

Specification

Edexcel Level 1 Foundation Project (ZPJ10)

Edexcel Level 2 Higher Project (ZPJ20)

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Acknowledgements

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Authorised by Roger Beard
Prepared by Roger Field

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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, either as a stand-alone qualification or as part of a 14-19 Diploma. 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.

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 qualifications

The Edexcel Level 1 Foundation Project has one mandatory unit.

Edexcel Foundation Level 1 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 two 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 students 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 and develop Personal Learning and Thinking Skills (PLTS), functional skills, key skills and any further specialist technical skills that are relevant to the chosen topic.

Choosing an appropriate project

If the learner is taking a Diploma, the topic chosen must **either** complement and develop themes and topics related to the Principal Learning **or** it must support progression in terms of future employment or study.

For example, if a learner is studying the Diploma in IT and wants to pursue a career or further study in this field, then an IT-related project will both support progression and inevitably complement and develop themes related to the Principal Learning. If, on the other hand, the learner has decided that they would like to change direction and pursue a different career, for example in engineering or law, then a project in one of these areas would support progression into one of these areas.

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
A01 Manage Select, plan and carry out a project applying skills and methods to achieve objectives	7	17.5%
A02 Use resources Obtain, select and use information, and select and use resources	9	22.5%
A03 Develop and realise Use a range of skills, including, where appropriate, new technologies, to achieve planned objectives.	17	42.5%
A04 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
A01 Manage Identify, plan and carry out a project, applying a range of skills and methods to achieve objectives.	7	17.5%
A02 Use resources Research, select, organise and use information, and select and use a range of resources. Interpret data and apply findings.	9	22.5%
A03 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%
A04 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 *within* 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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:

- where a learner is taking the Project as part of a Diploma, either complements and develops the themes and topics of the Principal Learning or supports learner progression (please refer to page 4 for further information)
- 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 (if they are taking the Diploma, this should include its relevance to the Principal Learning or progression to further study/work).

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, For learners who are taking the Foundation Project as part of the Diploma, the centre is also confirming that it meets the requirement of relevance either to their Principal Learning or in terms of progression to further study/work.

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.

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
- personal, learning and thinking skills (see *Annexes G and H*)
- key/functional skills at Level 1 (see *Annexes F and I*).

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
<p>Project proposal form</p> <p>As a whole, the information given is brief and may be unclear in places.</p> <p>There is limited information about why they have chosen the project.</p> <p>A few of the key activities that need to be carried out are included, but with obvious omissions.</p> <p>There is limited information about the resources that will be required.</p> <p>Activity Log</p> <p>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.</p>	<p>Project proposal form</p> <p>As a whole, the information given is developed and clear.</p> <p>There is clear information about why they have chosen the project.</p> <p>Most of the key activities that need to be carried out are included.</p> <p>There is adequate information about the resources that will be required and what they will be used for</p> <p>Activity Log</p> <p>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).</p>
<p>0-3 marks available for the work produced</p> <p>+ 0 marks if directed support given by tutor-assessor</p> <p>+ 1 mark if limited support given by tutor-assessor</p>	<p>4-6 marks available for the work produced</p>
<p>Total out of 7</p>	

See pages 22-23 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
<p>Information is obtained from a few sources.</p> <p>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.</p> <p>Some documentary sources are identified in a bibliography, although this may not be clear enough to allow the sources to be retrieved.</p> <p>There is limited information about any non-documentary information sources used, which is likely to include information about what learners did.</p>	<p>Information is obtained from a range of sources, including at least two types of information source.</p> <p>Most of the information gathered and sources used are relevant to the project objectives. The information gathered is applied to the project outcomes.</p> <p>Documentary sources are identified in a bibliography clearly enough to allow a the sources to be retrieved.</p> <p>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.</p>
<p>0-4 marks available for the work produced</p>	<p>5-8 marks available for the work produced</p>
<p>+ 0 marks if directed support given by tutor-assessor</p>	
<p>+ 1 mark if limited support given by tutor-assessor</p>	
<p style="text-align: center;">Total out of 9</p>	

See page 23 for guidance on how to allocate marks.

Level 1, AO3: Develop and realise

Mark band 1	Mark band 2
<p>Project outcomes that are mainly written</p> <p>Ideas are developed in a way that shows limited understanding of the topic. There is limited evidence of supporting arguments.</p> <p>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.</p> <p>There are frequent errors in the <u>use of language</u>³ which are intrusive and often interfere with communication.</p> <p>Project outcomes that involve the creation of an artefact or design</p> <p>The artefact or design is produced but may be incomplete. It is likely that some of the relevant <u>resources</u>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.</p>	<p>Project outcomes that are mainly written</p> <p>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.</p> <p>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.</p> <p>There are some errors in the <u>use of language</u> which may sometimes be intrusive, but these tend not to interfere with communication. The project includes some relevant features of <u>effective presentation</u>⁵.</p> <p>Project outcomes that involve the creation of an artefact or design</p> <p>The artefact or design is produced and presented in an appropriate format. It is likely that most of the relevant <u>resources</u> 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 <u>effective presentation</u>⁶.</p>

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
<p>Project outcomes that are ephemeral</p> <p>The performance, event (etc) takes place. There is likely to be a little evidence of preparation/rehearsal. Some of the relevant resources⁷ 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.</p>	<p>Project outcomes that are ephemeral</p> <p>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.</p>
<p>0-8 marks available for the work produced</p>	<p>9-16 marks available for the work produced</p>
<p>+ 0 marks if directed support is given by tutor-assessor + 1 mark if limited support given by tutor-assessor</p>	
<p>Total marks out of 17</p>	

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

See page 22-23 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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:

- where a learner is taking the Project as part of a Diploma, **either** complements and develops the themes and topics of the Principal Learning or supports learner progression (please refer to page 4 for further information)
- 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 (if they are taking the Diploma, this should include its relevance to the Principal Learning or progression to further study/work).

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. For learners who are taking the Foundation Project as part of the Diploma, the centre is also confirming that it meets the requirement of relevance either to their Principal Learning or in terms of progression to further study/work.

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 audio⁸. 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
- personal, learning and thinking skills (see *Annexes G and H*)
- functional skills at Level 2 (see *Annexes F and I*).

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

See *pages 38-39* 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
<p>Research is carried out using a range of sources, using at least two different types of information</p> <p>Some of the research carried out is relevant to the project objectives. There is some application of information gathered is to the project outcomes.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>The research carried out is consistently relevant to the project objectives. The information gathered is applied well to the project outcomes.</p> <p>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.</p> <p>There is information about any non-documentary information sources used, which is likely to include a clear and detailed description about what/where/when.</p>
<p>0-4 marks available for the work produced</p>	<p>5-8 marks available for the work produced</p>
<p>+ 0 marks if limited support given by tutor-assessor</p>	
<p>+ 1 mark if learner works mainly independently</p>	
<p>Total out of 9</p>	

See pages 38-39 for guidance on how to allocate marks.

Level 2, AO3: Develop and realise

Mark band 1	Mark band 2
<p>Project outcomes that are mainly written</p> <p>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.</p> <p>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 <u>language</u>¹⁰, but these tend not to be intrusive and tend not to interfere with communication. The outcome includes most of the relevant features of <u>effective presentation</u>¹¹. An appropriate <u>style/register</u>¹² is used in most places.</p> <p>Project outcomes that involve the creation of an artefact or design</p> <p>The artefact or design is produced and presented in an appropriate format. It is likely that the relevant <u>resources</u>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 presentation¹⁴ in the evidence produced and it is generally clear what has been done and why.</p>	<p>Project outcomes that are mainly written</p> <p>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.</p> <p>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 <u>language</u>, and these are not intrusive and do not interfere with communication. The outcome includes the relevant features of <u>effective presentation</u>. An appropriate <u>style/register</u> is used consistently.</p> <p>Project outcomes that involve the creation of an artefact or design</p> <p>The artefact or design is produced and presented in an appropriate format. It is likely that the relevant <u>resources</u> 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.</p>

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
<p>Project outcomes that are ephemeral</p> <p>The performance, event (etc) takes place. There is likely to be evidence of adequate preparation/rehearsal. The relevant resources¹⁵ 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.</p>	<p>Project outcomes that are ephemeral</p> <p>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.</p>
<p>0-8 marks available for the work produced</p>	<p>9-16 marks available the work produced</p>
<p>+ 0 marks if limited support given by tutor-assessor</p>	
<p>+ 1 mark if learner works mainly independently</p>	
<p>Total out of 17</p>	

See pages 38-39 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
<p>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.</p> <p>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.</p> <p>There are limited ideas for what they could do differently next time.</p> <p>There are ideas for follow up work in the same or other areas of study or interest.</p>	<p>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.</p> <p>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</p> <p>There are realistic ideas for what they could do differently next time, with reasons why.</p> <p>There are clear and realistic ideas for follow up work in the same or other areas of study or interest.</p>
<p>0-3 marks available of work produced</p>	<p>4-6 marks available of work produced</p>
<p>+ 0 marks if limited support given by tutor-assessor + 1 mark if learner works mainly independently</p>	
<p>Total out of 7</p>	

See pages 38-39 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, *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 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.

If the learner is taking the project as part of a Diploma, the proposal checker must confirm that the project **either** complements and develops the themes and topics of the Principal Learning **or** supports learner progression (see *Choosing an appropriate topic* on page 4 for further information).

For all learners, whether or not they are taking the project as part of a Diploma, the proposal checker must also confirm that the project is suitable in terms of the time and resources available, and that it gives enough scope for the learner to meet all 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/sfc) 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 467467
Fax: 01623 450481
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.

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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

Learner name

Centre name

Tutor-assessor name

Date

Learner registration number

--	--	--	--	--	--	--	--

Centre number

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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:	
<u>Target date (set by tutor-assessor):</u>	
Milestone two:	
<u>Target date (set by tutor-assessor):</u>	
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	
Is the learner taking this project as part of a Diploma? Yes/No	
If yes, which Diploma are they taking? _____	
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:

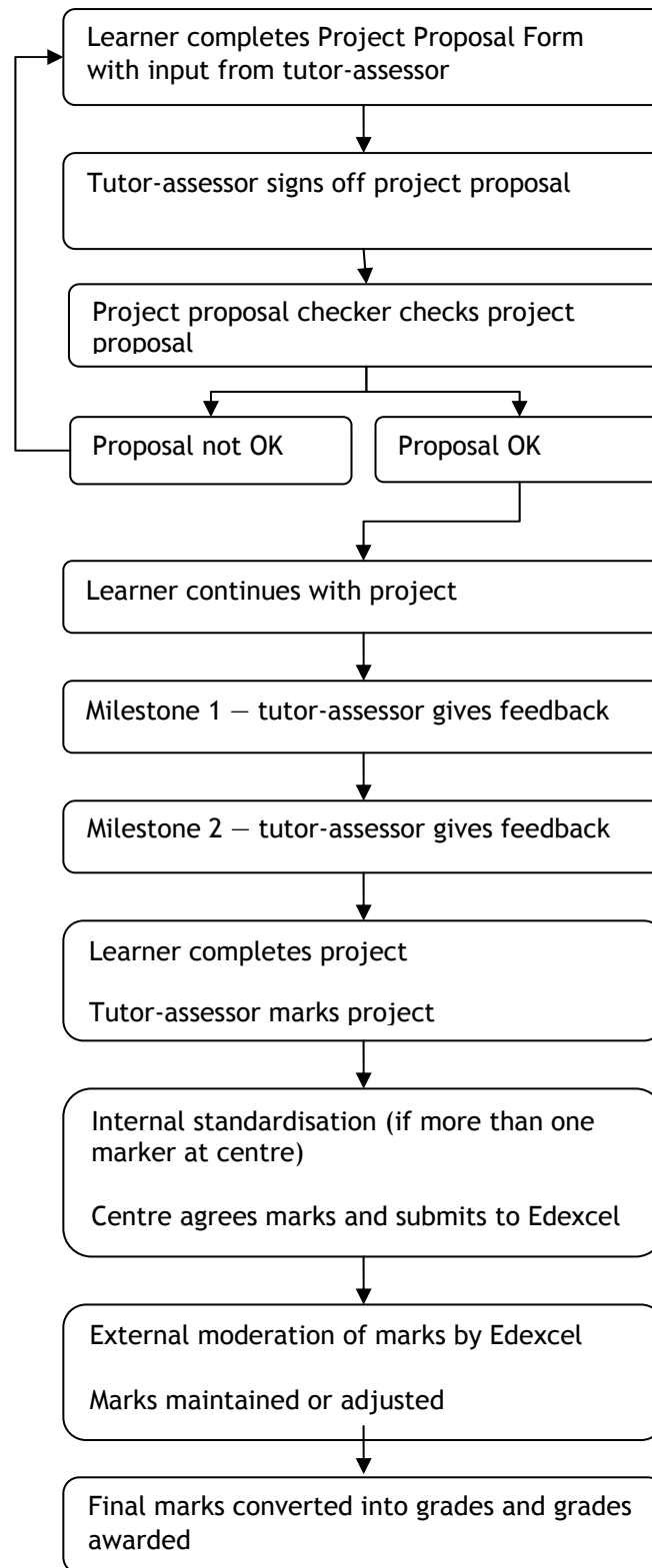
Teacher-assessor name:

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.

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	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, L01	LP1.1 Confirm your targets and plan how to meet these with the person setting them.
Unit 1, L01, L02, L03, L04	LP1.2 Follow your plan, to help meet targets and improve your performance.
Unit 1, L01, L04	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, L01, L02, L03	PS1.1 Confirm with an appropriate person that you understand the given problem and identify different ways of tackling it.
Unit 1, L01	PS1.2 Confirm with an appropriate person what you will do and follow your plan for solving the problem.
Unit 1, L01, L04	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, L01	WO1.1 Confirm you understand the given objectives, and plan for working together.
Unit 1, L02, L03	WO1.2 Work with others towards achieving the given objectives.
Unit 1, L04	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: <ul style="list-style-type: none"> 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, LO4	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, LO4	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	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	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, LO2, LO3	PS2.2 Plan and try out at least one way of solving the problem.
Unit 2, LO3, 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, L01	WO2.1 Plan work with others.
Unit 2, L02, L03	WO2.2 Work co-operatively towards achieving the identified objectives.
Unit 2, L04	WO2.3 Review your contributions and agree ways to improve work with others.

Annexe G: Personal, learning and thinking skills (PLTS)

The framework of personal, learning and thinking skills comprises six groups of skills:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participators.

These generic skills, together with the functional skills of English, mathematics and ICT, are essential to success in life, learning and work.

For each group, a focus statement sums up the range of skills and qualities. This is accompanied by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group of skills is distinctive and coherent. The groups are also interconnected and learners are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer sets goals for their research with clear success criteria (reflective learner) and organises their time and resources effectively to achieve these (self-manager). To develop independence, learners need to apply skills from all six groups in a wide range of contexts.

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve (IE1)
- plan and carry out research, appreciating the consequences of decisions (IE2)
- explore issues, events or problems from different perspectives (IE3)
- analyse and evaluate information, judging its relevance and value (IE4)
- consider the influence of circumstances, beliefs and feelings on decisions and events (IE5)
- support conclusions, using reasoned arguments and evidence (IE6).

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities (CT1)
- ask questions to extend their thinking (CT2)
- connect their own and others' ideas and experiences in inventive ways (CT3)
- question their own and others' assumptions (CT4)
- try out alternatives or new solutions and follow ideas through (CT5)
- adapt ideas as circumstances change (CT6).

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements (RL1)
- set goals with success criteria for their development and work (RL2)
- review progress, acting on the outcomes (RL3)
- invite feedback and deal positively with praise, setbacks and criticism (RL4)
- evaluate experiences and learning to inform future progress (RL5)
- communicate their learning in relevant ways for different audiences (RL6).

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals (TW1)
- reach agreements, managing discussions to achieve results (TW2)
- adapt behaviour to suit different roles and situations (TW3)
- show fairness and consideration to others (TW4)
- take responsibility, showing confidence in themselves and their contribution (TW5)
- provide constructive support and feedback to others (TW6).

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change (SM1)
- work towards goals, showing initiative, commitment and perseverance (SM2)
- organise time and resources, prioritising actions (SM3)
- anticipate, take and manage risks (SM4)
- deal with competing pressures, including personal and work-related demands (SM5)
- respond positively to change, seeking advice and support when needed (SM6)
- manage their actions, and build and maintain relationship (SM7).

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed (EP1)
- present a persuasive case for action (EP2)
- propose practical ways forward, breaking these down into manageable steps (EP3)
- identify improvements that would benefit others as well as themselves (EP4)
- try to influence others, negotiating and balancing diverse views to reach workable solutions (EP5)
- act as an advocate for views and beliefs that may differ from their own (EP6).

Annexe H: PLTS and the Projects

Although there is no requirement to demonstrate personal, learning and thinking skills in the Edexcel Level 1 Foundation Project and Edexcel Level 2 Higher Project, there are numerous opportunities to develop and apply them. A tick in the boxes below shows suggested opportunities where each skill may be demonstrated.

Learning outcomes in Unit 1	PLTS					
	IE	CT	RL	TW	SM	EP
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			✓	✓		✓
IE – Independent enquirers, CT – Creative thinkers, RL – Reflective learners, TW – Team workers, SM – Self-managers, EP – Effective participators						

Learning outcomes in Unit 2	PLTS					
	IE	CT	RL	TW	SM	EP
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	✓		✓	✓		✓
IE – Independent enquirers, CT – Creative thinkers, RL – Reflective learners, TW – Team workers, SM – Self-managers, EP – Effective participators						

The table below gives examples of where PLTS can be developed in Unit 1.

Learning outcome	Learners can develop skills in the following personal learning and thinking skills:	When they are:
L01	Identifying questions to answer and problems to resolve (IE1)	setting project objectives in section 3 of the Project Proposal Form
	Generating ideas and exploring possibilities (CT1)	choosing a project topic and title in section 1 of the Project Proposal Form
	Setting goals with success criteria for their development and work (RL2)	setting project objectives in section 3 of the Project Proposal Form
	Collaborating with others to work towards common goals (TW1)	allocating responsibilities in group projects
	Organising time and resources, prioritising actions (SM1)	monitoring the progress of the project
	Discussing areas of concern, seeking resolution where needed (EP1)	discussing the progress of the project with their tutor-assessor
L02	Asking questions to extend their thinking (CT2)	obtaining information to use in the project
	Working towards goals, showing initiative, commitment and perseverance (SM2)	obtaining information to use in the project
L03	Exploring issues, events or problems from different perspectives (IE3)	working towards the project outcome, eg in rehearsals or different stages of a design
	Trying out alternatives or new solutions and following ideas through (CT5)	working towards the project outcome, eg in rehearsals or different stages of a design
	Reviewing progress, acting on the outcomes (RL3)	working towards the project outcome, eg in rehearsals or different stages of a design
	Showing fairness and consideration to others (TW4)	working in a group towards the project outcome
	Responding positively to change, seeking advice and support when needed (SM6)	working towards the project outcome and reviewing their progress with their tutor-assessor
	Proposing practical ways forward, breaking these down into manageable steps (EP3)	working towards the project outcome, eg in rehearsals or different stages of a design

Learning outcome	Learners can develop skills in the following personal learning and thinking skills:	When they are:
L04	Assessing themselves and others, identifying opportunities and achievements (RL1)	identifying what they have learned and the skills they have developed
	Providing constructive support and feedback to others (TW6)	listening to or looking at other people's reviews
	Identifying improvements that would benefit others as well as themselves (EP4)	identifying what they and others have learned and the skills they have developed.
IE – Independent enquirers, CT – Creative thinkers, RL – Reflective learners, TW – Team workers, SM – Self-managers, EP – Effective participators		

The table below gives examples of where PLTS can be developed in Unit 2.

Learning outcome	Learners can develop skills in the following personal learning and thinking skills:	When they are:
L01	Identifying questions to answer and problems to resolve (IE1)	setting project objectives in section 3 of the Project Proposal Form
	Generating ideas and exploring possibilities (CT1)	choosing a project topic and title in section 1 of the Project Proposal Form
	Setting goals with success criteria for their development (RL2)	setting project objectives in section 3 of the Project Proposal Form
	Reaching agreements, managing decisions to achieve results (TW2)	discussing responsibilities in group projects and negotiating milestones with the tutor-assessor
	Anticipating, taking and managing risks (SM4)	identifying risks in section 6 of the Project Proposal Form
	Discussing areas of concern, seeking resolution where needed (EP1)	discussing the progress of the project with their tutor-assessor
L02	Planning and carrying out research, appreciating the consequences of decisions (IE2)	researching their project
	Asking questions to extend their thinking (CT2)	preparing to conduct their research
	Adapting behaviour to suit different roles and situations (TW3)	conducting different types of research
	Working towards goals, showing initiative, commitment and perseverance (SM2)	seeking out sources for research and conducting research which corresponds to their original plans
L03	Exploring issues, events or problems from different perspectives (IE3)	working towards the project outcome, eg in rehearsals or different stages of a design
	Adapting ideas as circumstances change (CT6)	working towards the project outcome, eg in rehearsals or different stages of a design
	Reviewing progress, acting on the outcomes (RL3)	working towards the project outcome, eg in rehearsals or different stages of a design
	Taking responsibility, showing confidence in themselves and their contribution (TW5)	working in a group towards the project outcome
	Dealing with competing pressures, including personal and work-related demands (SM5)	managing their time to work towards the project outcome according to agreed timelines

Learning outcome	Learners can develop skills in the following personal learning and thinking skills:	When they are:
	Trying to influence others, negotiating and balancing diverse views to reach workable solutions (EP5)	working in a group towards the project outcome
L04	Analysing and evaluating information, judging its relevance and value (IE4)	analysing the results of the project and drawing their own conclusions
	Evaluating experiences and learning to inform future progress (RL5)	identifying what they have learned, the skills they have developed and how they could improve their performance in future
	Providing constructive support and feedback to others (TW6)	listening to or looking at other people's reviews
	Identifying improvements that would benefit others as well as themselves (EP4)	identifying what they and others have learned and the skills they have developed.
IE – Independent enquirers, CT – Creative thinkers, RL – Reflective learners, TW – Team workers, SM – Self-managers, EP – Effective participators		

Annexe I: Functional skills and the Projects

The Edexcel Level 1 Foundation Project and Edexcel Level 2 Higher Project present opportunities to practise functional skills in English, mathematics and ICT. The table below indicates where there are opportunities to demonstrate those skills in the relevant learning outcome.

Level 1 English

Level 1 functional skill standard: take full part in formal and informal discussions/exchanges	Where in Unit 1 there are opportunities to demonstrate this
Make relevant contributions to discussions, responding appropriately to others	LO1, LO2, LO3, LO4
Prepare for and contribute to formal discussion of ideas and opinions	LO1, LO4
Be flexible in discussion, making different kinds of contributions	LO1, LO2, LO3, LO4
Present information/points of view clearly and in appropriate language in formal and informal exchanges and discussions	LO1, LO2, LO3, LO4
Level 1 functional skill standard: read and understand a range of texts	Where in Unit 1 there are opportunities to demonstrate this
Identify the main points and ideas and how they are organised in different texts	LO2
Understand texts in detail	LO2
Read and understand texts and take appropriate action	LO2
In a range of texts including reports, instructional, explanatory and persuasive texts, on paper and on screen	LO2
Level 1 functional skill standard: write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	Where in Unit 1 there are opportunities to demonstrate this
Write clearly and coherently including an appropriate level of detail	LO1, LO2, LO3, LO4
Present information in a logical sequence	LO1, LO2, LO3, LO4
Use language, format and structure suitable for purpose and audience	LO1, LO2, LO3, LO4
Use correct grammar including subject-verb agreement and correct and consistent use of tense	LO1, LO2, LO3, LO4
Proofread and revise writing for accuracy of grammar, punctuation and spelling, and to ensure that meaning is clear	LO1, LO2, LO3, LO4

Level 1 Mathematics

Level 1 functional skill standard: representing – making sense of situations and representing them	Where in Unit 1 there are opportunities to demonstrate this
Recognise that a situation has aspects that can be represented using mathematics	N/A
Make an initial model of a situation using suitable forms of representation	N/A
Decide on the methods, operations and tools, including ICT, to use in a situation	L01, L02
Select the mathematical information to use	L02, L03
Level 1 functional skill standard: analysing – processing and using the mathematics	Where in Unit 1 there are opportunities to demonstrate this
Use appropriate mathematical procedures	L03
Examine patterns and relationships	L03
Change values and assumptions or adjust relationships to see the effects on answers in the model	L03
Find results and solutions	L03
Level 1 functional skill standard: interpreting – interpreting and communicating the results of the analysis	Where in Unit 1 there are opportunities to demonstrate this
Interpret results and solutions	N/A
Draw conclusions in the light of the situation	N/A
Consider the appropriateness and accuracy of the results and conclusions	N/A
Level 1 functional skill standard: interpreting – interpreting and communicating the results of the analysis	Where in Unit 1 there are opportunities to demonstrate this
Choose appropriate language and forms of presentation to communicate results and conclusions	L04

Level 1 ICT

Level 1 functional skill standard: use of ICT	Where in Unit 1 there are opportunities to demonstrate this
Interact with and use ICT systems independently to meet needs	L01, L02, L03, L04
Follow and understand the need for safety and security practices	L01, L02, L03, L04
Level 1 functional skill standard: find and select information	Where in Unit 1 there are opportunities to demonstrate this
Select and use a variety of sources of information independently to meet needs	L02, L03, L04
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	L02, L03, L04
Level 1 functional skill standard: develop, present and communicate information	Where in Unit 1 there are opportunities to demonstrate this
Access and use ICT to communicate and exchange information safely and responsibly	L02, L03, L04
Enter, develop and format information independently to suit its meaning and purpose	L03
Bring together information to suit content and purpose	L03
Present information in ways that are fit for purpose	L04
Evaluate the selection and use of ICT tools and facilities used to present information	L04
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively	L04

Level 2 English

Level 2 functional skill standard: speaking and listening	Where in Unit 2 there are opportunities to demonstrate this
Listen to complex information and give a relevant, cogent response in appropriate language	L02
Present information and ideas clearly and persuasively to others	L01, L02, L03, L04
Adapt contributions in discussions to suit audience, purpose and situation	L03, L04
Make significant contributions to discussions, taking a range of roles and helping to move discussion forward to reach decisions	L01, L02, L03, L04
In a wide range of contexts, including those that involve others who are unfamiliar	L03, L04
Level 2 functional skill standard: reading	Where in Unit 2 there are opportunities to demonstrate this
Select and use different types of text to obtain relevant information	L02, L03
Read and summarise succinctly information/ideas from different sources	L02, L03
Identify the purposes of texts and comment on how effectively meaning is conveyed	L02, L03
Detect point of view, implicit meaning and bias	L02, L03
Read and actively respond to different texts	L02, L03
All the above skills should be applied in the context of a wide range of texts for different purposes, on paper and on screen.	N/A
Level 2 functional skill standard: writing	Where in Unit 2 there are opportunities to demonstrate this
Present information/ideas concisely, logically and persuasively	L01, L02, L03, L04
Present information on complex subjects concisely and clearly	L03, L04
Use a range of different styles of writing for different purposes	N/A
Use a range of sentence structures, including complex sentences	L01, L02, L03, L04
Punctuate accurately using commas, apostrophes and inverted commas	L01, L02, L03, L04

Continued overleaf

Level 2 functional skill standard: writing	Where in Unit 2 there are opportunities to demonstrate this
Proofread and revise writing for accuracy and meaning	LO1, LO2, LO3, LO4
In a wide range of documents on paper and on screen	LO1, LO2, LO3

Level 2 Mathematics

Level 2 functional skill standard: representing – making sense of situations and representing them	Where in Unit 2 there are opportunities to demonstrate this
Recognise that a situation has aspects that can be represented using mathematics	N/A
Make an initial model of a situation using suitable forms of representation	N/A
Decide on the methods, operations and tools, including ICT, to use in a situation	LO1, LO2
Select the mathematical information to use	LO2, LO3
Level 2 functional skill standard: analysing – processing and using the mathematics	Where in Unit 2 there are opportunities to demonstrate this
Use appropriate mathematical procedures	LO3
Examine patterns and relationships	LO3
Change values and assumptions or adjust relationships to see the effects on answers in the model	LO3
Find results and solutions	LO3
Level 2 functional skill standard: interpreting – interpreting and communicating the results of the analysis	Where in Unit 2 there are opportunities to demonstrate this
Interpret results and solutions	N/A
Draw conclusions in the light of the situation	N/A
Consider the appropriateness and accuracy of the results and conclusions	N/A
Level 2 functional skill standard: interpreting – interpreting and communicating the results of the analysis	Where in Unit 2 there are opportunities to demonstrate this
Use appropriate language and forms of presentation to communicate results and conclusions	LO4

Level 2 ICT

Level 2 functional skill standard: use ICT systems	Where in Unit 2 there are opportunities to demonstrate this
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	L01, L02, L03, L04
Evaluate the effectiveness of the ICT system they have used	L04
Follow and understand the need for safety and security practices	L01, L02, L03, L04
Level 2 functional skill standard: find and select information	Where in Unit 2 there are opportunities to demonstrate this
Select and use a variety of sources of information independently for a complex task	L02, L03, L04
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	L02, L03, L04
Level 2 functional skill standard: develop, present and communicate information	Where in Unit 2 there are opportunities to demonstrate this
Enter, develop and format information independently to suit its meaning and purpose	L03, L04
Bring together information to suit content and purpose	L03, L04
Evaluate the selection and use of ICT tools and facilities used to present information	L03, L04
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contacts lists	L04

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

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