



# Pearson

Slide No.	Script (verbatim)
Slide 1	Deliver and Assess the Extended Project Qualification Unit 2: Investigation/ <u>Field Study</u>
Slide 2	<p>The purposes of this presentation are as follows:</p> <p>To consider the content and structure of the Extended Project Qualification. To understand how this qualification is assessed. To walk through some examples of work. To consider the range of support available for this qualification. And to address common issues and frequently asked questions.</p>
Slide 3	The next section of this presentation concerns the content and structure of the Extended Project Qualification.
Slide 4	<p>The Extended Project Qualification is assigned 120 guided learning hours. It is <i>recommended</i> that 40 guided learning hours are used for providing teacher-led guidance. Guided learning hours cover any activities apart from activities initiated by the learner themselves. The guided learning hours requirement does not necessarily mean that this amount of time should be spent in timetabled lessons. If a learner is working on an assigned task on a learning platform, for example, this would count as guided learning.</p> <p>Project work itself is assigned 80 guided learning hours.</p> <p>There are 4 units for the Extended Project: Dissertation, Investigation, Performance and Artefact. Students study and submit work in 1 unit only.</p>
Slide 5	<p>The aim of the qualification is to enable development of independent learning through extended project work.</p> <p>Learners should therefore take responsibility for the management of their projects. However, this does <i>not</i> mean that they are expected to work without any guidance or support. Learners should work with support from a teacher-assessor. This support will involve providing activities and advice about the development of the skills needed to carry out project work. Teachers should also facilitate the process of choosing an appropriate title and discuss progress with learners at milestone points in order to help learners decide what next steps to take.</p>
Slide 6	Successful projects derive from topics, ideas, questions or challenges that engage the interest of the learner. The Extended Project Qualification offers



# Pearson

	<p>learners the opportunity to explore things that are personally motivating. Ideas for projects can come from a range of sources, including the learner's interests or hobbies, the learner's aspirations for future work or study and extension from topics studied in other courses. Well-chosen research questions should relate to topics that interest the student and can be researched and argued about.</p>
Slide 7	<p>All learners should complete a Project Proposal Form and an Activity Log. They should submit the outcome of their project and give a presentation of their project to their teacher-assessor.</p> <p>The work submitted by the learner should be sufficient to support assessment decisions about the 4 areas of project management, use of resources, development and realisation and review.</p> <p>Beyond this, it is not usually necessary to submit copious extra material, such as copies of all sources used.</p> <p>Full assessment evidence requirements and details of the presentation can be found in the Specification.</p> <p>Forms are available to download from the project website.</p>
Slide 8	<p>Successful projects usually have a clear central focus. The form that this takes will vary depending on the unit.</p> <p>The Dissertation should contain a personal answer to an open question using secondary literature. Learners should select a single, clear, specific question, that is open to being answered in different ways, so that a process of argument and consideration of counter-argument forms part of the project. Dissertations may on occasions make some use of primary research, but the focus should be chiefly on the use of secondary sources to provide evidence for different possible answers to the research question.</p> <p>The Investigation differs from the Dissertation in that it takes the form of testing a hypothesis or answering a research question using primary and secondary data. A central part of the investigation is analysis of data, which should include the use of mathematical techniques where appropriate and also consideration of alternative interpretations of data.</p>



# Pearson

	<p>Performance projects involve creating an audience-focused response to a commission. They should draw on research into performance materials, skills and techniques. The development of the performance should involve exploring alternative possibilities.</p> <p>Artefacts involve the creation of a personal response to a client-focused brief. They should draw on research into materials, processes and techniques. The development of the artefact should involve exploration of alternative possibilities.</p>
Slide 9	The next section of this presentation concerns how the Extended Project Qualification is assessed.
Slide 10	<p>There are 4 assessment objectives.</p> <p>AO1 Project Management is worth 9 marks.</p> <p>AO2 Use of Resources is worth 12 marks</p> <p>AO3 Development and Realisation is worth 24 marks and</p> <p>AO4 Review is worth 9 marks.</p> <p>The maximum mark is 54.</p>
Slide 11	<p>Recording marks and assessment decisions should happen in the following ways:</p> <p>Teacher Comments on Candidate Record Sheet</p> <p>Teacher Annotations on Projects</p> <p>Comments on Oral Presentation Mark Record Sheet</p> <p>A Witness statement should be submitted where appropriate.</p>
Slide 12	<p>Whilst learners can make choices about the format of the work they produce, it is helpful for both learners and teachers to use a structure corresponding to the 4 assessment objectives. Learners can therefore arrange their work into sections that correspond to planning, research, development of ideas and review. This structure can also inform the planning of a scheme of work for a Project course. An initial planning phase is followed by a period of time for research. Once source materials have been collected and analysed, development of the learner's own response to this material can take place. Projects conclude with review, typically taking the form of the writing of an evaluation and review of the project process as part of the presentation.</p>



# Pearson

Slide 13	The assessment process involves teacher- assessor marking and internal standardisation followed by submission of a sample of projects which includes top and bottom mark projects. Typically the sample will include at least 10 projects.
Slide 14	Before looking at exemplar work, pause the presentation and review the marking grids in the specification.
Slide 15	The next section of this presentation contains a walk through of some examples of P302 Investigation work.
Slide 16	Pause this presentation. Review the P302 marking grids then review Investigation Exemplar 1. Please note that the comments on the project are made by the teacher-assessor, not a Pearson moderator.
Slide 17	These are the moderator's comments on this piece of work.
Slide 18	Pause this presentation and review Investigation Exemplar 2. Please note that the comments on the project are made by the teacher-assessor, not a Pearson moderator.
Slide 19	These are the moderator's comments on this piece of work.
Slide 20	Pause this presentation and review Investigation Exemplar 3. Please note that the comments on the project are made by the teacher-assessor, not a Pearson moderator.
Slide 21	These are the moderator's comments on this piece of work.
Slide 22	The final part of this presentation addresses common issues and frequently asked questions.
Slide 23	Here are some common issues with Investigations: Learners tend to choose titles which do not lead into the exploration of alternative interpretations of primary and/or secondary data. Research sometimes consists chiefly in collecting information and there tends to be less analysis of sources. Some learners underestimate the demands of completing their project.



# Pearson

	<p>Project work could be improved by ensuring that learners are taught skills in project management, research and data analysis before beginning their projects.</p> <p>Some investigations consist of a single experiment and lack iterative development through a series of stages.</p>
Slide 24	<p>Frequently asked questions.</p> <p>How can I supervise a project in an area I am not an expert in?</p> <p>The teacher-assessor's role is to oversee the project process; this can be done even without expert subject knowledge. A teacher-assessor can recommend that learners approach other teachers for expert advice if necessary.</p>
Slide 25	<p>How much teaching time does EPQ need?</p> <p>40 guided learning hours are recommended. Some of this can be delivered using a learning platform or through directed activities such as research assignments. See page 7 of the specification for more advice about this.</p>
Slide 26	<p>How should I guide learners when choosing their titles?</p> <p>Learners should choose a focused research question that they find <i>personally engaging</i>. The question should be <i>open</i> to alternative possible answers. The level of challenge should be <i>appropriate</i> to the learner.</p>
Slide 27	<p>What is the difference between a Dissertation and an Investigation / Field Study?</p> <p>An Investigation / Field Study involves collection and use of data (primary and secondary). Analysis of this data forms the central part of AO3 (Development and Realisation). With Dissertations, the focus is on the use of secondary sources which are typically documentary in character, with the construction of a line of argument and counter-argument.</p>
Slide 28	<p>Further Resources are available from the Pearson EPQ website under the tab Course Materials, in the Teaching and Learning Materials section.</p> <p>These include schemes of work, a Level 3 Teacher Guide, assessment guidance and exemplars.</p>



# Pearson

Slide 29	New free resources are being published on the Pearson Project website in connection with the new EPQ in Employability and Future Skills. These include schemes of work, a future skills and employability curriculum map, exemplar work and lesson activity sheets.
Slide 30	For further support, email and chat to us using the link provided here.
Slide 31	For more guidance, please consult the EPQ Examiner's Report and Level 3 Teacher Guide, available from the Project website. Thank you for listening.