



Pearson

A form should be completed for each candidate and submitted with the work for moderation.

## Candidate Record Sheet - Level 1 Foundation & 2 Higher Projects

Learner Name \_\_\_\_\_ Learner number \_\_\_\_\_

Centre Name \_\_\_\_\_ Centre Number \_\_\_\_\_

Unit Name HPQ Unit Number P201

### Project checklist

The final Project should include the following items:

- a Project Proposal Form
- a Project activity log or diary
- records of research carried out (which could be included within the project outcome or given separately)
- the Project Outcome
- an evaluation

### Project Contents

Please list the format of the items submitted as part of the Project, note whether this evidence is shared with other candidates and if so who (A4 Report, portfolio, sketchbook, CD of sound track, DVD of play/film, video, etc)

A4 report

### Authentication confirmation/consent

<p><b>Candidate:</b> I hereby certify to the best of my knowledge that this work:</p> <ul style="list-style-type: none"> <li>• has been produced without any assistance beyond that recorded and allowed by the scheme of assessment.</li> <li>• is not work which has been or will be submitted for another qualification.</li> </ul> <p>I also agree to my coursework being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators.</p>	<p><b>Signature:</b></p>
<p><b>Teacher:</b> I confirm that the learner's work was conducted under the conditions laid out by the specification. I have authenticated the learner's work and am satisfied that to the best of my knowledge the work produced is:</p> <ul style="list-style-type: none"> <li>• solely that of the learner</li> <li>• is not work that has been or will be submitted for another qualification.</li> </ul>	<p><b>Signature:</b></p> <p><b>Print Name</b> in block capitals please:</p>



Pearson

Comments related to the assessment criteria which support the mark awarded for each Assessment Objective should be entered on the grid below.

Assessment Objective	Teacher-Assessor comments	Teacher-Assessor Mark	Moderator Mark
<b>AO1 Manage</b> (7 marks) Comment:	As a whole information given is clear clear and specific question. Key activities given with timescales Activity log shows clear attempt to stick to plan Issues encountered but overcome and detailed.	6+1 6 agreed 7	
<b>AO2 Use Resources</b> (9 marks) Comment:	Wide range of resources used. ✓ variety of Media including books, Articles and websites. All resources appropriate to the Project Bibliography well structured and clear (+1 - research/resourcing work independently - see Activity log)	7+1 Agreed	
<b>AO3 Develop and Realise</b> (17 marks) Comment:	Ideas developed in a way that show a good understanding of the topic Good Biographical knowledge of Seacole and clear analysis of recognition she has had. Information presented in a clear structure and question answered in conclusion to a reasonable standard.	12+1 14 agreed 13	
<b>AO4 Review</b> (7 marks) Comment:	Evaluation is clear and developed Learner identifies where objectives were/were not hit and why. learner describes feedback from teacher and how it improved their understanding and implemented feedback into project Realistic ideas on how student would work differently next time	4+1 5 Agreed 32 32 /40	
Total Mark		32 /40	/40

### **Clarification of support provided:**

#### **Independent working:**

This work was completed as part of a pilot project on Black British History for Pearsons.

For this project 26 Year 9 students volunteered to take part. The students attended 2 registration sessions per week from the end of October until the start of March (20 mins). These were organised to deliver the teacher led sessions explaining about the relevant paperwork and how to do research, footnote or write a bibliography etc. This has meant that all of the students involved had to be very independent in organising their work time, finding the information, completing research, planning and writing their essays. This is why on the sample sent off you will find most have been awarded the +1 mark for independent work, I have also written an explanation of why each was awarded. Some students also faced the issue of late buses and not attending the whole session.

Every single students did their own project question. No students were working on the same question, all are individual projects. Reference to support from peers is linked to clarifying skills and organisational aspects, or gaining peer feedback.

#### **Feedback:**

The feedback provided to all students was in the form of coaching. The tutor assessor read a copy of the draft essays and then provided students with a checklist that the exam board had provided (in the form of a series of questions). I then added a few questions to this pertinent to the students' essay. The aim was to get students to analyse their own work independently

#### **Standardisation and moderation:**

We were provided with training from Pearson on how to mark the HPQ. This training was then delivered to 3 members of staff who went through a process of standardisation using material from the exam board that had the centre marks, and moderator comments. Once the HPQ work was marked all of the work was moderated, the moderation comments are provided in green pen. The moderation was by the tutor assessor who delivered the taught course and met with the students so were aware of the level of independence that the students had shown.



## Project Proposal form

Learner Name:                      Learner number

Centre Name Centre Number

Teacher Assessor Date                      12/22

Unit

Proposed project title: How far can it be argued that Mary Seacole has been an influential figure during her own time and beyond in terms of relations between the races and pioneering in the Crimean War?

Section One: Title, objective, responsibilities

*Not clear and specific. (2)*



Title or working title of project (in the form of a question, commission or design brief)

How far can it be argued that Mary Seacole has been an influential figure during her own lifetime and beyond in terms of relations between the races and pioneering in the Crimean War?

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

*As clear as day (2)*

I want to find out how, during the Crimean war and even before (within her lifetime), Mary Seacole has been an inspirational person and how she has been an influence in many people's lives, including the soldiers she treated from 1853-1856. I want to learn how to do accurate and informative research throughout this project, and I am hoping to learn more about Black History in general as it is quite an interesting topic. Furthermore, I want to improve on my skills of structuring an essay based around a question (it is a skill that I am not very familiar with). In bullet points, this is:

- How Mary Seacole was inspirational and influential (specifically towards the soldiers in the Crimean War).
- I want to learn how to carry out accurate and informative research
- I want to discover more about Black History in general (e.g visiting the Bedford Archives or online research)
- I want to improve my skill of structuring an essay around one question.

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

This is not a group project; I am completing this independently.

Section Two: Reasons for choosing this project

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

*Aoi Clear Justification*  
*✓*

Mainly, I want to improve on the skill of structuring an essay based around a question (it is a skill that I am not very familiar with). However, I would also like to improve my research skills - I want to be able to effectively and accurately research a certain topic (independently). In school I am studying history, and I am hopefully planning on taking the subject for a GCSE; I think that this project will assist me in my decision. I do have a personal interest in history, I feel that learning about the past is very interesting as you can see how far we have come (in the present). This topic is important to me because previously in school, I wasn't taught as much about (specifically) black history as I was white history and so now, I am more intrigued and fascinated by black history and definitely want to learn more about it - to expand my knowledge.

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Section Three: Activities and timescales

Activities to be carried out during the project (eg, research, development and analysis of ideas, writing, data collection, numerical analysis, rehearsal techniques, production meetings, production of final outcome, administration, evaluation, preparing for the presentation, etc):

- Create new Gantt chart for Spring Term  
- Draft of final essay  
(I will spend a few days writing, and then 1 day for editing and self-assessment etc.)  
How long this will take:

- Online research x3 a week

(This includes primary and secondary research, I want to gather as much information as I can throughout the project)

4 hours (per week) 2 days (total)

- Trips that contribute to research

(With my group, this includes 2 trips (Bedford Archives and the Southill Estate)

1 ½ hours (each library)  
3 days

- Visit various libraries for better sources

- Carry out a survey and collect data

(Make a google form and send it out to family and friends, to determine whether Mary Seacole is as commonly known as Florence Nightingale -for example)

6 days

- Plan essay sections

(Plan out what I will write in each section and the way I structure the essay)

1 hour  
1 week

*Aoi Key activities detailed with timescales (✓)*

- Update activity log every week

15 minutes

- Gather together all of the research to help write the final essay  
(I will use the draft as a base for the final essay and then possibly add in more things to make it even better)

1 ½ hours

- Write up the final essay and hand it in

1 ½ weeks

- Complete evaluation

3/4 days

*(problem with table alignment when printing)*

Milestone one: **Complete and hand in draft of the final essay.**

Target date (set by tutor-assessor): 6/2/23

Milestone two: **Complete the final essay of the project and hand it in.**

Target date (set by tutor-assessor): 6/3/23

#### Section Four: Resources

What resources will you need for your research, write up and presentation (eg, libraries, books, journals, equipment, rehearsal space, technology and equipment, venue, physical resources, finance):

- Laptop (for writing essay and research etc)
- Libraries (for sources that can be used for research)
- Study Space (can be used to gather and organize research, or to write the final essay)
- Internet resources, websites such as The Mary Seacole Trust, Britannica etc.
- Dr Haynes has a selection of books that I will access
- Use google scholar to research academic journals
- I have visited my local library and will go back and look further
- I have visited Bedfordshire archives to consider what primary resources are available

AOL  
+ clear range  
resources + why  
see

AOL range of resources (?)

What your areas of research will cover?

AOL reference (?)

Mary Seacole's life history, Mary Seacole's family history in healthcare, her involvement in nursing prior to and during the Crimean War, soldiers views on Mary Seacole, Support she received after returning destitute to England, legacy lost a bit and only recently rediscovered and publicized, Mary Seacole's hotel for the wounded, her family history as a whole (e.g husband),

AOL  
ex. of  
history

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Comments and agreement from tutor-assessor



Is the learner taking this project as part of the Diploma: Yes/No If yes, which Diploma are they taking? \_\_\_\_\_ Comments (optional):

Is project derived from work which has been/will be submitted for another qualification?

Yes/No Which qualification (title and unit)?

\_\_\_\_\_ Comments (optional):

I confirm that the project is not work which has been or will be submitted for another qualification and is appropriate.

Agreed: (name) (date)

12/22

**Comments and agreement from project proposal checker**

Comments (optional):

I confirm that the project is appropriate.

Agreed: (name) (date)

12/22

# Project Activity Log

Learner Name: Katie Smith      Learner number

Centre Name Centre Number

Unit Name Unit number      H PQ

P201

Teacher Assessor

**Proposed project title: How far can it be argued that Mary Seacole was an influential figure in terms of relations between the races and pioneering in her own time and beyond?**

This form should be used to record the process of your project and be submitted as evidence with the final piece of work.

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 or hope to find
- what problems you are encountering and how you are solving them
- what you are going to do next

*As1 - Detailed and Clear.*

Date	Comments
1/11/22	After a few sessions regarding the black history project at school, I have begun to think about my project title, as well as what interests me most within black history. I have been searching online and have discovered an interesting woman to research, Mary Seacole; she was a Jamaican nurse/business woman during the Crimean War.
2/11/22	Whilst I was researching more about Mary Seacole and the Crimean War, I was looking on the Black History Month 2022 website (specifically a Mary Seacole article) and I discovered that Seacole and Florence Nightingale (A white nurse) were both helping injured people during the Crimean War. I am thinking of using a question such as "Was Mary Seacole receiving less recognition during/after the Crimean War than Florence Nightingale?". I think I could write a lot about this question considering their races/ the amount of racism during that time.
9/11/22	I have spoken to my teacher concerning my question idea, and I've realised that the question is not broad enough, and it is too specific. So, after thinking about different possibilities, I think my question will be something such as: "How far can it be argued that Mary Seacole has been an influential figure during her own lifetime and beyond?".
15/11/22	It has been 2 days since my learning session in the library, and I have decided that over the weekend I am going to go to the Shefford library and try to find some books on Mary Seacole or the Crimean War. I am doing this because after looking at the Black History Book List in the school library, there are only books with (for example) a paragraph or two of information in them about Seacole. I will still go there to find extra pieces of information, but I am going to take out some books on Saturday and try to discover more about The Crimean War.

*As4 feedback*

*As1 problem/solution*

23/11/22	I was initially planning on visiting the Shefford Library after school a few days this week (week beginning 21st Nov) so that I can possibly take out some biographies on Mary Seacole or any books written about the Crimean War, but I am unable to do that as I am quite ill and haven't actually been in school for the past 3 days. I have now decided that every Friday for the next 3 weeks I will go to my local library and look at some of the books that I will need for my project. I am going to add these visits to my Gantt Chart now.
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Date	Comments
25/11/22	After school today I went to my local library and discovered that the only books that include/ are written about Mary Seacole were in the children's section (however they are still informative and useful towards my project), so I am thinking about visiting other libraries in Bedfordshire over the next few weeks. The books I have taken out so far include: 'Mary Seacole' by Izzi Howell and 'Florence Nightingale' by Stewart Ross. Whilst looking for books, I remembered that I will be incorporating Florence Nightingale into my essay, so I decided to get a book based on her life as well as the other book (this also includes facts about the Crimean War).
26/11/22	I have again updated my gantt chart and added the trip to the Bedford archives onto it (7th of December); I have also added some extra trips to different libraries throughout Bedfordshire, in order to expand my selection of available books. Yesterday in the Shefford Library there were not any books about the Crimean War, so I am going to look for more variety on that topic too.
27/11/22	I have done some research over the weekend and have added the sites and my notes to my 'project progress notes' google docs page. I have also added a few more notes after reading the library books I took out 2 days ago (I now have these books until the 20th December).
29/11/22	After our last session in school, I have considered the idea of conducting a survey (between family and friends) on Mary Seacole; It would help me further my ideas about whether Mary Seacole was a known person, and if people understand how inspiring she was during the war period up until now.
5/12/22	I have now completed the proposal form for my project and handed it in. Within the next 2 weeks I am planning to discuss with my tutor about the proposal form, and how the project is going so far.
7/12/22	Today, with my group, I visited Bedford archives to discover how they work, and even looked at some historic artefacts with a small group. I found it interesting, however I won't be able to include some of the information into my project due to the fact that my title (which includes Mary Seacole) was not discussed or specifically looked at.
13/12/22	From home, I had an online meeting with my tutor where we discussed my proposal form. I had to make a few small changes to it, but overall I had completed most of the form to a good standard - I had written about what I am working towards (my overall goals), what I am currently doing within the project, and more. One thing I did need to add in the timescales for the activities I planned on doing.

AO1 problem 1  
12 starter

+1 A  
independence

AO2+1  
independence  
collect  
resources

AO1  
monitor  
keep on  
track

AO4  
feedback



13/12/22	Unfortunately, the trip to the Southill Estate (to learn about abolishment and Samuel Whitbread) was cancelled today due to the snow. However, it has been rescheduled to the 10th of January (I will need to add this to my gantt chart).
19/12/22	I have gone back to two of the websites I have previously used as research to see if there is more information I can add into my 'Project Notes'. I have also gone over my project notes and highlighted words I am not familiar with in red, to then write their definition below - this helps me understand the facts I am writing more. Furthermore, I can write the highlighted words in a glossary when it comes to writing my essay.
22/12/22	Again, I have re-visited a previously used website to add my information to my project notes. After gathering and writing the information about Mary Seacole, I also wrote a section of facts based around the actual Crimean War, as I can add some of these facts into my essay to support my argument and points.

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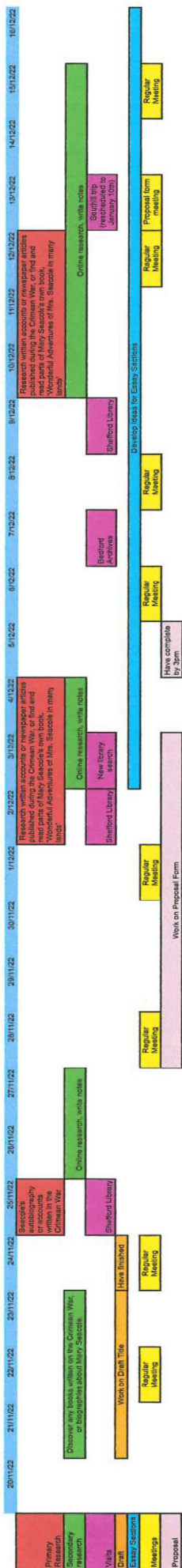


Date	Comments
24/12/22	I found a website where I could read a primary resource written during the Crimean War where two men were talking to each other through letters. I have read through it, and written notes on it in my Project Notes. I think it will improve my understanding of the experiences the people of that era went through.
30/12/22	Over the past 3 days, I have been trying to find and write some notes on Mary Seacole's own book. I used the website 'Google Scholar' which my tutor recommended, and found a copy of Seacole's book (with an introduction from Sara Salih).
11/1/23	It was planned that today my group would go to the Southill estate to learn more about abolishment and ask Charles Whitbread some questions. However, I was unable to go as I was ill and wasn't in school. Despite this, I still emailed my question to my tutor and she asked Mr. Whitbread for me, and informed me of the answer when I was back in school.
28/1/23 <i>Not back progress</i>	Admittedly, I have started writing my essay draft later than expected because of the amount of homework I have had from other subjects over the past few weeks, but I have started planning in my notebook how I am going to lay it out and the main points that will go into each paragraph.
29/1/23	I have now completed the Title Page, Contents and Introduction of my essay. As I have 8 days until it is due in, I am going to spend 3 days on the research section (plan and write-up), 3 days on the discussion section, and the last 2 days on the conclusion/evaluation as well as editing.
6/2/23	I've now finished my draft and handed it in. I have re-read it multiple times and I have met the word counts on the sections too. So, this means that I have completed my first mile-stone that was in my proposal form! I am proud of this. ✓

*Not problem / solution*

22/2/23	Today after school I met up with my tutor and we discussed my draft essay. We read through it and then she asked me questions about certain topics and points. I think it was very helpful, and in the next few days I will improve it to the best standard I can, and I will then hand it in on the 6th of March. We also talked about different resources (specifically images) that I could potentially add into the essay.
23/2/23	Before editing and improving the essay I wrote in my bibliography. I checked the slideshow that my teacher put on for guidance and how to structure it (e.g. alphabetical order, order of specific aspects in the resource). It is now attached to the end and has every single resource that I used for research and writing.
26/2/23	Over the next few days I'm going to complete everything for the final hand in. This includes the activity log, the final essay and the attached bibliography. I have decided to not do a presentation so I don't need to create one. I am almost done!
1/3/23	Tomorrow is the final day before I have to hand in the activity log, so I am now going through it, editing and changing a few words that I now realise don't make sense. The other most recent box is being filled in now too because I haven't done it yet. I am glad that this is another large part of the project that I will have handed in, as it gives me a good feeling of accomplishment. Soon I will have finished the whole project!

ADD feedback to independence and student involvement



20/11/22 - 16/12/22

AOI organization.



