Pearson Edexcel
Level 3 Extended Project
Unit 4 Artefact

Specification

Pearson Edexcel Level 3 Extended Project
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Issue 4

About Pearson

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About this document

This guidance document contains all of the information relevant to one of four optional unit approaches available to candidates who are completing an extended project qualification with Pearson Edexcel. The annexe documents at the end of the document are those that are specific to the unit approach, for which candidates and centres are required to submit. Our main qualification [specification document](#) provides information relevant to the overarching qualification structure and administration, assessment, tutor guidance, malpractice, and any additional information.

Unit 4: Artefact

Level 3

Guided learning hours: **120**

Introduction

The unit requires learners to plan, research, develop and evaluate the production of an artefact.

The artefact may take many forms, including a finished working prototype, model, artwork or design. The way the artefact is presented will depend on the ideas and intentions of the learner and the form it takes: a sculpture may be intended for a specific site; an engineering model may require to be demonstrated in action to highlight its function; a website's purpose may be reflected through its use of colour, layout and form of navigation.

There are no expectations of size limits for the artefact — the size should be appropriate to the intention. Supporting evidence may be in any suitable form such as writing, illustrations, technical drawings, video or interactive media.

Learners begin by identifying a brief for their artefact and making a project plan. They will then research potential materials, information and techniques. They will apply these as part of the development process, which involves generating ideas, trying them out, choosing the best solution, refining and adapting the idea, and handing over the finished artefact to the tutor-assessor. They then evaluate their project and present the outcomes of the project to an audience.

Learners are required to provide written evidence to accompany the project. It is estimated that this will be 1500-3000 words in length. Learners will not be penalised for producing work outside the suggested word count, but they should ensure their word count allows them to meet the assessment objectives.

The assessment evidence presented by the learner must evidence all the above learning outcomes.

Unit summary and Learning Outcomes

Learning outcome number	Learning outcome The learner will:	Assessment The learner can:
1	Be able to identify, plan and manage the production of an artefact or design	• identify the main objectives for the project • provide an appropriate plan • use organisational skills and strategies appropriately.
2	Be able to research and select appropriate techniques and materials	• research materials, techniques and processes • select appropriate materials, techniques and processes • relate investigated processes to the project.
3	Be able to produce an artefact or design, using appropriate techniques and materials	• create an artefact or design with appropriate materials, techniques and processes • show development of ideas and consideration of alternative designs • acknowledge creative influences.
4	Be able to present project outcomes and an evaluation to an audience.	• review and evaluate the project and own learning • present the project outcomes in an organised manner, engaging with audience and responding to questions.

Unit content

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1 Be able to identify, plan and manage the production of an artefact or design

Identifying and planning the project

The artefact should be created against a specific brief. This could be developed by the learner themselves, or in consultation another party, such as an employer.

As part of their proposal, learners must complete the project proposal form (*Annexe B*). This must be signed off by the tutor-assessor before any further work can be carried out (see *page 15)*. The title/topic must be considered suitable by the tutor-assessor and be appropriate in scale to be completed in the time available.

Completed project proposal forms should include objectives and a rationale for their choice of topic/title. They should identify the proposed activities that they will need to undertake, for example:

- background reading and research
- researching potential materials and techniques
- developing ideas and experimenting with possible solutions
- producing and presenting the artefact
- evaluating the project and own learning
- preparing for the presentation.

Plans should also include the resources that they will require.

The tutor-assessor and project proposal checker must sign off the project proposal form before the learner can do any more work (see *page 15*). 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.

Managing the project

During the course of the project, learners must keep individual records which document its progress, the activities undertaken and the decision-making process, 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 monitor their own progress, adapting their plan and adjusting their timelines where necessary; where this occurs, this should be recorded in the activity log.

Summary of evidence required from learner[1]

- The project proposal form.
- The activity log.

2 Be able to research and select appropriate techniques and materials

Learners should demonstrate that they have conducted adequate research. This may involve primary and secondary sources, as appropriate. The learner should show that they have investigated a range of techniques and materials, showing connections and links between ideas, information, sources etc.

The research required will depend upon the brief and type of artefact to be produced, but examples include:

- understanding the needs of a client and the context in which the artefact will be used
- the learner's analysis of existing artefacts that they are hoping to improve upon
- other people's analyses of existing artefacts
- other people's attempts to solve a similar problem
- a historical survey of how a particular artefact has developed
- the skills and resources that will be required in the creation of the learner's artefact
- possible techniques and processes that could be used
- possible raw materials that could be used.

Learners should assess the usefulness of their sources, making use of a consistent system of referencing for any sources used. There should also be a bibliography which uses an appropriate and consistent format.

Summary of evidence required from learner

- Research carried out and resources selected. This could be kept with the activity log.

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

3 Be able to produce an artefact or design, using appropriate techniques and materials

Learners should apply the research that has been carried out in producing their artefact.

During the development process the learner will need to take decisions about the use of materials and techniques. Learners will need to use a range of skills to solve problems, produce their artefact and achieve their planned outcomes.

The development process could involve:

- generating ideas

- trying out different ideas, materials, techniques, etc

- choosing the best solution

- refining and adapting the idea and producing the artefact, returning to earlier stages of the development process if necessary

- presenting the finished artefact.

The finished artefact should be presented to the tutor-assessor in an appropriate form, together with material that evidences the process of research, the development and evolution of ideas, design and making. This should make it clear what has been done and why, as well as how the artefact/design works.

Summary of evidence required from learner

- Evidence of the development process. This could be kept with the activity log.

- The artefact and any supporting and explanatory information. Appropriate evidence of this (for example photos) must be included with the rest of the evidence submitted.

4 Be able to present project outcomes and an evaluation to an audience

The evaluation

Learners must produce an evaluation of the project. The evaluation should aim to address:

- the extent to which they achieved what they set out to achieve

- how well the artefact meets the original brief

- how well they managed at different stages of the project

- what they would do differently next time and why

- what they have learned about producing an artefact and how useful this has been to them

The presentation

The results of the project should be presented to an audience. The presentation should summarise what the project is about, what was done, and how the artefact works. It must be appropriate to the selected audience, in terms of length, language used, room selected and conditions, and also in terms of any handouts and ICT used.

The presentation must demonstrate the use of appropriate communication skills and the learner should be able to respond to questioning from the audience in a capable manner.

Further information about the presentation is given in the EPQ specification and can be found on the Edexcel website.

Summary of evidence required from learner

- The evaluation. This may be a written evaluation or some or all of it could be covered within the presentation.

- The presentation and any supporting material. For oral presentations, the evidence must include an observation record completed by the tutor assessor, along with any notes, handouts, etc prepared by the learner; the presentation does not need to be recorded on audio/video.

Marking grid for Artefact

Artefact: AO1 — Manage

Mark band 1	Mark band 2	Mark band 3
The proposed outcome is identified and developed with **a lot of** guidance, support and assistance from the tutor-assessor. The proposed outcome **may lack focus.**	The proposed outcome is identified and developed with **some** guidance, support and assistance from the tutor-assessor **and is then finalised and refined by the learner individually or within groups.** The proposed outcome is reasonably **focussed.**	The proposed outcome is identified and developed with **limited** guidance, support and assistance from the tutor-assessor **but then finalised and refined independently by the learner individually or within groups.** The proposed outcome is **well defined** and **clearly focussed.**
The project plan gives **objectives** for the project and **a brief** rationale. **Most of the main** tasks to be completed are **listed**.	The project plan gives **clear objectives** for the project and a **clear** rationale. **All of the main** tasks to be completed are provided in an appropriate order **and described with an appropriate time span allocated for some tasks**.	The project plan **is clear and concise,** with **clear and detailed objectives and rationale. All of the main** tasks to be completed are provided in an appropriate order a**nd described in detail, with an appropriate time span allocated for each task.**
The learner shows **limited** organisational ability and time management skills when managing the project. The learner maintains **cursory** records of activities undertaken during the project. **There is some monitoring of own progress.**	The learner shows **reasonable** organisational ability and time management skills when managing the project. The learner maintains **clear** records of activities undertaken during the project, **including problems encountered and steps taken to overcome them. Progress is monitored against the original plan**.	The learner shows **a high level of** organisational ability and time management skills when managing the project. The learner maintains **clear and detailed** records of activities undertaken during the project, **including problems encountered and steps taken to overcome them. Progress is monitored against the original plan and adjustments made to the plan where necessary**.
0–3 marks	**4–6 marks**	**7–9 marks**

See *pages 9-11* for guidance on how to use the marking grids.

Artefact: AO2 — Use resources

Mark band 1	Mark band 2	Mark band 3
Some possible materials and techniques have been **investigated**. **There is some referencing of** research sources and a bibliography is included, listing **most of the sources**.	**A range of different types** of materials and techniques have been **investigated**. Research sources are **referenced appropriately** and a bibliography is included, listing **the sources in an appropriate format**.	**A wide range** of different types of possible materials and techniques have been **thoroughly investigated.** Research sources are **referenced appropriately and consistently** and a bibliography is included, listing **the sources in an appropriate and consistent format.**
From the research carried out, **information and resources** have been selected for use in the project **although some of this may not be not directly relevant**. Information has been **collated** in reference to the project. **There are attempts to establish** links between the research carried out and the project, **although some of these may be tenuous**.	From the research carried out, **appropriate information and resources** have been selected for use in the project. Information has been **analysed** in reference to the project. The **learner has established clear** links between the research carried out and the project.	From the research carried out, **appropriate information and resources** have been selected for use in the project. Information has been **analysed and synthesised** in reference to the project. **Clear, concise and detailed links** have been established between the research carried out and the project.
Some understanding of the **less complex** areas of the resources and research required for the development and production of the artefact has been shown.	**A reasonable understanding** of the **complexities** of the resources and research required for the development and production of the artefact has been shown.	**A thorough understanding** of the **complexities** of the resources and research required for the development and production of the artefact has been shown.
0–4 marks	**5–8 marks**	**9–12 marks**

See *pages 9-11* for guidance on how to use the marking grids**.**

Artefact: AO3 — Develop and realise

Mark band 1	Mark band 2	Mark band 3
An attempt has been made to structure the supporting information that relates to the development process. The information contained within it is **generally presented** in a logical order, **although some of it may not be wholly relevant.**	The supporting information that relates to the development process **is structured and presented clearly**. The information contained within it is **generally clear** and **relevant**.	The supporting information that relates to the development process **is structured and presented clearly**. The information contained within it is **consistently clear** and **relevant**.
The learner demonstrates **limited** understanding of the developmental process. There is **some** evidence of development of ideas and that alternative ideas and approaches have been **considered**, with **some attempt to explain** the decisions taken, eg relating to choosing the most appropriate materials, processes, techniques, design.	The learner demonstrates **good** understanding of the developmental process. There is **clear** evidence of development of ideas and that alternative ideas and approaches have been **considered carefully**, with a **clear** explanation of the decisions taken, eg relating to choosing the most appropriate materials, processes, techniques, design.	Learners demonstrate **a thorough** understanding of the developmental process. There is **clear** evidence of development of ideas and that alternative ideas and approaches have been **considered carefully and evaluated**, with a **well-thought out and well-argued** explanation of the decisions taken, eg relating to choosing the most appropriate materials, processes, techniques, design.
There is **some** evidence that the artefact has been refined during the developmental process. Resources and skills are applied **with some success** in creating the artefact. The artefact goes **some way** towards fulfilling the original brief.	There is **clear** evidence that the artefact has been refined during the developmental process. Resources and skills are applied **generally successfully** in creating the artefact. The artefact fulfils the original brief **satisfactorily**.	There is **clear** evidence that the artefact has been **carefully and perceptively** refined during the developmental process, **showing innovation**. Resources and skills are applied **consistently successfully** in creating the artefact. The artefact **is highly successful** at fulfilling the original brief.
0–8 marks	**9–16 marks**	**17–24 marks**

See *pages 9-11* for guidance on how to use the marking grids.

Artefact: AO4 — Review

Mark band 1	Mark band 2	Mark band 3
Overall the learner shows **some self-awareness** when evaluating the project and the extent to which they have achieved their aims and met the original brief. The learner **attempts to** assess how well they managed at different stages, although the learner's assessment **may not correspond with** the tutor-assessor's own judgement.	Overall the learner shows **good insight and self-awareness** in evaluating the project and the extent to which they have achieved their aims and met the original brief. The learner **is generally successful at** assessing how well they managed at different stages.	Overall the learner shows a **high level of insight and self-awareness** in evaluating the project and the extent to which they have achieved their aims and met the original brief. The learner **is highly adept at** assessing how well they managed at different stages.
The learner **identifies** some **basic** ideas for what they could do differently next time. They have drawn **basic** conclusions about the process of producing an artefact that could help them in future.	The learner **describes** ideas for what they could do differently next time. They have drawn **clear** conclusions about the process of producing an artefact that could help them in future.	The learner **explains and justifies** ideas for what they could do differently next time. They have drawn **clear and perceptive** conclusions about process of producing an artefact that could help them in future.

Artefact: AO4 — Review (cont.)

Mark band 1	Mark band 2	Mark band 3
The presentation is **structured** so that the **audience can see that there has been some attempt to organise it logically** and the learner shows **basic** ability to convey the main ideas. If an oral presentation is given, it is **generally audible**, although it is likely that the learner **relies heavily** on supporting materials, eg notes or cue cards. The learner shows **limited ability to engage the audience** or hold their attention. Where visual aids are used, these **attempt to support** the presentation, **although they may not be clearly visible** to the audience and **may contain too much information.**	The presentation is **structured** so that it is **reasonably clear to the audience how it is organised and how the different parts link together** and the learner shows **good** ability to convey the main ideas. If an oral presentation is given, it is **audible** and reasonably paced; although it is likely that the learner **relies** on supporting materials, eg notes or cue cards, **there are parts of the presentation that are not simply read aloud**. The learner **engages** with the audience and holds their attention **in places.** Where visual aids are used, these **are relevant** and **are reasonably effective at supporting** the presentation. They show **reasonable clarity and design.**	The presentation is **clearly and logically** structured so that it is **completely clear to the audience how the different parts link together** and the learner shows a **high level** of ability to convey the main ideas**.** If an oral presentation is given, it is **clearly audible** and **well paced**. The **learner may make some use of** supporting materials, eg notes of cue cards, **but the presentation is not simply read aloud**. The learner **engages well** with the audience and holds their attention. Where visual aids are used, these **are relevant** and are **consistently effective at supporting** the presentation. They are **clearly visible** to the audience, **are well designed and do not contain too much information.**
Some questions are answered and the learner shows **reasonable** subject knowledge.	**Questions** are answered **reasonably clearly and effectively** and the learner shows **reasonable** subject knowledge.	The learner handles questions **calmly and confidently**. Questions are answered **clearly and insightfully** and the learner shows **good** subject knowledge.
0–3 marks	**4–6 marks**	**7–9 marks**

See *pages 9-11* for guidance on how to use the marking grids.

Total marks out of 54.

Annexe B: Project Proposal Form

Level 3 Project Proposal Form for *Unit 4: Artefact*. This form is for reference only. Please refer to the website to download a copy of this form.

Learner name

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| |

Learner registration number

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| | | | | | | |

Centre name

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Centre number

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| | | | | | | |

Tutor-assessor name

| |
| |

Unit

| **Unit 4: Artefact** |
| |

Proposed title of project

| |
| |

Date

| |
| |

Section One: Title, objectives, responsibilities
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?)
Title or working title of project (in the form of a question, commission, design brief or self-generated proposal):
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):

Level 3 Project Proposal Form for *Unit 4: Artefact*. This form is for reference only. Please refer to the website to download a copy of this form.

Section Three: Activities and timescales	
Activities to be carried out during the project (eg research, development of ideas, production of final outcome, evaluation)	**How long this will take**

Milestone one:

Target date (set by tutor-assessor):

Milestone two:

Target date (set by tutor-assessor):

Section Four: Resources
What resources will you need what will you use them for? (eg libraries and research, physical resources, technology and equipment, finance, etc)

Level 3 Project Proposal Form for *Unit 4: Artefact*. This form is for reference only. Please refer to the website to download a copy of this form.

Comments and agreement from tutor-assessor		
Comments (optional):		
I confirm that the project is appropriate.		
Agreed:	**(name)**	**(date)**
Comments and agreement from proposal checker		
Comments (optional):		
I confirm that the project is appropriate.		
Agreed:	**(name)**	**(date)**

Annexe C: Activity Log

This [Activity Log](#) is 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: Candidate Record Sheet

The Candidate Record Sheet must be completed for every candidate to confirm that the work is their own, and has been authenticated by the teacher. This is also the document where you mark the candidate's work.

The form is available to download from the Pearson Edexcel Level 3 Extended Project Coursework materials web page.

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

Candidate Record Sheet – Level 3 Extended Project

Learner Name_____ **Learner number**_____

Centre Name _____ **Centre Number**_____

Unit Name _____ **Unit Number**_____

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

- evidence of the presentation

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, audio file of sound track, video file of play/film, etc)

Authentication confirmation/consent	
Candidate: I hereby certify to the best of my knowledge that this work: • has been produced without any assistance beyond that recorded and allowed by the scheme of assessment and have clearly referenced any sources and any AI tools used in the work. • is not work which has been or will be submitted for another qualification. I acknowledge that Pearson may use candidate work for the purposes of standardisation, training, and exemplar material.	Signature:
Teacher: 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: • solely that of the learner and the learner has clearly referenced any sources and any artificial intelligence (AI) tools used in the work. • is not work that has been or will be submitted for another qualification.	Signature: Print Name in *block capitals please*:

Teacher – Assessor marks and supporting comments

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
AO1 Manage (*9 marks*) Comment:			
AO2 Use Resources (*12 marks*) Comment:			
AO3 Develop and Realise (*24 marks*) Comment:			

Assessment Objective	Teacher-Assessor comments	Teacher-Assessor Mark	Moderator Mark
AO4 Review *(9 marks)* Comment:			
AO4 Review *(9 marks)* Comment:			
	Total Mark	**/54**	**/54**