



# **Pearson Edexcel**

## Level 2 Higher Project

### **Specification**

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## About this document

This guidance document contains all of the information relevant to candidates who are completing a Higher Project Qualification with Pearson Edexcel. Single and multiple document approaches to the HPQ are included as links at the end of the document in Annex A, for which candidates and centres are required to submit the appropriate document relevant to the unit choice. The main [Pearson website](#) provides support documentation (see Teacher support material) that are relevant to the overarching qualification structure, administration, grade descriptors for assessment, tutor/assessor guidance, malpractice, and any additional information.

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# Unit 2: Higher Project

## Level 2

**Guided learning hours: 60**

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### 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	Assessment
	The learner will:	The learner can:
1	Be able to choose, plan and manage a project	<ul style="list-style-type: none"> <li>describe why they have chosen the project and skills and knowledge they want to improve</li> <li>identify objectives for the project</li> <li>plan activities and agree deadlines during the project</li> <li>identify possible risks and how to overcome them</li> <li>keep records of activities undertaken, using the original project plan.</li> </ul>
2	Be able to research information and apply it to a project	<ul style="list-style-type: none"> <li>research information from a range of sources and different types of source</li> <li>evaluate the reliability of sources</li> <li>keep records of the relevant information obtained.</li> </ul>
3	Be able to select and apply skills to complete a project	<ul style="list-style-type: none"> <li>use a range of skills, including appropriate technologies, working with others and problem solving to complete a project</li> <li>meet project objectives</li> <li>share the outcomes.</li> </ul>
4	Be able to review a project and own performance, and analyse the project outcomes	<ul style="list-style-type: none"> <li>analyse results</li> <li>draw own conclusions</li> <li>review the results of the project</li> <li>review their own performance</li> <li>share the review and evaluation of learning and performance.</li> </ul>

## Unit content

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### 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 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 Pearson 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:

- supports learner progression (please refer to the [Pearson website](#) for further information)
- has the potential to provide the learners with opportunities to meet all of the assessment objectives (please refer to the [Pearson website](#) for further information).

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, learners should keep a record of their reasons on the Project Proposal Form (or attachments). However, if a completely new topic is chosen, learners will need to re-start the project from the beginning.

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

#### *How to complete the Project Proposal Form*

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

- their objectives

If the learner is working in a group project, there must be objectives that relate to the individual learner. In other words, they will probably begin with the words 'I will ...' rather than 'we will ...'. Additional group objectives are permitted.

At Level 2, the learner should aim to come up with their own objectives, although tutor guidance is permitted.

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

**Section 2** of the Project Proposal Form requires learners to give a rationale for the project. This should include why they have chosen it.

Learners must then plan their project, using **sections 3 and 4** 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 51 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 51 for further information).**

By confirming that the project is appropriate, the centre is confirming that the proposal will give the learners scope to achieve all of the assessment objectives.

#### *Ongoing monitoring of the project*

During the course of the 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 Pearson 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 or 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 audio-visual materials

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

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

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



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

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

### **Summary of evidence required from learner**

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

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

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

*Guidance on different forms of project outcome*

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

The project outcome must be recorded on video or audio<sup>1</sup>. 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.

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<sup>1</sup> Information about acceptable video/audio formats is given in separate document: *Moderation of Project Qualifications: Guidance for Centres*. Please refer to the Pearson website.

**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 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.

### **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<sup>2</sup>

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

See [Guidance of using the Level 2 Marking Grids](#) on how to allocate marks.

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

See [Guidance of using the Level 2 Marking Grids](#) on how to allocate marks.

## Level 2, AO3: Develop and realise

Mark band 1	Mark band 2
<p><i>Project outcomes that are mainly written</i></p> <p>Ideas are developed in a way that shows <b>some</b> understanding of the topic. There is an answer to the question, <b>though this may not be clear</b>. There is <b>limited</b> evidence of supporting arguments and <b>limited</b> consideration of alternative viewpoints or interpretations.</p> <p>The project is likely to be clear for the reader to understand. Information is <b>generally presented</b> in a logical order, with <b>some</b> structuring/connections between different parts of the text. The information within the project is <b>generally relevant</b>. There are <b>some errors</b> in the <u>use of language</u><sup>3</sup>, but these <b>tend not to be</b> intrusive and <b>tend not to</b> interfere with communication. The outcome includes <b>most</b> of the relevant features of <u>effective presentation</u><sup>4</sup>. An appropriate <u>style/register</u><sup>5</sup> is used <b>in most places</b>.</p>	<p><i>Project outcomes that are mainly written</i></p> <p>Ideas are developed in a way that shows <b>good</b> understanding of the topic. There is a <b>clear answer</b> to the question with <b>some</b> supporting arguments and <b>some</b> consideration of alternative viewpoints or interpretations.</p> <p>The project is likely to be clear for the reader to understand. Information is <b>presented</b> in a logical order, with clear and effective structuring/connections between different parts of the text. The information within the project is <b>relevant</b>. There are <b>few errors</b> in the <u>use of language</u>, and these <b>are not</b> intrusive and <b>do not</b> interfere with communication. The outcome includes the relevant features of <u>effective presentation</u>. An appropriate <u>style/register</u> is used <b>consistently</b>.</p>

<sup>3</sup> See page 16 – accuracy and appropriateness in use of language

<sup>4</sup> See page 36 – features of effective presentation for written outcomes

<sup>5</sup> See page 36 – accuracy and appropriateness of language

## Level 2, AO3: Develop and realise (cont.)

Mark band 1	Mark band 2
<p><i>Project outcomes that involve the creation of an artefact or design</i></p> <p>The artefact or design is produced and presented in an appropriate format. It is likely that the relevant <u>resources</u><sup>6</sup> obtained by the learner are used <b>with some success</b> in realising the finished project outcome in a way that addresses the project objectives. <b>Some</b> understanding of the topic is apparent. There is <b>some</b> evidence of <b>development</b> of ideas and that alternative designs have been <b>considered</b>. There are <b>several of the relevant features</b> of <u>effective presentation</u><sup>7</sup> in the evidence produced and <b>it is generally clear</b> what has been done and why.</p>	<p><i>Project outcomes that involve the creation of an artefact or design</i></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 <b>consistently successfully</b> in realising the finished project outcome in a way that addresses the project objectives. <b>Good</b> understanding of the topic is apparent. There is clear evidence of <b>careful and well thought out development</b> of ideas and that alternative designs have been <b>considered carefully</b>. The <b>relevant features</b> of <u>effective presentation</u> are <b>used consistently</b> and it <b>can be understood without difficulty</b> what has been done and why.</p>

<sup>6</sup> For example equipment, technology, materials

<sup>7</sup> See page 35 – features of effective presentation for artefacts/design

## Level 2, AO3: Develop and realise (cont.)

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

See [Guidance of using the Level 2 Marking Grids](#) on how to allocate marks.

<sup>8</sup> For example space, people, materials, equipment, information



## Level 2, AO4: Review

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

See [Guidance of using the Level 2 Marking Grids](#) on how to allocate marks.

**Total marks out of 40.**

## **List of Annexes**

Annexe A: Single & Multiple Document Approaches

[See Pearson Website](#)

Annexe B: Project Proposal Form

[See Pearson Website](#)

Annexe C: Activity Log

[See Pearson Website](#)

Annexe D: Candidate Record Sheet

[See Pearson Website](#)

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