

Assessment guidance for Pearson Edexcel Level 3 Extended Project Qualification in Future Skills for Employability

This guidance document explains how the assessment criteria can be applied to the Pearson Edexcel Level 3 Extended Project Qualification in Future Skills for Employability (abbreviated hereafter to Pearson Future Skills for Employability).

General guidance on the application of the marking grids is given on pages 57–58 of the specification for the Pearson Edexcel Level 3 Extended Project Qualification. Further guidance about assessment can be found on the website for the Pearson Edexcel Level 3 Extended Project qualification. (Go to <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html> and click on the 'Teaching and learning materials' tab.)

AO1: Manage

Requirement

All students are encouraged to identify a question, brief or commission so that their Pearson Future Skills for Employability project has a specific focus.

High-performing students	Lower-performing students
Students will be able to describe their question, brief or commission precisely and will aim to address clearly their chosen objectives. They will also give careful thought to the reasons for doing their project and relate these to their aims for future work and study. Their activity log will show ongoing reflection on the project process, addressing the extent to which they are meeting their aims, and exploring problems and solutions.	Students will aim to produce work that is broadly related to their chosen title, but their aim may lack clarity and focus. There will be some thought about how their choice of project relates to their aims for future work and study but their comments will tend to be rather brief and general. Activity logs will tend to provide only brief descriptions of activities undertaken, and will lack reflective consideration of the project process in relation to chosen objectives.

AO2: Use resources

Requirement

All students are encouraged to investigate a range of resources, showing understanding of the areas researched.

High-performing students	Lower-performing students
<p>Students will investigate resources in depth, relating them to their chosen aim. In the case of 'Performance' and 'Artefact' projects, their research will involve investigation of materials and techniques. Research sources will be analysed in relation to the chosen aim, so that information is not simply collected but related to the student's goals. Sources will be referenced appropriately and consistently. Evaluating online sources of information is a valuable future skill for employability.</p>	<p>Students will explore sources but these will be investigated in a less detailed manner. There will be a tendency for research to involve collecting information rather than analysing its meaning in relation to the project. The system of source referencing will be basic (for example, simply listing website addresses).</p>

AO3: Develop and realise

Requirement

Project work involves a process of development in which the student's own ideas emerge through a process of exploration of different ideas, with opinions being expressed in the context of an understanding of alternative viewpoints.

High-performing students	Lower-performing students
<p>Students will develop and refine their ideas, drawing on their research, and giving careful, systematic consideration to alternative possible design ideas and interpretations. Their work will contain well-argued justifications for their decisions and consideration of counter-arguments.</p>	<p>Students will develop their ideas with some reference to research sources. The developmental journey will tend to involve the completion of a set of activities, with less exploration and evaluation of alternative possibilities. They will put forward some arguments but tend not to engage with counter-arguments.</p>

AO4: Review

Requirement

Project work involves a review of the extent to which aims have been met, the limitations of the project, possible alterations and lessons learned. Review happens through the project presentation, together with written comments about the project process. Self-evaluation is a valuable future skill for employability.

High-performing students	Lower-performing students
<p>Students tend to produce reviews that are thoughtful, precise and perceptive, giving specific examples to support their points. When presenting, they speak clearly and engage well with their audience, providing a well-organised account of their project work.</p>	<p>Students tend to provide basic accounts of their project work, offering general reflections on the extent to which they met their aims, the limitations of their work, things they would do differently and lessons learned from the process. Comments tend to be somewhat superficial. When presenting, lower-performing students tend not to be well organised and may lack the confidence to engage well with their audience.</p>

Case study: Web design projects

High-performing students

- The design brief will be clear and specific, and consider the end users' needs, with in-depth exploration of a range of web design possibilities. This leads to a creative process that draws inspiration from a range of sources and includes careful exploration of a range of alternative possible design ideas.
- The design brief will give well-argued justifications for decisions relating to aspects such as navigation routes, interactive features and branding.
- The project outcome will have been refined through the development process.
- The project review will evaluate the strengths and limitations of the project thoughtfully and precisely, relating them back to the original design brief.
- The project will be presented in a professionally credible manner, confidently and clearly.

Lower-performing students

- The design brief will lack focus, with little thought for the end users' needs. Research will tend to be superficial (for example, collating information from websites without much analysis, evaluation or commentary).
- The design process will be a linear one, proceeding through a sequence of stages but lacking evidence of the consideration and evaluation of alternative design possibilities.
- The project outcome will lack refinement, probably owing to little user testing.
- The project review will be quite brief and at a basic level, lacking in-depth thought about the project's strengths and limitations in relation to the design brief.
- The presentation will not be well organised or clear, and engagement with the audience will be hampered by a lack of confidence.