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

2018

Qualification Report

Contents

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
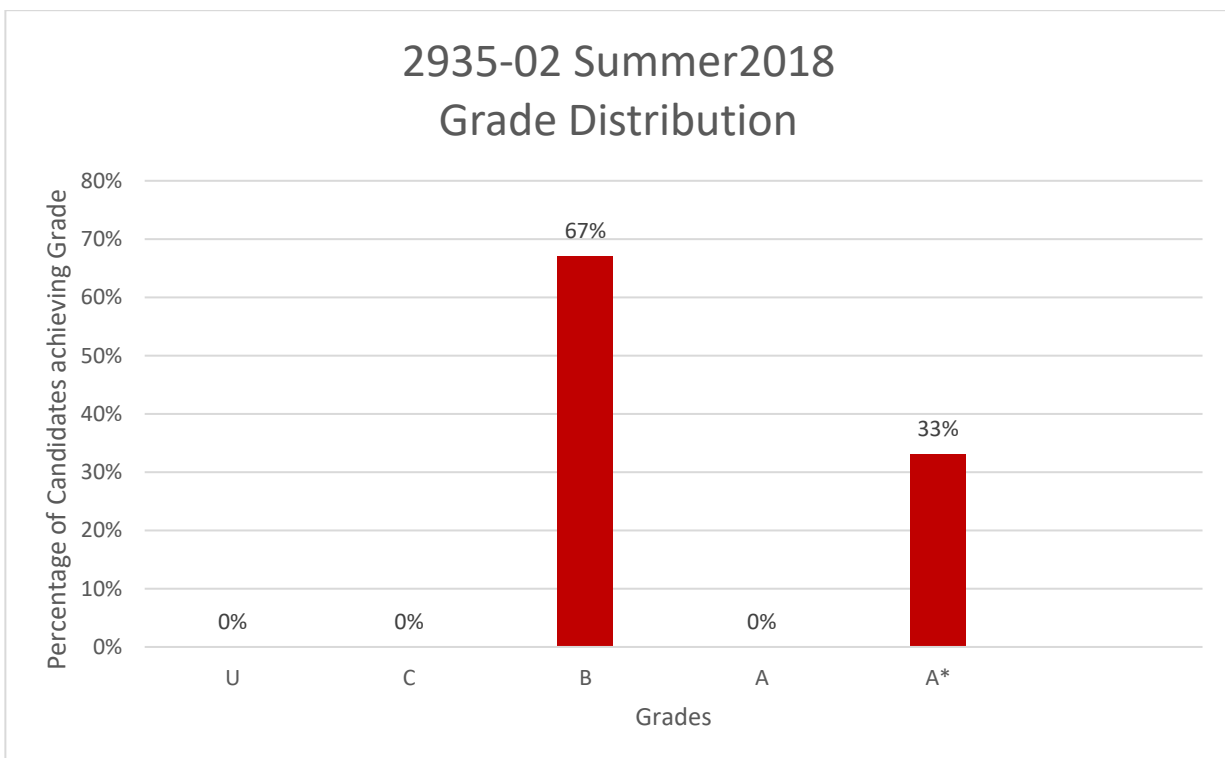
2935-02 Higher Project

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

Assessment: Higher Project 2935-02
Series: August 2018

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

The grade distribution for this qualification is shown below;

2935-02 Summer2018
Grade Distribution

2935-03 Extended Project

Assessment: **Extended Project 2935-03**
Series: August 2018

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

The grade distribution for this qualification is shown below;
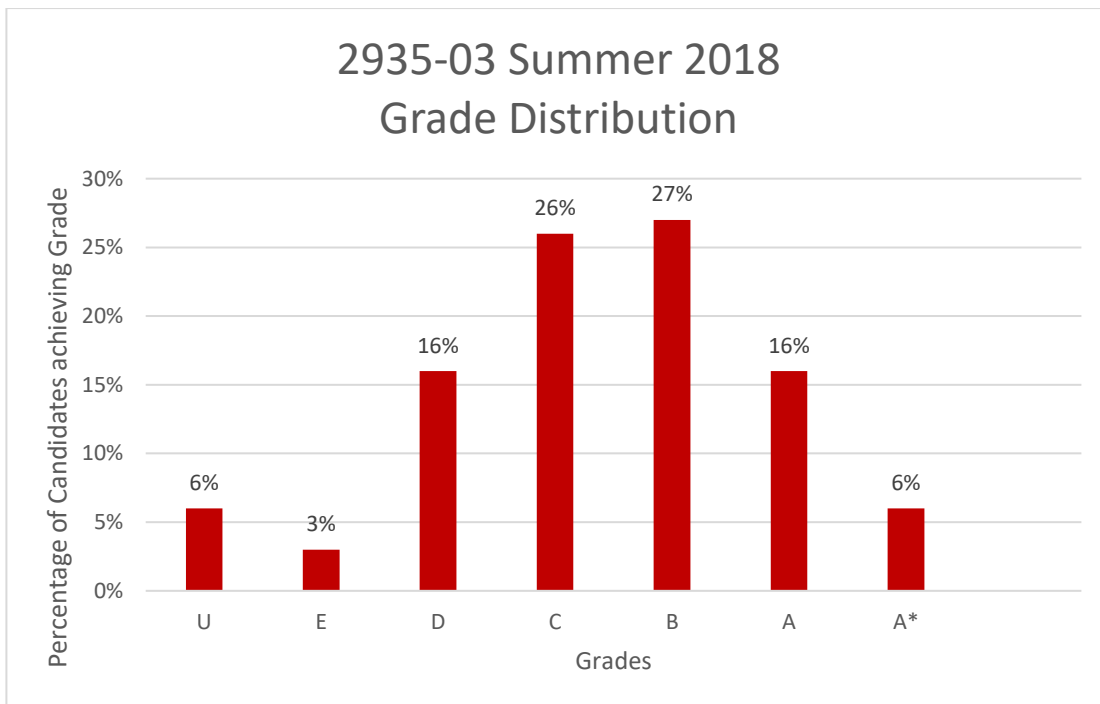
Higher and Extended Projects

General

Despite the smaller submission this year there was still a reasonable to good diversity of project types and topics. Some students producing traditional academically structured studies, others produced artefacts and some combined the two. This year the submission suggests that projects were candidate led, independently chosen. This reflected better practice in Centres than observed in previous years. Projects were clearly related to the candidates' main programme of study and were not considered in any way a duplicate of evidence used for the main qualification - demonstrating good practice.

Some submissions made this summer lacked evidence of Internal Quality Assurance (IQA), Centres not all having uploaded a 'Centre Standardisation Declaration' onto the portal as requested. Although the ranking of candidates in cohorts was generally accurate, Centres are expected to evidence more robust IQA systems in the future. Requests for further evidence, clarification that all evidence had been uploaded correctly, were dealt with promptly this year speeding the moderation process.

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 clearer picture of where and why marks had been awarded. However, Production Logs used by assessors and candidates to monitor the process were frequently unevenly completed by Centre staff with a lack of guidance and feedback provided.

There were still samples 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.

Most candidates had structured their work clearly, but aims and objectives were not always clearly defined and accurately related. There was a lack of 'range' generally in regards to research completed with few candidates conducting primary research and secondary sources used were limited. At level 3 some candidates are still not referencing their work in the main body of text as well as by means of a bibliography. Centres must note that full use of academic referencing is an expectation at this level, as is ensuring the project has sufficient challenge, depth and breadth 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 although some discussed evidence, but documents were not submitted for moderation. In the best samples, aims and objectives were concise and related with accuracy to the final project title, further development is required in this area overall.

AO2 Use of Resources

Overall use of resources was unimaginative, across the submission few candidates had completed primary research and most secondary sources were internet-based and not fully applied / realised to their full potential within the project itself. Centres should be aware that evidence of primary and secondary research, a variety of sources, rather than solely websites is encouraged for those gaining marks in band 3. Expectation is that candidates will reference their sources by the use of a bibliography and within the body of their text / report at Level 3. At Level 2 academic referencing is not a requirement, however it is expected candidates will provide a bibliography and that those gaining higher marks will have made an attempt to have referenced in the text of their reports.

AO3 Develop and Realise

Candidates generally evidenced this AO with clarity. Types of evidence produced were applicable to the style of project being produced.

AO4 Review

Presentation of evidence in too many instances is still focussing solely on the findings and conclusions of the project rather than also encompassing a review of candidate learning and performance against the project aims and objectives.

Best practice

- The majority of Centres submitted onto the moderation platform by the deadline.
- The majority of evidence was submitted in logically organised clearly named files showing good practice and aiding a timely moderation process.
- In the better submissions, there was evidence of IQA activity. It is important that all Centres are aware of the need to provide this evidence. IQA is a vital part of the process where more than one marker is judging the evidence and can save time and work when aligning decisions during the moderation period.
- In general candidates appeared to have had access to a suitable range of resources and time to complete their projects effectively.
- In the better samples Centres had correctly documented the levels of support and specialist tuition given to candidates. They had fully completed the areas of the production log required of them to support the candidates journey. However, there were instances where Centres had not completed the required sections of the candidates Production Log to accurately and fully record agreement of the project suitability and any support given during the process.
- In the better samples the candidates' presentations included an evaluation of the project process, learning that had taken place and a self-reflection as well as discussing the outcome / findings of the project.
- A range of relevant sources had been used to inform projects and their development.

Informing candidate 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.