliography, **although this may not be clear enough to allow the sources to be retrieved.**	Documentary sources are identified in a bibliography **clearly enough to allow the sources to be retrieved.**
There is **limited** information about any non-documentary information sources used, which is likely to include information about what learners did.	There is **clear** information about any non-documentary information sources used, which is likely to include information about what learners did, **and where and when they did it**.
0–4 marks available for the work produced	**5–8 marks available for the work produced**
+ 0 marks if directed support given by tutor-assessor **+ 1 mark if limited support given by tutor-assessor**	
Total out of 9	

See *page 22-24* for guidance on how to allocate marks.

Level 1, AO3: Develop and realise

Mark band 1	Mark band 2
Project outcomes that are mainly written	***Project outcomes that are mainly written***
Ideas are developed in a way that shows **limited** understanding of the topic. There is **limited** evidence of supporting arguments.	Ideas are developed in a way that shows **some** understanding of the topic. There is an answer to the question. There is **some** evidence of supporting arguments and **some** consideration of alternative viewpoints or interpretations.
The project is likely to be **sufficiently clear in most** places for the reader to understand **with some** effort. Information is generally presented in a logical order but there will be **limited** evidence of structuring/connections between different parts of the text and **some** of the information within the project **may have limited relevance**.	The project is likely to be **sufficiently clear** for the reader to understand **without too much** effort. Information is generally presented in a logical order with **some** structuring/connections between different parts of the text **and** the information within the project is **generally relevant**.
There are **frequent** errors in the use of language[3] which **are** intrusive **and often** interfere with communication.	There are **some** errors in the use of language which **may sometimes** be intrusive, **but these tend not to** interfere with communication. **The project includes some relevant features of effective presentation**[5].
Project outcomes that involve the creation of an artefact or design	***Project outcomes that involve the creation of an artefact or design***
The artefact or design is produced **but may be incomplete.** It is likely that **some** of the relevant resources[4] obtained by the learner are used with **limited success** in realising the project outcome in a way that addresses the project objectives. **Limited** understanding of the topic is apparent. There is **limited** evidence of development of ideas or that alternative designs have been produced. There is some supporting information **which is sufficiently clear in most places** to be understood **with some** effort.	The artefact or design is produced and **presented in an appropriate format**. It is likely that **most** of the relevant resources obtained by the learner are used **with reasonable success** in realising the finished project outcome in a way that addresses the project objectives. **Some** understanding of the topic is apparent. There is **some** evidence of development of ideas **and** that alternative designs have been produced. There is some supporting information about **both of these which is sufficiently clear** to be understood **without much** effort. **The evidence produced includes a few features of effective presentation**[6].

continued overleaf

[3] See page 15 — accuracy and appropriateness in use of language
[4] For example equipment, technology, materials
[5] See page 15 — features of effective presentation for written outcomes
[6] See page 14 — features of effective presentation for artefacts/designs

Mark band 1	Mark band 2
Project outcomes that are ephemeral The performance, event (etc) takes place. There is likely to be **a little** evidence of preparation/rehearsal. **Some** of the relevant resources[7] for the performance/event have been obtained by the learner, and **are used with limited success** in realising the project outcome in a way that addresses the project objectives. **Limited** understanding of the topic is apparent. There is **limited** supporting information to describe the stages that have been gone through **or** how ideas have developed. This information is **sufficiently clear in most places** to be understood **with some** effort.	***Project outcomes that are ephemeral*** The performance, event (etc) takes place. There is likely to be **some** evidence of preparation/rehearsal. **Most** of relevant resources for the performance/event have been obtained by the learner and **are used with reasonable success** in realising the project outcome in a way that addresses the project objectives. **Some** understanding of the topic is apparent. There is **some** supporting information that describes the stages that have been gone through **and** how ideas developed. This information **is sufficiently clear** to be understood **without much** effort.
0–8 marks available for the work produced	**9–16 marks available for the work produced**
+ 0 marks if directed support is given by tutor-assessor **+ 1 mark if limited support given by tutor-assessor**	
Total marks out of 17	

See *page 22-24* for guidance on how to allocate marks.

[7] For example space, people, materials, equipment, information

Level 1, AO4: Review

Mark band 1	Mark band 2
Overall the review of the project and their own learning and performance is **brief** and may be **unclear in places**.	As a whole, the review of the project and their own learning and performance is **developed** and **clear**.
The learner can identify **which of their objectives** were or were not met.	The learner can identify **which of their objectives** were or were not met and **give reasons for success or lack of it**.
They show **limited ability** to assess how successful the project has been and how well they have managed.	They show that **they can** assess how successful the project has been and how well they have managed.
There is **some attempt to** identify the skills and knowledge that they have developed during the project.	They can **describe** the skills and knowledge that they have developed during the project.
There are **one or two brief** ideas for follow up work in the same or other areas of study or interest.	There are **several clear** ideas for follow up work in the same or other areas of study or interest.
0–3 marks available for the work produced	**4–6 marks available for the work produced**
+ 0 marks if directed support given by tutor-assessor **+ 1 mark if limited support given by tutor-assessor**	
Total out of 7	

See pages 22-24 for guidance on how to allocate marks.

Total marks out of 40.

Guidance on using the Level 1 marking grids

Learning outcomes 1 and 4

Step 1

Tutor-assessors should select appropriate mark bands not on the basis of a 'tick list' but on the overall response as it relates to the requirements stated within each mark band. 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 mark band. Tutor-assessors should decide which band fits best.

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

Step 2

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) or 5 (if in band 2).

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

If the work has been placed in band 1 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 band 2. Conversely, if the work has been placed in band 2 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 band 1.

Step 3

Additional marks are available depending on the degree of guidance.

At Level 1, the tutor-assessor must decide whether there has been **directed support and guidance** or **limited support and guidance** (see box below). If **directed support and guidance** has been given, then no additional marks are given. If there has only been **limited support and guidance**, then 1 additional mark should be given.

Directed support and guidance

The learner relies on the guidance and advice of the tutor-assessor to make progress, and responds to ideas suggested. The tutor-assessor needs to direct significant aspects of the work.

Limited support and guidance

The learner suggests ideas for themselves, but makes use of guidance and advice from the tutor-assessor to make progress. The tutor-assessor assists in some aspects of the work, but generally does not direct it.

The amount of guidance is **not** related to the quality of work produced. This means that for each assessment objective work can be:

- Mark band 1 — directed support and guidance
- Mark band 1 — limited support and guidance
- Mark band 2 — directed support and guidance
- Mark band 2 — limited support and guidance.

It is important to note that the degree of guidance can vary from one learning outcome to the next. It is quite possible, for example, that directed support is required in the planning and evaluation stages, but that, for interim stages, the learner requires only limited support. In other cases, learners may manage the planning with less support but run into problems during the realisation of the project. For each learning outcome, therefore, the awarding (or not) of extra marks should be considered independently of the other learning outcomes.

Learning outcome 2

Step 1

Tutors use a holistic approach to decide which mark band fits best, as for other learning outcomes.

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

Step 2

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 2-3 (if in band 1) or 6-7 (if in band 2).

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

If the work has been placed in band 1 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 band 2. Conversely, if the work has been placed in band 2 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 band 1.

Step 3

Additional marks are available depending on the degree of guidance. Centres should follow the same procedure as for Learning outcomes 1 and 4.

Learning outcome 3

Step 1

Tutor-assessors use a holistic approach to decide which mark band fits best, as for the other learning outcomes.

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

Step 2

The mark band descriptors describe the mid-point of the band. The next stage is to narrow down the mark to a choice of two. For work that overall fits the description well (allowing for a balancing of stronger and weaker performance) the marks available are 4–5 (if in band 1) or 12–13 (if in band 2).

If overall performance goes beyond what is described in a few respects, then higher marks of 6–8 (band 1) or 14–16 (band 2) will be awarded. If overall performance falls short in a few respects, then the marks given will be 1–3 (band 1) or 9–11 (band 2).

If the work has been placed in band 1 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 band 2. Conversely, if the work has been placed in band 2 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 band 1.

Step 3

Now that a pair of possible marks has been selected, a final mark is decided by considering relative strengths and weaknesses. Work that is closer to the next pair of marks above should be awarded the upper of the two marks; work that is closer to the next pair of marks below should be awarded the lower mark. At the bottom of band 1, work that falls short in most but not all respects should be awarded 1; at the top of band 2, work that shows no weaknesses should be awarded the maximum mark of 16.

Step 4

Additional marks are available depending on the degree of guidance. Centres should follow the same procedure as for Learning outcomes 1, 2 and 4.

Unit 2: Higher Project

Level 2

Guided learning hours: 60

Introduction

This unit begins with the learner choosing and planning a project, including identifying risks. They will record the activities they undertake during the project and monitor the progress of the project against the original plan. The learner will carry out research and apply it to the project outcomes, presenting them in an appropriate format. They will then review the project, analysing information and drawing their own conclusions and reviewing their own performance.

Learning outcomes

On completion of this unit a learner should:

1 Be able to choose, plan and manage a project

2 Be able to research information and apply it to a project

3 Be able to select and apply skills to complete a project

4 Be able to review a project and own performance, and analyse the project outcomes.

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 choose, plan and manage a project	• describe why they have chosen the project and skills and knowledge they want to improve • identify objectives for the project • plan activities and agree deadlines during the project • identify possible risks and how to overcome them • keep records of activities undertaken, using the original project plan
2	Be able to research information and apply it to complete a project	• research information from a range of sources and different types of source • evaluate the reliability of sources • keep records of the relevant information obtained
3	Be able to select and apply skills to complete a project	• use a range of skills including appropriate technologies, working with others and problem solving to complete a project • meet project objectives • share the outcomes
4	Be able to review a project and own performance, and analyse the project outcomes.	• analyse results • draw own conclusions • review the results of the project • review their own performance • share the review and evaluation of learning and performance.

Unit content

1 **Be able to choose, plan and manage a project**

Choosing an appropriate topic and title

Learners should select, either individually or as part of a group, an appropriate topic. They should then identify a question, task or brief and the intended form of project outcome, for example a design, a report with findings from an investigation or study, an artefact, a performance.

The project must be agreed with the tutor-assessor using the Project Proposal Form. An example form can be found in *Annexe B* and electronic copies will be available to download from the Edexcel website.

The choice of topic should be negotiated between the learner and their tutor-assessor, with input where appropriate from other tutors or an employer. It is important that the tutor-assessor is able to guide them, where necessary, in selecting a project that:

- has the potential to provide the learners with opportunities to meet all of the assessment objectives (see *page 5*).

It is acceptable for learners to choose a 'working title' which is adapted as the project progresses, subject to the tutor-assessor agreeing the changes. If this happens, the learners should keep a record of their reasons on the Project Proposal Form (or attachments). However, if a completely new topic is chosen, learners will need to re-start the project from the beginning.

In some projects, where learners may need to work in a group, each learner must have a clearly identified role and produce their own individual evidence for the entire project which can be assessed independently of other learners' contributions. Learners can consult other members of the group when working on the Project Proposal Form, but each person must produce their own form, which must contain their own individual rationale and objectives.

How to complete the Project Proposal Form

In **section 1** of the Project Proposal Form, learners must record:

- their objectives.

If the learner is working in a group project, there must be objectives that relate to the individual learner. In other words, they will probably begin with the words 'I will …' rather than 'we will …'. Additional group objectives are permitted. At Level 2, the learner should aim to come up with their own objectives, although tutor guidance is permitted.

- a working title in the form of a question
- (if it is a group project) their individual responsibilities must be made clear
- the form that the project outcomes will take (for example a report, performance, artefact).

Section 2 of the Project Proposal Form requires learners to give a rationale for the project. This should include:

- why they have chosen it.

Learners must then plan their project, using **sections 4** and **5** of the Project Proposal Form. The plan must include:

- the main activities that they will need to carry out in an appropriate order and timings
- two milestones which should be agreed between the learner and the tutor-assessor to fit the centre's requirements — the centre should decide the deadline and purpose of the milestones, while the tutor-assessor and learner agree together what the milestones should be (see page 43 for further information about milestones)
- the main resources they will need. Depending on the project, these may be physical, technological, human, financial or information. These should include resources needed for background research before they can begin as well as resources needed to complete the project.

The tutor-assessor and project proposal checker must sign off the Project Proposal Form before the learner can do any more work (see *page 43* for further information).

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.

Ongoing monitoring of the project

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

Learners should use their project plan to monitor their own progress, adapting the plan where necessary; where this occurs, this should be recorded in the activity log.

Summary of evidence required from learner

- The Project Proposal Form.
- The activity log.

2 **Be able to research information and apply it to a project**

Learners should keep records of the research carried out.

The research may have begun at the same time as work was being carried out on learning outcome 1 and before learners have decided on their project title and may continue for the duration of the project. However, it is likely that most of the activity will occur immediately after the project proposal has been agreed.

It may include some of the following:

- background reading, for example newspaper articles, books, websites, visual research
- observations made by the learner, for example in a museum, a laboratory, a workplace, a theatre
- investigations of media, materials, processes, technology
- a collection of sample materials
- data collected
- conversations with the tutor or interviews with topic experts
- audio, visual, or audiovisual materials.

At Level 2, learners must research rather than just 'obtain information'. To count as 'research', learners must choose the methods and locate sources for themselves; the tutor-assessor is still able to provide suggestions, guidance and feedback, but the learner must display some initiative in finding their own information. One example of this is that the learner decides for him/herself to visit a museum but asks for guidance on which museum out of several that they have identified would be most appropriate. Another example would be the tutor-assessor suggesting that the learner might look in a specialist journal but leaving it to the learner to find out the name of the journal and where it can be located.

Learners should make use of the research they have carried out when developing and realising their projects, selecting what is relevant. Depending on the type of project and research, this might be included in different places, eg the introduction to a report, as part of supporting information for a project outcome that is ephemeral or a design, or with the activity log.

There should be a range of sources (at least three) which must include more than one *type* of information source. This means, for example, that not all of the research can be carried out on the internet: there must be another type of research (for example books). Higher marks may be available for learners who use primary sources. Learners should comment on the reliability of secondary sources.

Records should be kept of the sources of all relevant research carried out, with appropriate referencing of the sources in a bibliography. (Non-relevant information should not be recorded.)

For non-documentary research, such as conversations, observations and data collection, learners should include information in the activity log about what/where/when these took place.

Summary of evidence required from learner

- Records of research carried out. Depending on the type of project and the type of information, this could be included within the project outcome or kept with the activity log.

3 **Be able to select and apply skills to complete a project**

Learners will then apply information available to them to develop and complete the objectives that they have set. This tests their capacity to see a project through to completion. The project must produce some form of end result, which will vary according to the type of project.

Guidance on different forms of project outcome

- If the **project outcome is ephemeral**, for example a performance or a one-off event, evidence must include supporting information which makes clear:
  - the stages that the learner has gone through
  - how ideas have developed.

  The project outcome must be recorded on video or audio[8]. In addition, an observation record must be completed by the tutor-assessor.
- If the **project outcome is an artefact or design**, the end result must be recorded appropriately, for example using photography. There must also be supporting information which makes clear:
  - the stages that the learner has gone through
  - how ideas have developed and alternative designs that have been considered.

  Examples of **features of effective presentation for artefacts/designs** that learners may incorporate will vary from one project to the next but may include:
  - a description of a problem that needs to be solved
  - sketches, drawings, diagrams, design development sheets
  - changes or improvements made during the course of the project
  - an explanation of how the artefact/design works
  - a review of media, materials, processes, technology
  - any relevant features that also appear in the *features of effective presentation for written outcomes* section, below
  - evidence of the final outcome.
- **Project outcomes that are mainly written** (for example a report with findings from an investigation or study) can be presented in any appropriate format. This must include as a minimum:
  - what the project is about
  - what was done
  - the results.

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

The most important consideration is **coherence**. If writing is coherent, this means that:

- the information is presented in a logical order
- the text is structured clearly with clear connections between the different parts of the text
- the information is clearly relevant to the project.

Learners should also try to ensure that **features of effective presentation for written outcomes** are used, where appropriate. These may include the use of:

- headings and sections
- paragraphs
- title page
- contents page
- page numbers
- labelling of any diagrams or tables
- appropriate font sizes or styles
- footnotes and references.

Another consideration is **accuracy and appropriateness of language**:

- spelling
- grammar, for example tenses, syntax
- punctuation
- vocabulary, for example technical language relevant to the topic
- style/register, for example the use of neutral/slightly formal style in a report.

Planning and redrafting of work should be encouraged in order to produce the best quality outcome, but only the final project outcome should be assessed.

Further guidance on all forms of project outcome

Project outcomes that are mainly written should be at least 750 words long and are unlikely to require more than 2500 words. In other types of project, the learner is likely to produce fewer words: supporting information should be at least 400 words and is unlikely to require more than 1250 words. However, in both cases learners will not be penalised for writing more than this.

The project outcomes should contain evidence of range of skills used. (This does not include general project management skills, which are covered in learning outcome 1.)

The range of skills may include:

- any technological skills that are appropriate to the project, for example IT skills
- problem solving skills, eg identifying a problem to be solved, trying out different ways of solving it, checking if the problem has been solved
- technical or craft skills
- research skills
- performance skills
- visual communication skills
- key skills at Level 2 (see *Annexe F*).

Summary of evidence required from learner

- The completed project outcomes and any associated supporting evidence.

4 **Be able to review a project and own performance, and analyse the project outcomes**

Learners must review the results of the project and their own performance.

This can be communicated in any way that is appropriate, for example a piece of writing given to the tutor-assessor, a display shown to their peers, an oral presentation in front of an audience.

This review should cover:

- conclusions that they have drawn from their project
- which project objectives (as outlined in the Project Proposal Form) were/were not achieved and the reasons for success or lack of success
- what they have learned and the skills that they have used during the project
- how well they performed, which could include feedback from other people, for example a peer evaluation or audience feedback
- what they would do differently next time
- ideas for follow up work they should do in the same or other areas of study and interest.

Summary of evidence required from learner

The review of the outcomes and own performance. Depending on the type of project, a written review could include some or all of this information within the project outcome or it could be provided separately. If the review is presented orally, the evidence must include an observation record completed by the tutor-assessor, along with any notes, handouts, etc, prepared by the learner; the review does **not** need to be recorded on video/audio.

Marking grid

Level 2, AO1: Manage [9]

Mark band 1	Mark band 2
Project proposal form	***Project proposal form***
As a whole, the information given is **brief.**	As a whole, the information given is **detailed** and **clear**.
Objectives **may lack focus.**	In the objectives section, **a question is clearly stated**.
General reasons are given for why they have chosen the project.	**Clear, specific and thoughtful** reasons are given which justify the choice of project.
Most of the **key** activities that need to be carried out are given, **although they may not be given in a wholly appropriate order**.	**Key** activities that need to be carried out are given **in an appropriate order**.
The learner shows **some identification of** the resources required.	The learner **describes clearly** the resources required and **what they will be used for.**
Activity log	***Activity log***
Limited information is included about the activities undertaken during the course of the project. There is **some** attempt to follow the agreed plan, and any changes to the plan are **noted**.	**Detailed and clear** information is given about the activities undertaken during the course of the project. There is a **clear** attempt to follow the agreed plan, and changes to the plan are **explained. Problems encountered are described and explanations given for how they were overcome.**
0–3 marks available for the work produced	**4–6 marks available for the work produced**
+ 0 marks if limited support given by tutor-assessor **+ 1 mark if learner works mainly independently**	
Total out of 7	

See *pages 38-40* for guidance on how to allocate marks.

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

Level 2, AO2: Use resources

Mark band 1	Mark band 2
Research is carried out using a **range** of sources, using at least two different types of information.	Research is carried out using a **wide range** of sources, using at least two types of information **and where appropriate both primary and secondary research.**
Some of the research carried out is relevant to the project objectives. There is **some application** of information gathered is to the project outcomes.	**The research** carried out is **consistently** relevant to the project objectives. The information gathered is **applied well** to the project outcomes.
Documentary sources are identified in a bibliography, and this will be clear enough for the sources to be retrieved. **An attempt is made to use a single format, although there may be some inconsistencies.** The learner shows **some awareness of** the reliability of their sources.	Documentary sources are identified in a bibliography, and this will be clear enough for any of the sources to be retrieved. **A single format is used with consistency.** The learner will **show a clear understanding** of the reliability of their sources.
There is information about any non-documentary information sources used, which is likely to include **a description of** what they did and where and when they did it.	There is information about any non-documentary information sources used, which is likely to include **a clear and detailed description** about what/where/when.
0–4 marks available for the work produced	**5–8 marks available for the work produced**
+ 0 marks if limited support given by tutor-assessor **+ 1 mark if learner works mainly independently**	
Total out of 9	

See *pages 38-40* for guidance on how to allocate marks.

Level 2, AO3: Develop and realise

Mark band 1	Mark band 2
Project outcomes that are mainly written	***Project outcomes that are mainly written***
Ideas are developed in a way that shows **some** understanding of the topic. There is an answer to the question, **though this may not be clear**. There is **limited** evidence of supporting arguments and **limited** consideration of alternative viewpoints or interpretations.	Ideas are developed in a way that shows **good** understanding of the topic. There is a **clear answer** to the question with **some** supporting arguments and **some** consideration of alternative viewpoints or interpretations.
The project is likely to be clear for the reader to understand. Information is **generally presented** in a logical order, with **some** structuring/connections between different parts of the text. The information within the project is **generally relevant.** There are **some errors** in the use of language[10], but these **tend not to be** intrusive and **tend not to** interfere with communication. The outcome includes **most** of the relevant features of effective presentation[11]. An appropriate style/register[12] is used **in most places**.	The project is likely to be clear for the reader to understand. Information is **presented** in a logical order, with clear and effective structuring/connections between different parts of the text. The information within the project is **relevant**. There are **few errors** in the use of language, and these **are not** intrusive and **do not** interfere with communication. The outcome includes the relevant features of effective presentation. An appropriate style/register is used **consistently.**
Project outcomes that involve the creation of an artefact or design	***Project outcomes that involve the creation of an artefact or design***
The artefact or design is produced and presented in an appropriate format. It is likely that the relevant resources[13] obtained by the learner are used **with some success** in realising the finished project outcome in a way that addresses the project objectives. **Some** understanding of the topic is apparent. There is **some** evidence of **development** of ideas and that alternative designs have been **considered**. There are **several of the relevant features** of effective presentation[14] in the evidence produced and **it is generally clear** what has been done and why.	The artefact or design is produced and presented in an appropriate format. It is likely that the relevant resources obtained by the learner are used **consistently successfully** in realising the finished project outcome in a way that addresses the project objectives. **Good** understanding of the topic is apparent. There is clear evidence of **careful and well thought out development** of ideas and that alternative designs have been **considered carefully**. The **relevant features** of effective presentation are **used consistently** and **it can be understood without difficulty** what has been done and why**.**

Continued overleaf

[10] See page 31 — accuracy and appropriateness of language
[11] See page 31 — features of effective presentation for written outcomes
[12] See page 31 — accuracy and appropriateness of language
[13] For example equipment, technology, materials
[14] See page 30 — features of effective presentation for artefacts/designs

Mark band 1	Mark band 2
Project outcomes that are ephemeral The performance, event (etc) takes place. There is likely to be evidence of **adequate** preparation/rehearsal. The relevant resources[15] for the performance/event have been obtained by the learner and **these** are used **with some success** in realising the project outcome in a way that addresses the project objectives. **Some** understanding of the topic is apparent. There is supporting information that includes a **description** of the stages gone through and how ideas developed. Alternative ideas are **considered**. This information makes it **generally clear** what was done and why.	***Project outcomes that are ephemeral*** The performance, event (etc) takes place. There is likely to be evidence of **thorough and effective** preparation/rehearsal. The relevant resources for the performance/event have been obtained by the learner and **these** are used **consistently successfully** in realising the project outcome in a way that addresses the project objectives. There is supporting information that includes a **clear description** of the stages gone through and how ideas developed. Alternative ideas are **considered carefully**. This information makes it **consistently clear** what was done and why.
0–8 marks available for the work produced	**9–16 marks available the work produced**
+ 0 marks if limited support given by tutor-assessor **+ 1 mark if learner works mainly independently**	
Total out of 17	

See *pages 38-40* for guidance on how to allocate marks.

[15] For example space, people, materials, equipment, information

Level 2, AO4: Review

Mark band 1	Mark band 2
Overall the review is **generally** well structured, **but basic.** The learner will have drawn their own **brief** conclusions, with **limited evidence** provided to support these.	Overall the review is well structured, **clear and developed.** The learner will have drawn their own **detailed** conclusions with **firm evidence** provided to support these.
The learner can identify which objectives were or were not met and give **reasons** for success or lack of it. There is **some attempt to identify** what they have learned and the skills used during the project. They **assess** how well they performed.	The learner can identify which objectives were or were not met and give **convincing reasons** for success or lack of it. They **describe** what they have learned and the skills used during the project. They **assess** how well they performed, **incorporating feedback from others**.
There are **limited** ideas for what they could do differently next time.	There are **realistic** ideas for what they could do differently next time, **with reasons why**.
There are **ideas** for follow up work in the same or other areas of study or interest.	There are **clear and realistic** ideas for follow up work in the same or other areas of study or interest.
0–3 marks available of work produced	**4–6 marks available of work produced**
+ 0 marks if limited support given by tutor-assessor **+ 1 mark if learner works mainly independently**	
Total out of 7	

See *pages 38-40* for guidance on how to allocate marks.

Total marks out of 40.

Guidance on using the Level 2 marking grids

Learning outcomes 1 and 4

Step 1

Tutor-assessors should select appropriate mark bands not on the basis of a 'tick list' but on the overall response as it relates to the requirements stated within each mark band. 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 mark band. Tutor-assessors should decide which band fits best.

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

Step 2

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) or 5 (if in band 2).

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

If the work has been placed in band 1 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 band 2. Conversely, if the work has been placed in band 2 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 band 1.

Step 3

Additional marks are available depending on the degree of guidance.

At Level 2, the tutor-assessor must decide whether there has been **limited support and guidance** or whether the learner works **mainly independently** (see box below). If **limited support and guidance** has been given, then no additional marks are given. If the learner has worked **mainly independently**, then 1 additional mark should be given.

Limited support and guidance.

The learner suggests ideas for themselves, but makes use of guidance and advice from the tutor-assessor to make progress. The tutor-assessor assists in some aspects of the work, but generally does not direct it.

The learner works **mainly independently**.

The learner develops ideas for themselves, using the tutor-assessor as an advisor rather than a director. The tutor-assessor facilitates the work but does not need to direct its progress.

The amount of guidance is **not** related to the quality of work produced. This means that for each assessment objective work can be:

- Mark band 1 — limited support and guidance
- Mark band 1 — learner works mainly independently
- Mark band 2 — limited support and guidance
- Mark band 2 — learner works mainly independently.

It is important to note that the degree of guidance can vary from one learning outcome to the next. It is quite possible, for example, that limited support is required in the planning and evaluation stages, but that, for interim stages, the learner works mainly independently. In other cases, learners may manage the planning with less support but run into problems during the realisation of the project. For each learning outcome, therefore, the awarding (or not) of extra marks should be considered independently of the other learning outcomes.

Learning outcome 2

Step 1

Tutors use a holistic approach to decide which mark band fits best, as for other learning outcomes.

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

Step 2

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 2-3 (if in band 1) or 6-7 (if in band 2).

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

If the work has been placed in band 1 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 band 2. Conversely, if the work has been placed in band 2 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 band 1.

Step 3

Additional marks are available depending on the degree of guidance. Centres should follow the same procedure as for Learning outcomes 1 and 4.

Learning outcome 3

Step 1

Tutor-assessors use a holistic approach to decide which band fits best, as for the other learning outcomes.

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

Step 2

The mark band descriptors describe the mid-point of the band. The next stage is to narrow down the mark to a choice of two. For work that fits the description well (allowing for a balancing of stronger and weaker performance) the marks available are 4–5 (if in band 1) or 12–13 (if in band 2).

If overall the work goes beyond what is described in a few respects, then higher marks of 6–8 (band 1) or 14–16 (band 2) will be awarded. If overall the work falls short in a few respects, then the marks given will be 1–3 (band 1) or 9–11 (band 2).

If the work has been placed in mark band 1 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 band 2. Conversely, if the work has been placed in band 2 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 band 1.

Step 3

Now that a pair of possible marks has been selected, a final mark is decided by considering relative strengths and weaknesses. Work that is closer to the next pair of marks above should be awarded the upper of the two marks; work that is closer to the next pair of marks below should be awarded the lower mark. At the bottom of band 1, work that falls short in most but not all respects should be awarded 1; at the top of band 2, work that has no weaknesses should be awarded the maximum mark of 16.

Step 4

Additional marks are available depending on the degree of guidance. Centres should follow the same procedure as for Learning outcomes 1, 2 and 4.

Evidence for assessment

Evidence

Learners may produce any type of evidence appropriate to the topic, 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.

The following must be submitted for moderation:

- the Project Proposal Form (learning outcome 1)
- the activity log (learning outcome 1)
- records of information accessed/research carried out (learning outcome 2)
- the project outcome and any supporting information created by learner (learning outcome 3)
- recordings, observations or witness testimony for projects with ephemeral outcomes (learning outcome 3)
- the project review (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.

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

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 proposal checker (see page 43) 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.

At both levels, additional marks are available for learners who require less support from the tutor-assessor. Here it is important to distinguish between 'monitoring' and 'support and guidance'.

Monitoring

Even the most independent of learners should be monitored, which will not prevent them from gaining these additional marks. 'Monitoring' means that the tutor-assessor is checking the learner's progress, asking the learner to outline what they have been doing and providing feedback to reassure learners that they are on the right track.

Support and guidance

This refers to help provided by the tutor-assessor, either because the learner has asked for it or because the tutor-assessor has decided it is necessary to intervene, for example to:

- help set objectives, plan activities, set time scales etc
- help identify and obtain resources, information, materials etc
- pre-empt problems
- rectify a problem that the learner is unaware of
- suggest ways forward when problems are encountered.

'Support and guidance' does **not** include more general encouragement or coaching, such as being supportive during review meetings where the learner has proposed a sensible way forward but is merely looking for reassurance.

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.

The proposal checker must 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 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 for all of the project proposals or they may choose a different arrangement, such as 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, thus 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 Edexcel 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. Edexcel 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 Edexcel *Information Manual*, which is sent to centres each year, and to the Edexcel Online website (www.edexcelonline.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

Edexcel'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

Edexcel'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 Edexcel website (www.edexcel.com) 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.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Support and training

Training

Edexcel will arrange a programme of professional development and training courses, covering various aspects of the specification, each year on a regional basis. Full details may be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0031
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

Edexcel publications

Information concerning Edexcel publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publications@linneydirect.com
Website: www.edexcel.com

Information and advice

Further information on any aspect of the specification can be obtained from Customer Services.

Our customer service numbers are:

DIDA and other qualifications	0844 576 0031
BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028

Calls may be recorded for training purposes.

List of annexes

Annexe A: QCA codes 49

Annexe B: Project proposal form (for use in Wales) 51

Annexe C: Activity log 53

Annexe D: Summary of processes 55

Annexe E: Grade descriptions 57

Annexe F: Key skills and the projects 59

Annexe A: QCA codes

QCA codes

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedules Section 96 and 97, and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA NQF unit code.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

The QANs for the qualifications in this publication are:

500/2370/6 Edexcel Level 1 Foundation Project

500/2371/8 Edexcel Level 2 Higher Project

These qualification titles will appear on the learners' certificates.

Annexe B: Project proposal form (for use in Wales)

Learner name	Learner registration number

Centre name	Centre number

Tutor-assessor name

Date

Section One: About the project
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?)** **Form of project outcomes (eg report, performance, design, artefact)** **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, importance of topic)

Level 1 and 2 exemplar Project Proposal Form. This form is for reference only. Please refer to the Edexcel website to download a copy of this form.

Section Three: Activities
Activities to be carried out during the project
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 resources, physical resources, technology and equipment)
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

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

Learner name: **Learner registration number:**

Centre name: **Centre number:**

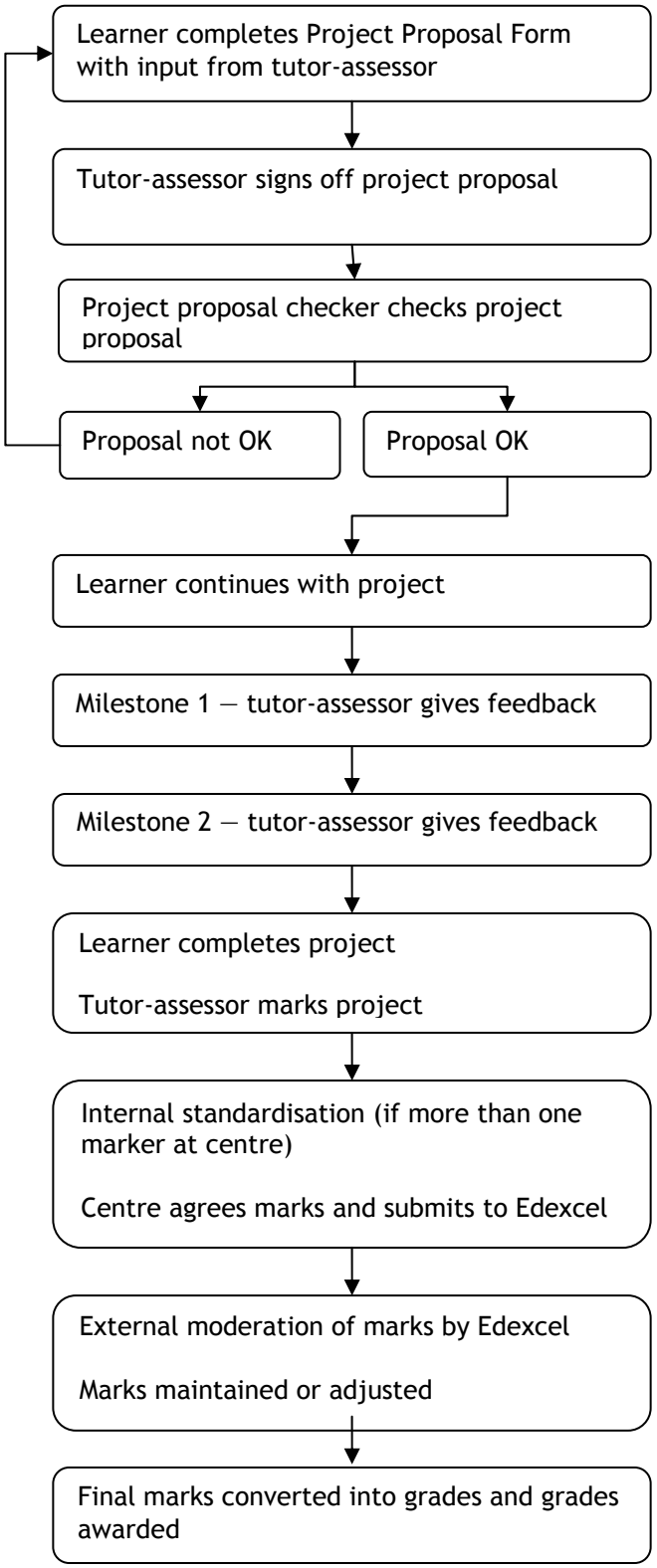
Teacher-assessor name:

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: Summary of processes



Annexe E: Grade descriptions

Level 1 Foundation Project

Grade A*

Candidates select their project and show good organisational skills in planning the project. There is clear evidence that they have responded effectively to guidance given. They obtain and select relevant information and use a range of resources to good effect. Problems and issues are identified and conclusions drawn. Candidates use a range of skills, including, where appropriate, new technologies to achieve good quality outcomes that realise the intentions of the project. They use communication skills to present their project outcomes clearly and in an appropriate format. In their summary, candidates reflect on the strengths and weaknesses of their project and on their own learning. They demonstrate, through their responses to questions, good knowledge of the topic area studied at this level.

Grade B

Candidates select their project and produce plans that enable them to achieve some of their overall objectives. There is some evidence that they have responded to guidance given. Candidates obtain and use some information and make use of some resources. Some problems and issues are identified, some conclusions drawn and intended outcomes are partially realised. Elements of the project are generally well presented through the use of communication skills. In their summary, candidates comment on their strengths and weaknesses in carrying out their project. They demonstrate through their responses to questions basic knowledge of the topic area studied at this level.

Level 2 Higher Project

Grade A*

Candidates identify their projects and produce well structured and well organised plans. There is clear evidence that they have responded effectively to guidance given. Candidates research, select, organise and use relevant information and use a range of suitable resources to good effect. Problems and issues are identified and conclusions drawn. Candidates select and use a range of skills, including, where appropriate, new technologies to achieve good quality outcomes that realise the intentions of the project. They use communication skills to clearly present project outcomes and conclusions in an appropriate format with supporting evidence. In their analyses, candidates evaluate the project outcomes and their strengths and weaknesses in carrying out their project. They demonstrate through their responses to questions good knowledge of the topic area studied at this level.

Grade C

Candidates identify their projects and produce plans that are sufficient to enable them to achieve most of their overall objectives. There is some evidence that candidates have responded to guidance given. Candidates research, select, organise and use information and partially exploit a range of resources. Some problems and issues are identified, some conclusions drawn, and the intended outcomes are partially realised. Elements of the projects are generally well presented through the use of communication skills. In their analyses, candidates reflect upon their project and on their strengths and weaknesses in carrying out their projects. They demonstrate, through their responses to questions, basic knowledge of the topic area studied at this level.

Annexe F: Key skills and the projects

The Edexcel Level 1 Foundation Project and the Edexcel Level 2 Higher Project present opportunities to develop key skills. The tables below indicate where there are opportunities to demonstrate those skills in the relevant learning outcome.

Application of number Level 1	
Examples of learning outcomes where key skills evidence may occur	**Key skills criteria**
Unit 1, LO2	N1.1 Interpret information from **two** different sources. At least **one** source must include a table, chart, graph or diagram.
Unit 1, LO2, LO3	N1.2 Carry out and check calculations to do with: a amounts or sizes b scales or proportion c handling statistics.
Unit 1, LO3	N1.3 Interpret the results of your calculations and present your findings — in two different ways using charts or diagrams.

Communication Level 1	
Examples of learning outcomes where key skills evidence may occur	**Key skills criteria**
Unit 1, LO1, LO2, LO3, LO4	C1.1 Take part in either a one-to-one discussion or a group discussion.
Unit 1, LO2	C1.2 Read and obtain information from at least one document.
Unit 1, LO1 and LO3	C1.3 Write two different types of documents.

Information and communication technology Level 1	
Examples of learning outcomes where key skills evidence may occur	**Key skills criteria**
Unit 1, LO2	ICT1.1 Find and select relevant information.
Unit 1, LO3, LO2	ICT1.2 Enter and develop information to suit the task.
Unit 1, LO3, LO4	ICT1.3 Develop the presentation so that the final output is accurate and fit for purpose.

Improving own learning and performance Level 1	
Examples of learning outcomes where key skills evidence may occur	**Key skills criteria**
Unit 1, LO1	LP1.1 Confirm your targets and plan how to meet these with the person setting them.
Unit 1, LO1, LO2, LO3, LO4	LP1.2 Follow your plan, to help meet targets and improve your performance.
Unit 1, LO1, LO4	LP1.3 Review your progress and achievements in meeting targets, with an appropriate person.

Problem solving Level 1	
Examples of learning outcomes where key skills evidence may occur	**Key skills criteria**
Unit 1, LO1	PS1.1 Confirm with an appropriate person that you understand the given problem and identify different ways of tackling it.
Unit 1, LO1, LO2, LO3	PS1.2 Confirm with an appropriate person what you will do and follow your plan for solving the problem.
Unit 1, LO4	PS1.3 Check with an appropriate person if the problem has been solved and how to improve your problem solving skills.

Working with others Level 1	
Examples of learning outcomes where key skills evidence may occur	**Key skills criteria**
Unit 1, LO1	WO1.1 Confirm you understand the given objectives, and plan for working together.
Unit 1, LO2, LO3	WO1.2 Work with others towards achieving the given objectives.
Unit 1, LO4	WO1.3 Identify ways you helped to achieve things and how to improve your work with others.

Application of number Level 2		
Examples of learning outcomes where key skills evidence may occur	**Key skills criteria**	
Unit 2, LO2	N2.1	Interpret information from a suitable source.
Unit 2, LO2, LO3	N2.2	Use your information to carry out calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.
Unit 2, LO3	N2.3	Interpret the results of your calculations and present your findings.

Communication Level 2		
Examples of learning outcomes where key skills evidence may occur	**Key skills criteria**	
Unit 2, LO2, LO3, LO4	C2.1	Take part in a group discussion.
Unit 2, LO3	C2.1	Give a talk of at least four minutes.
Unit 2, LO2, LO3	C2.2	Read and summarise information from at least **two** documents about the same subject. Each document must be a minimum of 500 words long.
Unit 2, LO1, LO3	C2.3	Write **two** different types of documents, each one giving different information. One document must be at least 500 words long.

Information and communication technology Level 2	
Examples of learning outcomes where key skills evidence may occur	**Key skills criteria**
Unit 2, LO2	ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.
Unit 2, LO2, LO3	ICT2.2 Enter and develop the information to suit the task and derive new information.
Unit 2, LO3, LO4	ICT2.3 Present combined information such as text with image, text with number, image with number.

Improving own learning and performance Level 2	
Examples of learning outcomes where key skills evidence may occur	**Key skills criteria**
Unit 2, LO1	LP2.1 Help set targets with an appropriate person and plan how these will be met.
Unit 2, LO1, LO2, LO3, LO4	LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.
Unit 2, LO1, LO4	LP2.3 Review progress with an appropriate person and provide evidence of your achievements.

Problem solving Level 2	
Examples of learning outcomes where key skills evidence may occur	**Key skills criteria**
Unit 2, LO1	PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.
Unit 2, LO1, LO2, LO3	PS2.2 Plan and try out at least one way of solving the problem.
Unit 2, LO4	PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.

Working with others Level 2	
Examples of learning outcomes where key skills evidence may occur	**Key skills criteria**
Unit 2, LO1	WO2.1 Plan work with others.
Unit 2, LO2, LO3	WO2.2 Work co-operatively towards achieving the identified objectives.
Unit 2, LO4	WO2.3 Review your contributions and agree ways to improve work with others.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email: publications@linneydirect.com

Publications Code PR021014 May 2009

For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07