

# Higher and Extended Project Qualifications (2935-02/03)

Academic Year  
2016 - 2017

## 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

## 2935-02 Higher Project

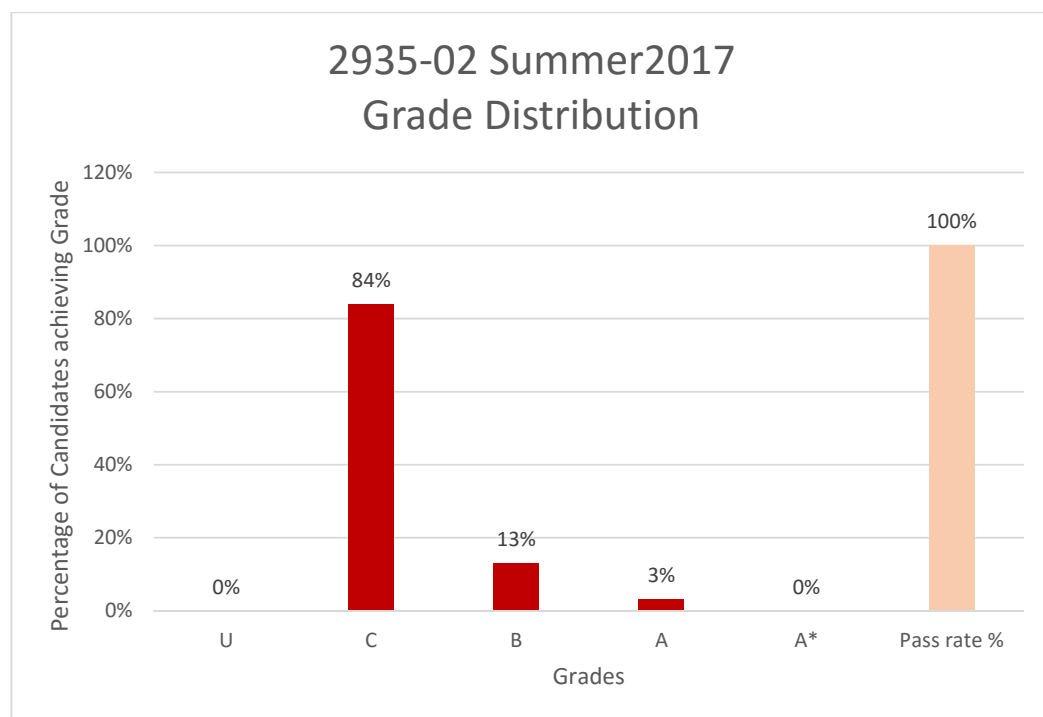
The data below identifies the final grade boundaries for this qualification, as agreed by the awarding panel;

Assessment: **Higher Project 2935-02**

Series: August 2017

Total marks available	50
A*	43
A	36
B	29
C	22

The grade distribution for this qualification during the 2016/2017 academic year is shown below;



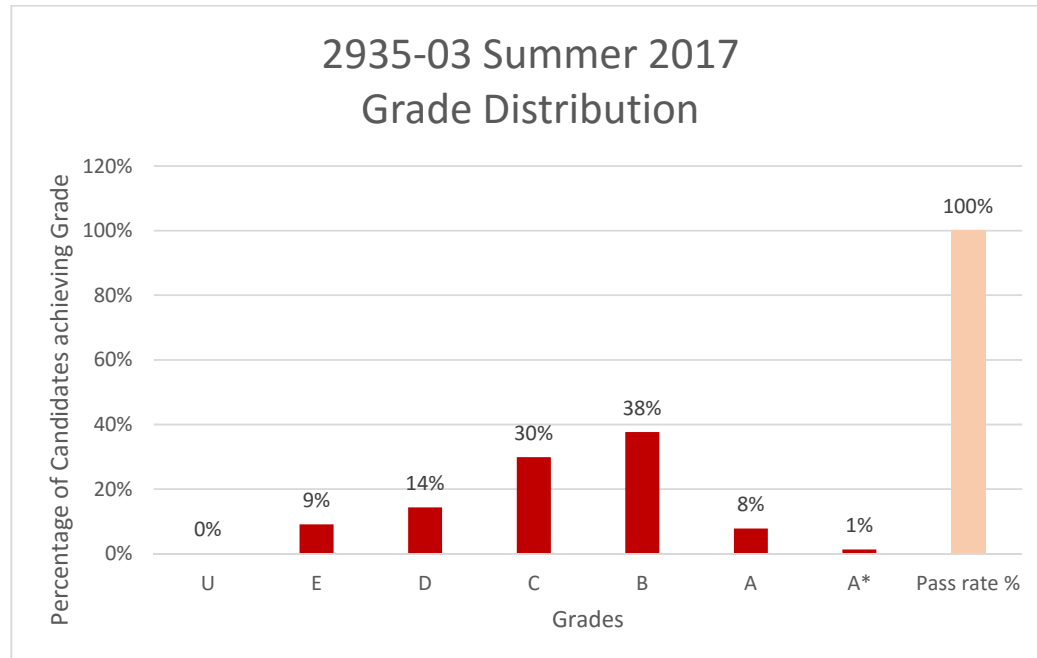
## 2935-03 Extended Project

Assessment: **Extended Project 2935-02**

Series: August 2017

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

The grade distribution for this qualification during the 2016/2017 academic year is shown below;



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook.

# Higher and Extended Projects

## General

A good diversity of project topics, evidence types and employer engagement practice were observed in submissions this year. Nevertheless, it was evident in a few samples that Centres were still playing a significant role in the choice of candidates' projects. 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.

Most candidates had structured their work clearly and only included relevant evidence, however aims and objectives were not always clearly defined and accurately related. A weakness in the 2017 sample was the documenting of candidate performance during their presentations, in particular the Q&A session. The mandatory observation record in the Production Log, used by assessors to authenticate candidate performance, was not always suitably completed. It is suggested where photographic or photocopied images are being used that lighting, clarity and quality is checked before inclusion. There were cases in the sample where evidence was hard to interpret. It is also important these are annotated to ensure evidence and its purpose is transparent, particularly in cases of group projects or the production of artefacts.

Some Centres had allocated grade results to candidates. Only marks can be awarded at assessment, **not** predicted or assumed grades. Grade boundaries are set later at qualification awarding and may vary from year to year to ensure comparability of candidate achievement.

Many assessors had engaged with the mark band descriptors well, although greater annotation on candidates' work, using descriptors from the mark bands, may have helped moderation gain a clear picture of where and why marks had been awarded, enabling Centre feedback to be targeted to a greater extent. The ranking of candidates in cohorts was generally accurate. In some larger samples, where there were more markers, inconsistencies were identified in Centre administration indicating a potential lack of standardisation. Evidence of IQA processes was often lacking, with some Centres not uploading 'Standardisation Declarations' as requested. More robust systems should be evidenced in the future. The completion of the required forms was problematic this year.

It was clear that some centres considered their role complete once a sample had been uploaded onto the platform. Requests for further evidence, clarification that all evidence had been uploaded correctly or for forms that had been omitted were seldom acted upon. Some Centres advised staff were on holiday and as a result were not expected to be available until after awarding. 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 reasonably requested to do so.

Centres must adhere to quality assurance requirements for the qualification making sure these are rigorous and well documented.

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

## 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).

In general candidates responded with greater accuracy to the Assessment Objectives (AOs) of the Project qualification this submission, indicating Centres had used feedback from previous submissions to inform and improve upon teaching and learning practice.

## Assessment Objectives

### AO1 Manage

All candidates had used the Production Log to evidence their project journey with varying levels of success. Few used additional evidence to demonstrate planning and monitoring of the project. In the best samples, the aims and objectives were concise and related with accuracy to the final project title.

### AO2 Use of Resources

Overall Centre marks were hard to substantiate in this AO due to the lack of evidence in candidates' work. The expectation is that candidates will reference their sources by the use of a bibliography **and** within the body of their text / report at both level 2 and 3. At Level 2 academic referencing is not a requirement, however at Level 3 it is expected candidates will use academic referencing accurately. Centres should be aware that there should be evidence of primary and secondary research and a variety of sources used, rather than solely websites, for those gaining marks in band 3.

### AO3 Develop and Realise

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

- transparency of evidence and role of each candidate when partaking in group projects
- the use of video / photographic evidence being fit for purpose, adding value and being annotated accordingly to make clear what is being communicated.

### AO4 Review

Generally there was improved performance in this AO. A greater number of presentations evidenced a review of candidate learning and performance against the project aims and objectives, in addition to the reporting of any project outcomes / results.

### Best practice

The majority of Centres submitted onto the moderation platform for the deadline. However, there were still issues around late submission, non-submission of evidence and forms requested at moderation due to availability of staff in Centres. The majority of Centres had submitted evidence in one logically organised, clearly named file showing good practice and aiding a timely moderation process.

In the best submissions, there was evidence of 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. In most cases Centres had correctly documented the levels of support and specialist tuition given to candidates.

Where plagiarism was identified, the assessor had noted this on the work and reduced marks accordingly.

A significant number of Centres had reviewed the 'presentation' of evidence in response to feedback provided in 2016. However, there were still Centres where the sole focus of the presentation was on the outcome / findings of the project or the project itself, rather than being a review of the 'full' project process including learner performance against original aims, objectives and the learning that had taken place.