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Slide No.	Script (verbatim)
Slide 1	Deliver and Assess the Extended Project Qualification Unit 4: Artefact
Slide 2	<p>The purposes of this presentation are as follows:</p> <ul style="list-style-type: none">• To consider the content and structure of the Extended Project Qualification (EPQ).• 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.
Slide 3	The next section of this presentation concerns the content and structure of the EPQ.
Slide 4	<p>The EPQ is assigned 120 guided learning hours.</p> <p>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 four units for the Extended Project: Dissertation, Investigation, Performance and Artefact. Learners <u>Learners</u> study and submit work in one 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	<p>Successful projects derive from topics, ideas, questions or challenges that engage the interest of the learner. The EPQ offers learners the opportunity to explore things that are personally motivating.</p> <p>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.</p>
Slide 7	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.



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	<p>The work submitted by the learner should be sufficient to support assessment decisions about the four areas of project<u>Project management</u><u>Management</u>, use<u>Use</u> of resources<u>Resources</u>, development<u>Development</u> and realisation<u>Realisation</u>, and review<u>Review</u>.</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 AO4 presentation can be found in the specification.</p> <p>Forms including the Project Proposal Form, Activity Log and Oral Presentation Record Sheet 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 <u>be</u> 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> <p>Performance projects involve creating an audience-focussed 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	<p>The next section of this presentation concerns how the EPQ is assessed.</p>
Slide 10	<p>There are four Assessment Objectives:</p> <ul style="list-style-type: none">• AO1 Project Management is marked out of 9.• AO2 Use of Resources is marked out of 12.• AO3 Development and Realisation is marked out of 24. and• AO4 Review is marked out of 9. <p>The maximum mark is 54.</p>
Slide 11	<p>Recording marks and assessment decisions should happen in the following ways:</p> <ul style="list-style-type: none">• Teacher comments on Candidate Record Sheet



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	<ul style="list-style-type: none">• Teacher annotations on projects• Comments on Oral Presentation Mark Record Sheet• A witness <u>Witness statement</u> Statement should be submitted where appropriate.
Slide 12	While 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 four 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. Development of the learner's own response to this material can <u>then</u> 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.
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 project. Typically, the sample will include at least ten projects.
Slide 14	Before looking at exemplar work, pause the presentation and review the marking grids in the specification. These can be found on pages 15–20 of the specification for the Dissertation; pages 28–31 for the Investigation; pages 41–46 for the Performance and pages 53–57 for the Artefact.
Slide 15	Now we will look at P304, the Artefact unit, in more detail.
Slide 16	<p>The project outcome will be an artefact or a design. The artefact may take many forms including software and app design, architectural, literary, product design, engineering, advertising, website, photography, film, visual art and textiles outcomes.</p> <p>We will walk through three pieces of work that achieved a range of marks.</p> <p>Pause the presentation and consider the Artefact Marking Grid again. Identify how it differs from the other EPQ units. The grid is on pages 53–57 of the specification.</p>
Slide 17	<p>The unit content and marking criteria for AO2 and AO3 in particular are different to the other units.</p> <p>For AO2, the focus is on documenting the research and selecting the appropriate techniques, processes and materials.</p> <p>For AO3, we are looking for learners to capture a multi-stage iterative design, development and realisation process. The focus is on documenting the creative design and development process, and testing and exploring alternatives along the way.</p> <p>We will now look at a piece of work awarded a high band 3 mark.</p>
Slide 18	<p>Pause the presentation and read through Artefact Exemplar 1, keeping it open to refer to during the next section.</p> <p>You have the key documents and the learner's written response to look at. The learner also submitted their original design book as an appendix. The centre assessed this</p>



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	work accurately.
Slide 19	<p>We will now walk through the work one assessment objective at a time. We will use the learner's page numbers as a reference point and provide examples of where the evidence met specific band 3 descriptors.</p> <p>A01</p> <p>'The proposed outcome is well defined and clearly focused'. The Project Proposal Form is concise, yet detailed and specific. Appropriate and challenging research is identified from the outset. The supporting materials provide additional evidence, for instance, the very focused design brief on page 3. This has been refined and informed by initial research.</p> <p>The Activity Log is detailed, and progress also monitored in the supporting materials. Page 24 also provides evidence of monitoring against the original plan and this approach could be developed.</p> <p>A02</p> <p>The bibliography on page 71 onwards notes all sources. This project provides good evidence that a 'wide range of different types of possible materials and techniques have been thoroughly investigated'. The research includes primary research visits, viewing TED talks, secondary academic research and online investigation into materials and design.</p> <p>Page 35 is a good example of band 3 synthesis of sophisticated research that is explicitly related to the project outcome. A primary interview with a homeless man and current legislation inform the design brief.</p> <p>A03</p> <p>Page 49 onwards provides a detailed narrative of the evolving design and artefact. This information is coherent and 'consistently clear and relevant'. There is 'thorough' understanding and clear evidence of the development of ideas. Note that the learner develops drawings, nets and 3D models before the final prototype outcome. There is constant evaluation of alternatives, and well-argued explanation of the decisions taken.</p> <p>Page 56 captures the 'innovation' in the project, as the learner experiments with insulation. There are other examples too.</p> <p>A04</p> <p>The learner demonstrates good practice and evaluates the outcome against the initial very detailed brief. This enables them to demonstrate a 'high level of insight'. Comments on potential developments are perceptive. Evaluation of all stages is also intrinsic to the portfolio. Copies of PowerPoint slides are included and these together with the completed Oral Presentation Record Form suggest top band presentation skills.</p> <p>To conclude, the following key words from the marking grid underpin the work: focused, synthesis, coherent, perceptive. This is a sophisticated band 3 piece of work at the higher end of the range.</p>
Slide 20	<p>Pause the presentation and read through Artefact Exemplar 2, with the marking grid.</p> <p>Overall, the marks for the second piece are placed lower in the range; band 2</p>



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	descriptors sometimes start to apply. The centre assessed this work leniently.
Slide 21	<p>So, looking at Artefact Exemplar 2....</p> <p>A01</p> <p>There is a focused design brief, with additional information in the introduction (page 5). The planner does consider the timescales that are missing from the Project Proposal Form.</p> <p>However, the Activity Log (page 33) and planner provide a lower band briefer narrative of the process.</p> <p>The Project Proposal indicates less initial consideration of research.</p> <p>A02</p> <p>The Discussion section (page 18) includes primary research into pickups. This starts to meet the top band criteria. In comparison, the initial research into Fender guitars meets the lower band descriptors (page 7). This research is not really applied to the outcome and has more of a task feel.</p> <p>The primary research (page 12) is also of more limited value.</p> <p>There does seem to be a tendency for learners to include more straightforward and less valid primary 'market' research in their submissions.</p> <p>Learners could be encouraged to document practical primary research into relevant skills and techniques as this is often mentioned in passing, when it could provide valuable evidence of more thorough investigation of a wide range of materials and techniques.</p> <p>Higher in the range, we see a more organic research process documented that genuinely underpins the development of the artefact or design.</p> <p>It is useful to note at this point that learners are not required to complete an academic literature review for this unit, only to keep a record of their research.</p> <p>When all elements of a focused initial design or commission brief are considered, there is more likely to be evidence of a band 3 thorough understanding of the complexities of the research and resources required for the development and production of the artefact.</p> <p>A03</p> <p>The supporting materials are clear and detailed. There is discussion of and a thorough understanding of the iterative journey towards the creation of the artefact. Page 28 provides a good example of this.</p> <p>Higher in the range, resources and skills may be applied more consistently successfully.</p> <p>A04</p> <p>There is a summative review that starts to demonstrate a high level of insight in evaluating the project and the extent to which they met their original aims. The learner makes some perceptive suggestions for 'next time'.</p> <p>Robust evidence of the presentation itself is included on page 38 onwards.</p>
Slide 22	Pause the presentation and read through Artefact Exemplar 3, with the marking



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	<p>grid.</p> <p>This is the written work submitted by the learner. The centre assessed the work leniently.</p>
Slide 23	<p>This third piece is placed lower in the range, mainly meeting band 2 (and some band 1) descriptors.</p> <p>AO1</p> <p>Reading through the title and objectives on the Project Proposal Form (page 10). These are less focused. The title has been phrased as a question. There is no requirement to do this for the Artefact unit. The correct starting point is a 'tight' design or commission brief.</p> <p>There is evidence of monitoring against the original plan in the diary-like entries and a focus on problems.</p> <p>However, these problems are often because the learners are not sure how to present their evidence.</p> <p>Do reassure learners that they can present evidence in the most appropriate form for their artefact. For example, annotated sketchbooks or design portfolios.</p> <p>The focus of the Activity Log can then be managing the research, development and realisation of their artefact – as intended.</p> <p>AO2</p> <p>The written materials suggest 'some understanding of the resources and research needed to develop and produce the artefact' (particularly the sleeve). The research often lacks focus on materials and techniques.</p> <p>There has been wider research, such as the practical primary research into recording techniques, which is only quickly noted in the evaluation. Encourage your learners to document this sort of activity.</p> <p>On page 21, the learner does establish links between the referenced research and the project outcome.</p> <p>A full bibliography is included, with the inclusion of the dates online material was accessed.</p> <p>AO3</p> <p>There is some clear evidence of the development of ideas, with drafts of initial ideas included. The quality of the sleeve design outcome meets lower band descriptors. The original submission also included the recorded element. This provided band 2 evidence, with resources and skills applied generally successfully.</p> <p>AO4</p> <p>The learner is 'generally successful' at assessing how well they managed at different stages. The summative review meets the band 2 criteria.</p> <p>Overall, a far less coherent project. The documentation is unbalanced and focuses on the development of the sleeve.</p> <p>Encourage learners to consider whether they will be able to develop the technical skills to execute their project at an appropriate level within the timespan of their project.</p>



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Slide 24	The presentation will now address common issues and frequently asked questions.
Slide 25	Here is the link to the most recent Principal's Report. This includes comments on learner evidence and centre assessment.
Slide 26	<p>As we saw in Artefact Exemplar 3, the identification of a focused brief is paramount. The report states:</p> <p><i>Successful briefs necessitated a challenging research phase. This was sometimes identified when individuals posed themselves an initial broader research question, which they then honed to a very detailed title and design specification. Consideration was given to specifics such as style, medium, influence, purpose, materials, genre, user-group etc. and learners were able to plan, research, develop and evaluate with all these in mind.</i></p> <p>Avoid a task-based approach. The report notes that:</p> <p><i>There were a notable number of instances of learners not defining and focusing on an artefact outcome from the outset. In these instances, less effective evidence was presented in the form of an essay, dissertation or literature review with the addition of an artefact.</i></p>
Slide 27	<p>The report identifies some common mistakes including:</p> <p>AO1</p> <p><i>Cursory records were often over rewarded.</i></p> <p>Ensure the Activity Log is detailed and used as a 'real' planning document, rather than completing it retrospectively. Encourage on-going reflection on and modification of the original planning on the Project Proposal Form.</p> <p>AO2</p> <p><i>Stronger responses documented an organic and evolving research process. Learners also recognised the validity of documenting relevant primary research including the development of technical skills and research into existing similar products.</i></p> <p>Be confident to present appropriate Artefact evidence focused on the materials, processes, techniques and designs needed to create the outcome. This will be completely individual to the specific outcome. Avoid 'bolt-on' additional academic research around a related theme if it does not underpin the development of the artefact.</p> <p>AO3</p> <p><i>The level of skill and success of the outcome was sometimes over-rewarded in more straightforward artefacts. Shorter development and realisation phases did not reflect the increased weighting allotted to this objective.</i></p> <p>Some learners underestimate the specific technical skills needed to produce a Level 3 artefact. Ensure a multi-stage development process is planned from the outset. Factor in the exploration of alternatives and the testing and refinement of initial designs, drafts or prototypes.</p> <p>AO4</p> <p><i>Summative reviews could be developed. The requirement to demonstrate a high level of assessment of how well they managed at all stages of the project was most often</i></p>



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	<p><i>over-rewarded.</i></p> <p>Evaluate all stages of the process in detail (that is, Planning, Research, and Development) as well as the realisation of the product in detail.</p>
Slide 28	<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 29	<p>How much teaching time does <u>the</u> 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 30	<p>How should I guide learners when choosing their titles?</p> <p>Learners should develop a focused design brief that they find <i>personally engaging</i>. The level of challenge should be <i>appropriate</i> to the learner.</p>
Slide 31	<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 <u>T</u>eacher <u>G</u>uide, assessment guidance and exemplars.</p>
Slide 32	<p>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.</p>
Slide 33	<p>Pearson Edexcel offers support through the link on this slide.</p>
Slide 34	<p>For more guidance, please consult the EPQ Examiner's Report and Level 3 Teacher Guide. These are available on the Project website.</p> <p>Thank you for listening.</p>