

2935-03 Extended Project

2019

Qualification Report

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Introduction

This document has been prepared by the Principal Moderator to be used as a tool to enhance teaching and assessment. It is advised that this document be referred to when preparing to teach and then again when preparing for assessment.

The purpose of this document is to provide centres with feedback on the performance of candidates on the following;

- Qualification Achievement/Grading
- General commentary on Assessment Objectives (AOs) and evidence provided.

Qualification Grade Boundaries

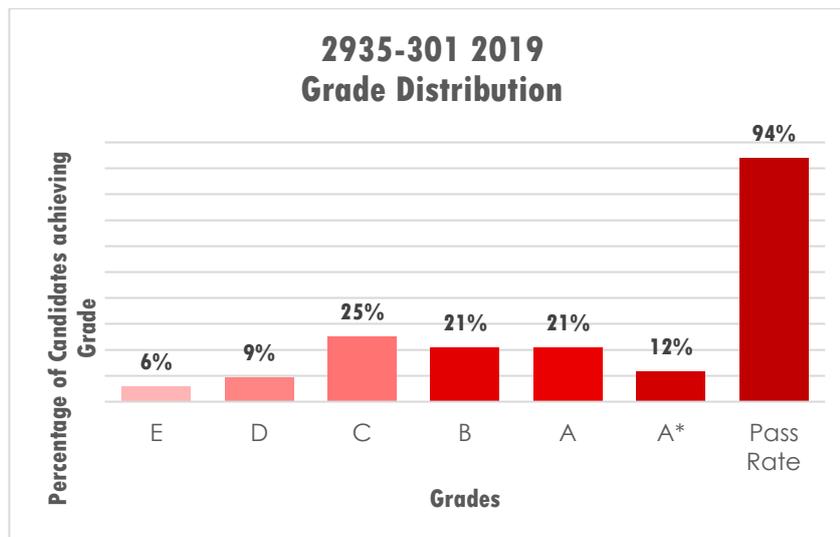
2935-03 Extended Project

Assessment: Extended Project 2935-301

Series: August 2019

Total marks available	50
A*	45
A	40
B	35
C	30
D	25
E	20

The grade distribution for this qualification is shown below:



Principal Moderator Commentary

General

A good diversity of project topics and evidence types were observed in submissions this year. In the great majority, the candidates chose to conduct a significant piece of work in an area of special interest, rather than the production of a physical or logical artefact. Centres must ensure that approved Extended Projects have the potential to provide sufficient challenge, depth and breadth expected of a Level 3 qualification accruing UCAS points and contributing significantly to the candidates' options for progression.

In some centres, a significant role in the choice of candidates' projects appeared to have been made by staff. Centres must note that the project must be independently chosen, relate to and enhance the candidates' main programme but not be in any way a duplicate of evidence used for the main qualification. In general, the project titles were good, well-formed and there was good evidence of how they had evolved from initial ideas.

In a small number of centres, there appeared to be some delay in the approval of projects, and this led to inevitable compression of the time allowed to conduct all the required processes of the projects. It was very clear that the better prepared and organised candidates had more opportunity to give suitable attention to detail to their work, especially in the presentation and in reviews of processes.

Some candidates chose very good planning tools to schedule their work in the various required stages. They had also regularly updated their progress and had a clear understanding of how their time could be used effectively.

Most candidates had structured their work clearly and only included relevant evidence, and there was good evidence that centre staff conducted relevant and timely reviews to support the candidates. In the better cases, the guidance was clear and well structured, leading to better overall projects.

In general, the weakest area of the processes carried out by candidates was in the presentation task. There was some very well produced evidence showing a clarity of process and effective delivery of the content. In the best cases, candidates prepared very good notes, in different forms, to support their delivery. Evidence of the use of questions, answers and feedback at the end of the presentations was weak in some cases.

However, some of the evidence demonstrated that candidates lacked some essential skills in preparing for an effective presentation, as might be appropriate in a professional or Higher Education environment. The poorer presentations seen in the submissions had made poor use of images and layout; many had also included too much text in the slides. The use of colour was poor, often detracting from the text content, and unconventional fonts were distracting when they were used.

The use of precise technical language was often good. Usually, the candidates provided useful definitions of acronyms used, but there were some notable omissions in this area. It is essential that the language used in the evidence must be suitable for the intended audience; if the intended audience is accustomed to using highly-technical terms, their inclusion is appropriate.

Some centres had made very good use of the Production Log to record processes and outcomes. It was clear that a systematic approach had helped candidates complete their work in good time.

A small minority of centres were late in the submission of their work to the portal, thereby making it difficult to allow moderation to take place quickly. The time available is constrained and centres must make sure that evidence is uploaded in good time.

There were a few occasions where moderators had to ask for additional evidence, usually for administration documents, after the centres had uploaded their evidence, but all centres must be made aware that:

- all candidates' work **must** be ready and available during moderation to be uploaded
- centre staff **must** be available to upload additional evidence during moderation should this be required.

Centres are placing the achievement of their candidates – and subsequently their own achievement records – at risk by not providing further evidence where requested to do so. It is good that centres seemed able and willing to respond quickly to requests where they were made.

Some centre staff were ineffective in their use of the recording of observed tasks. In many cases the language was generalised and not sufficiently focussed on the individual candidate. Some records made were very brief and of little value to the reader. In the better cases seen, the Log was very well used. It was clear that a consistent approach had been taken to ensure that sufficient time was given to the tasks.

Many assessors had engaged with the mark band descriptors well and had completed those sections of the documentation well. The statements made in these cases used language that was appropriately aligned with the decision made; descriptive adjectives, such as 'good', 'excellent' and 'basic', were well used. There was some variable quality in the annotation of student work. In the better cases, the annotations were very useful in allowing moderators to understand how judgements had been reached.

There were few inconsistencies in marking processes or standards. Centre marking standards were good and fell within scope during moderation.

Marking grids

The marking grids provided in the specification interpret the Assessment Objectives (AOs) so that candidates can be given marks in a structured way. Most centres engaged well with this. It is important to stress that when qualitative statements are made during marking, they align with the statements within the Assessment Objectives (AOs) and it is noted that this was usually the case in this series. The work done in these grids is also enhanced by the use of good annotations in the candidates' evidence.

It was clear that centres had noted commentary from previous series about the use of documentation.

Assessment Objectives

AO1 Manage

All candidates had used the Production Log to record evidence of their project planning and execution with some variability in the quality of their content. Some made good use of additional evidence to demonstrate planning and monitoring of the project. In the best submissions, the aims and objectives were concise and related with accuracy to the final project title.

AO2 Use of Resources

There was strong reliance on the statements made in observations to support the judgements made against this AO. Expectation is that candidates will reference their sources by the use of a bibliography *and* within the body of their text / report level 3. At Level 3 it is expected candidates will use a formal system of academic referencing accurately. There were some issues with the use of citations in the work. This is an essential skill that centres should develop to allow candidates to make effective use of the chosen system of references.

As it has been noted in previous series, there is an increasing reliance on resources found online. Candidates should be encouraged to use other, additional forms of primary and secondary research using physical resources and personal interaction. Such skills are valuable where candidates progress to Higher Education or Employment.

AO3 Develop and Realise

Candidates generally evidenced this AO with clarity and types of evidence produced were applicable for the style of project being produced. Areas of concern were:

- photographs were occasionally unclear following compression into the document
- the use of video / photographic evidence being fit for purpose, adding value and being annotated accordingly to make clear what is being communicated.

It is essential that centres take additional care in the protection of the identity of individuals following the introduction of increasingly robust data protection requirements.

AO4 Review

Generally, there was good performance in this AO, especially when good planning had ensured that candidates had sufficient time to create their work with appropriate care and attention. In some cases, the candidates failed to arrive at conclusions, or make judgements, about the usefulness of the work they had completed, or the way in which it had been carried out.

The best reviews were highly reflective and recognised both strengths and weaknesses. They demonstrated clearly that candidates had identified areas where their work in the future might be improved because of what they had learned when completing their Level 3 Extended Project

Best practice

The majority of centres submitted onto the moderation platform for the deadline. However, there were still issues around late submission of evidence, or some evidence was not submitted/missing. The great majority of centres had submitted evidence using a simple system of file naming that aided timely moderation. In most cases, a single file contained all the evidence needed.

In the best submissions, there was evidence of marker standardisation and IQA activity. It is important that centres are aware of the need to provide this evidence.

In general candidates appeared to have had access to a suitable range of resources and time to complete their projects effectively. This was particularly true in the production of artefacts.

In most cases centres had correctly documented the levels of support and specialist tuition given to candidates.

It is suggested where photographic or photocopied images are being used that lighting, clarity and quality is checked before inclusion. It is also important these are annotated to ensure evidence and its purpose is transparent.

As noted above, some photographs were not useful because they had been processed badly, probably to reduce their size to optimise storage. Centres must note the generous file size limits of the evidence portal.

In the best work seen, centres had given focus in review to the whole project, and all the processes it had involved, rather than making judgements solely on the final output.

Informing candidates of pre-moderated marks

To meet the Ofqual Project Qualification Level Conditions and Requirements, Centres are required to inform candidates of their marks before external moderation. It is important that candidates are informed of their pre-moderated marks in sufficient time to allow them to appeal if felt necessary while still allowing their agreed centre marked work to be available for external moderation on time.

Centres must also provide candidates with a copy of their marked work and the centre's internal appeals procedures, on request.

Internal appeals procedure

All centres must have an internal appeals procedure for candidates, which gives them the opportunity to appeal the centre mark for their work, before moderation takes place. The procedure must ensure:

- the person completing the appeal is competent and did not mark the work originally
- that any marking errors are identified and corrected
- the candidate is informed of the outcome, reason and any change in mark.

The City & Guilds appeals process also covers access arrangements, special consideration and malpractice. Applications are not accepted directly from candidates, but the centre can apply on a candidate's behalf. Where relevant, centres must tell candidates how to request this. The centre can refuse to make the application to City & Guilds, but the candidate must be given the opportunity to appeal this decision. This information must be included in the centre's internal appeals procedure.

Centres must provide candidates and City & Guilds with a copy of their internal appeals procedure, on request.