

# Deliver and Assess the Foundation and Higher Project

# Purposes of this presentation

- Consider the content and structure of the Level 1 and Level 2 Project qualification
- Understand how this qualification is assessed
- Guidance on crafting a Project Proposal
- Guidance on project outcomes
- Examples of work at Level 1 and Level 2
- Consider the range of support available for this qualification
- Address common issues and FAQs

# Content and structure of the Foundation and Higher Project qualifications

# Content and structure

The Level 1 and Level 2 projects are different to other qualifications because they allow learners to choose a topic that they enjoy and are interested in, and to research it in a way that suits their learning style.

# Content and structure

The topic learners choose:

- should be a topic that the learner is interested in and motivated by
- could be based on a topic from their studies, a hobby or area of interest
- should have sufficient depth to engage the learner across the recommended 60 GLH.

# Content and structure

The Edexcel Level 1 Foundation Project has one mandatory unit.

Edexcel Foundation Level 1 Project			
Unit	Mandatory unit	GLH	Level
1	Foundation Project	60	1

The Edexcel Level 2 Higher Project has one mandatory unit.

Edexcel Higher Level 2 Project			
Unit	Mandatory unit	GLH	Level
1	Higher Project	60	2

# Understand how the FPQ and HPQ are assessed



# Grading of the projects

**Higher Project: A\* – C**  
**Foundation Project: A\* – B**

The project may be linked to work carried out in other qualifications (for example, to extend understanding or knowledge) but learners may not simply resubmit work that has been or will be submitted for another qualification.



# Evidence for submission

To attain a grade for the project the learner needs to submit evidence against the assessment objectives.

- **Evidence for AO1** is submitted in the form of a Project Proposal form and Activity Log (diary) – both forms can be downloaded from the Pearson Edexcel project website.
- **Evidence for AO2** can be submitted in the form of a review of the sources found relevant to the project, with a bibliography referencing all sources found.
- **Evidence for AO3** is the outcome of the project itself.
- **Evidence for AO4** is an evaluation (review) of the project process and outcome.

# Level 1 Assessment objectives

Assessment objective	Marks available	Weighting
<b>A01 Manage</b> Select, plan and carry out a project applying skills and methods to achieve objectives	7	17.5%
<b>A02 Use resources</b> Obtain, select and use information, and select and use resources	9	22.5%
<b>A03 Develop and realise</b> Use a range of skills, including, where appropriate, new technologies, to achieve planned objectives.	17	42.5%
<b>A04 Review</b> Identify and consider project outcomes and own learning and performance. Use communication skills to present evidence in an appropriate format	7	17.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

# Level 2 Assessment objectives

Assessment objective	Marks available	Weighting
<b>A01 Manage</b> Identify, plan and carry out a project, applying a range of skills and methods to achieve objectives.	7	17.5%
<b>A02 Use resources</b> Research, select, organise and use information, and select and use a range of resources. Interpret data and apply findings.	9	22.5%
<b>A03 Develop and realise</b> Select and use a range of skills, including, where appropriate, new technologies and problem solving, to achieve planned outcomes.	17	42.5%
<b>A04 Review</b> Evaluate project outcomes and own learning and performance. Use communication skills to present evidenced project outcomes and conclusions in an appropriate format.	7	17.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

# AO1 – Manage: Evidence required

- **A completed Project Proposal form that gives information on what the learner intends to do.**
  - Information here must allow learners to show that they can manage their project (project objectives dividing the main project title into specific smaller objectives, main activities with appropriate timescales, required resources).
- **Activity Log.**
  - This must demonstrate what has been done (e.g. from one week to the next), any changes to plans, monitoring against Section 3 of the PPF and, at Level 2, any problems that have been encountered and what actions have been taken to resolve these.

# A02 – Use resources: Skills required

- Learners need to provide a list of all resources found and used to develop their project. At both levels, a bibliography would be helpful.
- Learners should be encouraged to use more than one type of source of information.
- Learners need to comment on the information they find to use in their project and discuss how relevant it is to the project outcome.



# A02 – Use resources: At Level 1

- At Level 1, there is no requirement for independent research; instead, what is required is ‘obtaining information’.
- This means that reading lists, references and suggestions for information gathering activities can be provided by the mentor/tutor-assessor, rather than found by the learners independently.
- Stronger learners will make use of a range of types of sources (i.e. not just websites).

# AO3 – Develop and realise: Requirements

- This AO requires learners to develop and realise their project objectives.
- AO3 carries the majority of the marks for the qualification at both Levels 1 and 2.
- When producing a written report addressing a research question, AO3 should be evidenced by:
  - the learner's own answer to the research question based on secondary and/or primary data
  - arguments to support their answer
  - consideration of alternative viewpoints.



# Performance (ephemeral)

## AO3 – Develop and realise: Requirements

- The written report should address the stages the learner has gone through and demonstrate how their ideas have developed.
- Group work is permissible but with individual supporting evidence.
- Please note that group work may not be feasible in the current environment.
- Learner identification is very important.
- Evidence should consist of:
  - the written report
  - a record of project outcome (video, audio)
  - observation record signed by teacher-assessor.

# Artefact/Design

## AO3 – Develop and realise: Requirements

- Learners should submit appropriate evidence of the final outcome of their project (e.g. photographic records).
- There must also be written supporting information which makes clear:
  - the stages that the learner has progressed through
  - how ideas have developed, and the alternative designs considered
  - how the use of sources and contextual references has informed and influenced the learner's work (based on AO2 visual and textual research).

# Artefact/Design

## AO3 – Develop and realise: Activity 1

Many learners like to research and produce magazines, publicity pamphlets or websites for their project. This is acceptable and often very engaging for learners, particularly when working from home.

Consider the following:

1. A learner decides to produce a magazine for teenage girls on fashion. The evidence for AO3 consists of a well-presented six-page magazine with relevant articles.

As the assessor what comments do you make? Why?

# Artefact/Design

## AO2 – Use resources: Activity 2

Consider the following:

2. A learner decides to develop a website for their local youth club to show the activities and services that they provide. The evidence provided for AO2 consists of several pages of research on various website designs, and some information about the youth club. There is a bibliography showing a range of sources used and comments on reliability of the information gathered are seen.

What does the learner need to do now?



# A04 – Review: Requirements

Learners need to reflect on their project process and not just the final outcome.

- Evidence should include:
  - conclusions that they have drawn from their project
  - which project objectives (as outlined in the Project Proposal Form) were/were not achieved and the reasons for success or lack of success
  - what they have learned, the skills that they have used during the project process and how well they think they have done
  - what they might do differently if they did the project again
  - the use of feedback from others (at Level 2).

# Level 1: Guidance and supervision

One bonus mark per AO if the learner manages without directed support.

## **Directed support and guidance**

The learner relies on the guidance and advice of the tutor-assessor to make progress, and responds to ideas suggested. The tutor-assessor needs to direct significant aspects of the work.

## **Limited support and guidance**

The learner suggests ideas for themselves, but makes use of guidance and advice from the tutor-assessor to make progress. The tutor-assessor assists in some aspects of the work, but generally does not direct it.

# Level 2: Guidance and supervision

One bonus mark per AO if the learner manages without directed support.

## **Limited support and guidance.**

The learner suggests ideas for themselves, but makes use of guidance and advice from the tutor-assessor to make progress. The tutor-assessor assists in some aspects of the work, but generally does not direct it.

The learner works **mainly independently**.

The learner develops ideas for themselves, using the tutor-assessor as an advisor rather than a director. The tutor-assessor facilitates the work but does not need to direct its progress.



# Summary of evidence requirements

For both the Foundation and the Higher Project learners must submit:

- Project Proposal Form (PPF) (as provided by Pearson Edexcel)
- an Activity Log (as provided by Pearson Edexcel)
- the project outcome.

Forms of outcome may include:

- written reports
- ephemeral (performance)
- investigation
- artefact / design projects

# Assessment process

- Candidate work is assessed by the tutor assessor.
- Marks should be awarded for each assessment objective.
- There are two mark bands for each assessment objective.
- Candidate evidence should be matched against the assessment criteria in the assessment grid for each objective.
- Assessors should take a holistic approach to awarding marks.

# Assessment process (cont.)

- If the candidate work is submitted to the awarding body for grading, the centre is asked to submit a sample, typically of 10 candidates' projects, including the highest and lowest scoring work.
- All candidates must submit a completed Project Proposal Form and an Activity Log.
- These documents can be downloaded from the Pearson Edexcel website.

# Assessment process (cont.)

At both Level 1 and Level 2 (but not for the EPQ), assessors can award an extra mark (cited as the +1 mark) for each assessment objective (maximum of 4 marks) if the assessor feels that the candidate has worked mainly independently. This may well be the case in the current circumstances for the Express home-based project.

Assessors are asked to justify this mark in their feedback on the assessor mark sheet.

# Crafting a Project Proposal

# Project proposals: Choosing an appropriate topic and title

- Learners should select, either individually or as part of a group, a relevant project title to research.
- Learners should then identify a question on a topic of interest that they can research, or create a design brief to make an artefact, or create a performance to carry out.
- The choice of topic should be agreed between the learner and their mentor/tutor assessor.



# Project proposals: Personal choice

- Project work at both Level 1 and Level 2 is about providing learners with a chance to develop an idea of their own that they wish to explore further.
- Whether they choose to write, investigate, perform, paint, draw, film or programme, the point of carrying out a Project is to give them freedom to select, research, develop and review their own idea.
- An FPQ or HPQ is a chance for them to make a personal statement and to be rewarded for completing the process and achieving a real outcome.



# Project proposals: Personal choice

- There is a difference between Project work and many of the other activities learners carry out in the course of their usual study.
- With the Project, even at Level 1, learners should have significant ownership of the objectives, having chosen an issue that interests them.
- Learners should be encouraged to make a significant personal contribution to the choice of objectives, though the mentor / tutor assessor may decide on a range of themes from which learners can choose.

# Project proposals: Questions to ask

- Is there research material which can be accessed by the learner?
- Can the Project be sustained over 60GLH?
- Will the Project be at all interesting, to the learner or anyone else?
- Does the Project give an opportunity for the development of a personal perspective?

## **Relevant to producing a written report as the outcome:**

- Is there a central (controversial) issue or question the learner can respond to, argue and come to a conclusion about based on the research sources found?

# Project proposals: What success looks like

- A clear focus for the Project.
- A choice of a project outcome that the learner is interested in.
- Clear ownership of project objectives by the learner.
- Careful thought, research, drafting and re-drafting at the Project Proposal stage.
- A possible link to the learner's aspirations for future work or study.

# Project proposals: Activity

Key to success is the choice of project title / design brief or commission.

Consider the following project titles:

- ‘What qualifications do I need to pursue a career in the army?’
- ‘What skills do I need to construct a website for my local youth club?’
- ‘Is distrust of politicians the main reason why so few people vote in general elections?’

Do you think these would all generate a successful project?

# Project outcomes



# Project outcome type: Written report projects

Project outcomes that are mainly written can be presented in any appropriate format. They must include as a minimum:

- what the project is about
- a Project Proposal form
- an Activity Log
- what work was undertaken
- the final outcome
- a review/evaluation of the project

# Level 1 Foundation Project: An example of a well-structured written report

Section	Recommended Length	Contents
Project Proposal form / Activity Log	N/A	<ul style="list-style-type: none"> <li>• Basic explanation of the research question, project objectives.</li> <li>• Brief rationale for the project / main activities and timeframe.</li> </ul>
Research	500	<ul style="list-style-type: none"> <li>• The information found to use in the project.</li> <li>• Comments on the relevance of the information.</li> <li>• References.</li> </ul>
Discussion	700	<ul style="list-style-type: none"> <li>• Written discussion of information found about the project title.</li> <li>• Different answers to the question.</li> <li>• The learner's point of view.</li> </ul>
Review	150	<ul style="list-style-type: none"> <li>• How ideas have developed</li> <li>• What has been learned from the project</li> <li>• What would they do differently next time.</li> </ul>
Bibliography		<ul style="list-style-type: none"> <li>• List of exactly where information was sourced from.</li> </ul>



# Level 2 Higher Project: An example of a well-structured written report

Section	Recommended Length	Contents
Project Proposal form / Activity Log	350	<ul style="list-style-type: none"> <li>• Explanation of the research question, project objectives.</li> <li>• Rationale for the project / main activities and timeframe .</li> </ul>
Research	800	<ul style="list-style-type: none"> <li>• The information found to use in the project.</li> <li>• An evaluation of the information found regarding its reliability.</li> <li>• References.</li> </ul>
Discussion	1000	<ul style="list-style-type: none"> <li>• Discussion of different answers to your question.</li> <li>• The learner's point of view.</li> <li>• Reasons for the learner's point of view.</li> </ul>
Review	350	<ul style="list-style-type: none"> <li>• How ideas have developed</li> <li>• What has been learned from the project</li> <li>• How the project could be extended, and what might be done differently.</li> </ul>
Bibliography		<ul style="list-style-type: none"> <li>• List of exactly where information was sourced from.</li> </ul>

# Project outcome type: Ephemeral projects

This type of project includes a performance or one-off event.

- The written report should address the stages the learner has gone through and how ideas have developed.
- There is a lower word count for the written report:
  - Level 1: 250 – 750 words
  - Level 2: 400 – 1250 words
- Evidence is via a record of project outcome (e.g. video, audio etc.).

# Project outcome type: Artefact or design projects

- Learners should submit appropriate evidence of their final outcome (e.g. photographic records).
- There must also be supporting information which makes clear:
  - the stages that the learner has gone through
  - how ideas have developed and how alternative designs have been considered.
- Learners need to carefully consider how they are going to actually construct their artefact or produce work relevant to their design brief.

# Project outcome type: Artefact or design projects

- Marks are awarded for careful consideration of the process the candidates go through, not just the actual outcome.
- Learners should provide records of how they decided on all aspects of their outcome, such as the materials to be used, safe use of techniques employed, etc.
- Learners could present this evidence in the form of an annotated sketch book charting each step of the making process.

# Levels 1 and 2 Project: Effective presentation for artefact/design

- A description of a problem that needs to be solved.
- Sketches, drawings, diagrams, design development.
- Changes or improvements made during the course of the project.
- An explanation of how the artefact/design works
- A review, for example, of media, materials, processes and technology used as relevant.
- Evidence of the final outcome.



# An example Level 1 Project

# Example of a Foundation Project

Please read through the Foundation Project included here.

Consider the following questions:

- Does the question support the candidate in drawing a conclusion in the written report?
- What do you think about the timescales in Section 3 of the PPF?
- How would you grade the work? Make brief notes on which mark band you would award for each assessment objective.

A commentary on the work is provided for you to look through in your own time.

# An example of a Level 2 Project

# Example of a Higher Project

Please read through the Higher Project included here.

Consider the following questions:

- Is the project title reasonably focused?
- How would you grade the work? Make brief notes on which mark band you would award for each assessment objective.

A commentary on the work is provided for you to look through in your own time.

# What can go wrong?



## WHAT CAN GO WRONG?

- Students tend to choose titles which is too wide ranging and cannot be covered in the 60 GLH allotted to the project. Design briefs are too vague, so it is not obvious what the final outcome is going to be.
- Research is not relevant to the actual project title. No lists of sources are provided. Candidates spend too much time talking about their research to the detriment of producing the final outcome. There is no evidence that shows how the research sources are used in the final outcome.
- Some students underestimate the demands of completing their project.
- Evaluation for AO4 is based only on what the candidate thinks about the outcome instead of reviewing the process as well as the product.



# Summary

- The project content should be chosen by the learner (with help and guidance from a mentor where required) based on a topic that really interests and motivates the learner.
- The final outcome can be carried out in a variety of formats, not just a written report.

# Further resources

Pearson Edexcel qualifications > Pearson Project website > Foundation / Higher project.

There is a wealth of helpful materials here, such as Course Materials – Teaching and Learning Materials section:

- examples of a range of project titles.
- student's guide to the project
- teacher's guide to the project
- assessment guidance
- other examples of both Level 1 and Level 2 projects.

# Support

For further support, [email and chat to us](#).

Also available now is the new Future Ready website.

<https://www.pearson.com/uk/web/future-ready.html>

You can also find on the Pearson Project website copies of the Examiner reports across several series of the Foundation and Higher Project. These provide assessors with helpful advice and guidance to supporting candidates to reach a successful project qualification.