

Project Qualification (PQ2) Level 2

Freestanding PQ2 (Pilot) September 2007 to May 2008

Freestanding and Diploma PQ2 (Pilot) September 2008 to May 2009

Freestanding and Diploma PQ2 September 2009 onwards



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This specification will be published annually on the AQA website (www.aqa.org.uk). The version on the website is the definitive version of the specification. Vertical black lines indicate a significant change or addition to the specification published for 2009 onwards.

This Level 2 Higher Project Qualification is administered by AQA on behalf of AQA-City & Guilds.

1 Introduction

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AQA-City & Guilds

AQA-City & Guilds are working together to deliver the Diploma across all lines of learning. We share the same values and commitment to education and training. AQA-City & Guilds is a registered Diploma Awarding Body. More information can be found on our website at: www.diplomainfo.org.uk

Project specifications, whether free-standing or part of a Diploma course, will be administered by AQA.

1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- **Specifications**

These are designed to the highest standards so that teachers and learners can be confident that an AQA award provides an accurate measure of what the learner has achieved.

- **Support**

AQA includes free of charge introductory meetings for Project qualifications in its extensive programme of support meetings for new qualifications. Subsequent meetings will be made available free or at reasonable cost. These support and training meetings explain the specification, suggest practical strategies to help learners produce successful projects and help staff development in new roles.

- **Service**

We are committed to providing an efficient and effective service and are at the end of the phone when you need to speak to someone about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will come back to you (by telephone, e-mail or letter) and continue to work with you to find the solution.

- **Ethics**

AQA is a registered charity with no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing AQA customer, we thank you for your support. If you are new to AQA, then we look forward to welcoming you.

1.2 What is the Level 2 Higher Project?

The Level 2 Higher Project is a Level 2 qualification introduced in September 2008. It can contribute to programmes of study in two ways.

- **As a stand-alone qualification.** Learners may choose to take the Level 2 Higher Project Qualification as an extension from studies for any other qualifications at Level 2 (GCSE, VRQ, BTEC, other academic or vocational qualifications including Modern Apprenticeships).
- **As part of a diploma course.** The Level 2 Higher Project is a compulsory part of the generic learning component of all Diploma qualifications at Level 2.

The Level 2 Higher Project will develop and extend from one or more of the learner's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the learner(s) and agreed as appropriate by the centre.

Delivery of the Level 2 Higher Project Qualification in centres will involve some teaching of the necessary skills, supervision and assessment of the learner's progress. It will involve extended autonomous work by the learner. It will require in total 60 guided learning hours.

Learners are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a specified audience
- provide evidence of all stages of project development and production for assessment.

1.3 What are the Learning Outcomes of the Level 2 Higher Project Qualification?

The learner will:

- identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- obtain critically and use select information from a range of sources. Analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- select and use a range of skills, including new technologies where appropriate, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- evaluate outcomes both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.

1.4 What is involved in a Level 2 Higher Project?

The centre appoints a Centre Coordinator who will be responsible to AQA for the quality control and management of the supervision and assessment process. Each learner has an appropriate member of staff appointed as their Supervisor. The Supervisor will oversee, guide and facilitate the learner throughout and assess the learner's achievement based upon thorough knowledge of the learner's autonomous work.

Learners develop an initial idea for a project they may wish to carry out and discuss their ideas with their supervisor. Learners initially carry out some research to enable them to develop their ideas sufficiently to make a formal project proposal that includes their project aims, initial plans and likely format in which to present their project. They complete a Project Proposal Form.

The supervisor evaluates the Project Proposal against the aims of the Level 2 Higher Project. If the proposed project meets the aims of the Level 2 Higher Project Qualification, s/he should endorse the Proposal.

The Centre Coordinator comments on the project proposal and

- approves the project without recommendations, or
- makes required recommendations, or
- requests a resubmission of the Project Proposal Form

This form is then included in a Production Log and Assessment Record.

On completion the learners must give a presentation which should be for a non-specialist audience using media appropriate to the type of project. This could take a number of forms including slides for a large audience, contributing to a poster session or exhibition, or a witnessed one-to-one 'viva' presentation to the supervisor. The presentation must include a live question and answer session overseen by the supervisor.

Learners complete the Production Log as they carry out their projects. It records the following key information:

- planning review meeting between the learner and the supervisor following project approval
- mid-project review with the supervisor
- end-of-project review with the supervisor
- summary and evaluation of the project
- a record of the presentation
- reflection on the complete project process

The completed Production Log, the Project product, including a written element and any other evidence, and the presentation are assessed together by the supervisor at the end of the process.

Supervisors' assessments are standardised and moderated internally by the Centre Coordinator before submission for external moderation by AQA.

2 Teaching, Supervising and Assessing the Project

The Level 2 Higher Project will require the teaching of relevant planning, organisational, project management, study and presentation skills and a piece of independent work undertaken by the learner. This work will be guided and overseen by the learner's Supervisor, monitored by the Centre Coordinator and internally assessed by the centre.

2.1 Aims

The Level 2 Higher Project offers opportunities for learners to:

- develop and improve their own learning and performance as inquisitive and independent learners
- be inspired by new areas and/or methods of study
- support the experiential learning process and provide further opportunities for learners to plan and review their learning
- use their learning experiences to support their personal aspirations for further study and career development
- develop, where appropriate, as e-confident learners and apply appropriate technologies in their studies.

2.2 Centre Coordination

Each centre is required to appoint an appropriately qualified Centre Coordinator who will be responsible to AQA for all Level 2 Higher Project submissions from the centre. AQA provides required training.

This role includes:

- developing staff understanding of the requirements of the Higher Project and the Centre's relevant assessment policies and procedures
- quality assuring the assessment activities undertaken
- quality assuring standards of internal assessments
- meeting administrative requirements (both internal and external)
- reviewing and evaluating assessment practice, including feedback from AQA.

2.3 The Taught Element of the Level 2 Higher Project Qualification

The Higher Project Qualification will require teaching of the necessary skills. It is expected that up to a half of the total available resource i.e. 30 guided learning hours, will be spent on this taught element. The remaining 30 glh are allocated for the learner's independent work and the individual supervision and guidance received. Teaching of the skills for the Higher Project should be agreed by the supervisor as appropriate to the needs of the learner and their chosen project.

The taught element is likely to include:

- any skills or techniques that will be required for the safe and effective execution of the project which are not part of the candidate's course of study. e.g. safe laboratory or workshop technique, professional codes of practice, ethical guidelines, research methodology.
- ICT skills that will enhance the production of the report and/or the development of the project covering research, analysis and execution
- research skills including the ability to search for and identify suitable sources of information and prior research or relevant work already undertaken
- project management skills including time, resource and task management
- in the case of a performance, production or artefact, the format and content of rehearsal notes, initial sketches or other working documents in the stages of production
- the format and structure of accepted academic forms of research report to include abstract, introduction, background research, further research content with all sources cited, discussion, conclusion, references, including the evaluation of sources
- Personal, Learning and Thinking Skills, Functional Skills and Key Skills (see Section 3).

Work completed by the learner as directed within this taught element will not form part of the evidence for assessment. Individual exercises carried out by the learner as part of this taught element cannot contribute directly to the assessment for the Higher Project Qualification although they may inform the supervisors' assessment of the learner's decision making in choice and use of newly developed skills.

2.4 Supervising the Project Process

The centre will allocate a supervisor to each learner. The number of learners allocated to each supervisor should take into account the supervisor's other commitments. The supervisor should normally undertake the following:

- agree the project title and proposal and complete the supervisor's sections in the Production Log and Assessment Record for each learner
- meet with each learner for regular reviews including at least:
 - an initial planning review to discuss the learner's idea and how they intend to develop the project
 - a mid-term review with each learner
 - an end-of-project review with each learner
- confirm that a presentation by each learner took place and provide a record of the questioning
- endorse each learner's Production Log and Assessment Record by signing the appropriate sections including a declaration that the evidence submitted for assessment is the unaided work of the learner
- make the assessment of the work of the candidate following any standardising and internal moderation procedures required by the Centre Coordinator

The supervisor assesses the potential project against the following checklist.

1. Is the topic to be researched, or the activity or task to be carried out, suitable for a Level 2 Higher Project?

2. Does the title of the project and proposed action allow the learner to investigate and to access the higher-level concepts and skills in the learning outcomes and assessment objectives, i.e. plan, research, analyse, evaluate and explain, rather than simply describe and narrate?
3. Are the title and proposed action clear and focused on an issue which can be managed within the timescale, available resources and word total?
4. Do the title and proposed action indicate that the learner will be capable of investigating and researching the topic or carrying out the activity or task independently and within appropriate ethical or methodological guidelines?
5. Is there a danger that the learner will be unable to approach the project impartially and in a balanced way?
6. Is the learner likely to face difficulties understanding the themes and issues associated with the project topic?
7. Does the project topic either complement and develop the main learning programme and/or support the learner's progression and development?

The supervisor must also confirm that no work to be submitted for the Higher Project Qualification is also to be submitted, or has been submitted, for any other accredited qualifications.

2.5 Assessing the Level 2 Higher Project

2.5.1 Assessment Evidence

The evidence for assessment will comprise the following:

- the completed Production Log and Assessment Record including the Project Proposal Form, Presentation Record and Candidate Record Form
- The project product including a written report and any other evidence, as appropriate, depending on the topic or subject area chosen.

Individual Projects may contribute to a Group Product

If a learner's project contributes to a group end product then the defined individual contribution must be pre-approved by the centre supervisor. Learners working as a group must submit individual assessment evidence.

Evidence presented for assessment must show how the individual learner has met the assessment objectives and performance criteria.

Completed Production Log and Assessment Record

The Production Log and Assessment Record will document the planning and progress of the project, including decision-making and the learner's reflections on the process:

- formal proposal and approval
- initial idea and outline plan for the project
- record of research carried out and resources used
- record of advice and support offered and action taken as a result
- note of any changes made to plan and reasons for the change
- a review of the completed Project Product
- a record of the presentation with supervisor confirmation of relevant questioning
- reflection on the full project process.

The presentation should be for a non-specialist audience and use media appropriate to the type of project. The presentation may involve the use of flipcharts, posters, OHP transparencies, PowerPoint or short excerpts of video material. The presentation should include live response questions from the supervisor.

All substantive advice given to the learners should be recorded by them in the Production Log and Assessment Record and confirmed by the Supervisor.

The Production Log and Assessment Record can be downloaded from www.aqa.org.uk.

Appropriate Evidence of Project Product

Depending on the subject area or topic chosen, a variety of evidence may be submitted for assessment. Evidence can be provided in any form appropriate to the type of project chosen, and may include:

- an artefact, model or construction
- a CD/video/DVD of performances or activities
- an audiotape/multimedia presentation
- a journal of activities or events
- a slide or PowerPoint presentation
- a photographic record of the project

All Project products must include a written report of between 500 and 2000 words. The exact length of each written report will depend on the nature of the project, the subject area or topic chosen and the other evidence provided.

A project which consists solely of written work should be approximately 2000 words, for example a research report of an investigation, exploration of a hypothesis or an extended essay or academic report in appropriate form. Projects where the majority of the evidence is provided in other formats should include a report which is at least 500 words.

The written report or record is likely to contain the following:

- references to sources of and range of information accessed
- historical literature, or other background research
- details of the design, knowledge, understanding and skills used
- a conclusion to include an evaluation of the conclusions or outcomes

The written report should be of sufficient length to explore the issues. It should use an appropriate terminology, style and form of writing.

2.5.2 Marking Criteria

Assessment criteria statements are provided in three mark bands for each objective and should be regarded as hierarchical (i.e. each criterion assumes that any lower criteria are also met and that aspects of any higher criteria may be met in part).

When assessments are made, the criteria should be used to judge which mark best fits the candidate's work on their Level 2 Higher Project.

The mark should be awarded on the basis of the general level of the candidate's work in relation to the criteria statements for each level (i.e. an isolated example of performance at a different level should not be used to raise or lower the overall assessment).

The work will clearly meet the criteria given in the appropriate level descriptor for the lowest available mark at that level as appropriate to the particular project. Higher marks at each level may be used where work is judged to meet the criteria readily, consistently and across different elements of the project.

The zero mark band should be awarded in the event of a candidate failing to demonstrate any achievement in the objective at Level 2.

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| Assessment Objectives | Mark band | Assessment Criteria |
|---|------------|---|
| AO1 Manage <ul style="list-style-type: none"> select a topic and agree project aims and objectives produce a project plan carry out the project applying organisational skills and using a range of methods and resources, to achieve agreed objectives | 7–10 marks | <p>Clear identification of the topic to be investigated or researched and clear evidence of appropriate aims and objectives for the proposed project title.</p> <p>Detailed project plan, with clear evidence of monitoring progress of project work against the agreed project plan.</p> |
| | 4–6 marks | <p>Some identification of the topic to be investigated or researched. Some evidence of appropriate aims and objectives for the proposed project title.</p> <p>Appropriate project plan, with some evidence of monitoring progress of project work against the agreed project plan.</p> |
| | 1–3 marks | <p>Limited identification of the topic to be investigated or researched. Limited evidence of appropriate aims and objectives for the proposed project title.</p> <p>Brief project plan, with little evidence of monitoring progress of project work against the agreed project plan.</p> |
| | 0 marks | No relevant response. |

| Assessment Objectives | Mark band | Assessment Criteria |
|--|------------|--|
| AO2 Use resources <ul style="list-style-type: none"> research, collate data and select relevant information from a variety of resources apply information in a relevant manner to achieve agreed objectives | 7–10 marks | <p>Evidence of detailed research involving the selection and evaluation of a wide range of relevant resources.</p> <p>Clear evidence of data collation and application of research skills. Clear linkage between research and agreed objectives.</p> |
| | 4–6 marks | <p>Evidence of some research involving the selection and evaluation of a range of relevant resources.</p> <p>Some evidence of data collation and application of research skills. Some linkage between research and agreed objectives.</p> |
| | 1–3 marks | <p>Evidence of limited research involving limited selection and evaluation of a range of relevant sources.</p> <p>Limited data collation and application of the research skills. Limited linkage between research and agreed objectives.</p> |
| | 0 marks | No relevant response. |

| Assessment Objectives | Mark band | Assessment Criteria |
|---|-------------|--|
| AO3 Develop and Realise <ul style="list-style-type: none"> • select and use a range of skills including appropriate technologies to complete tasks • working with others • problem solving • achieve agreed objectives | 14–20 marks | <p>Candidates take appropriate decisions and select appropriate information for the task. The project plan and outcome are fully implemented to a high standard and consistent with the candidate's original plan.</p> <p>There is clear evidence of appropriate changes to, or development of, the initial project plan or title or aims and objectives, with clear and appropriate reasons for any changes.</p> <p>Candidates show evidence of the use of a wide range of research skills and a variety of sources, communicating their findings clearly in an appropriate format that closely addresses the nature of the task.</p> |
| | 7–13 marks | <p>Candidates take decisions and select some appropriate information for the task. The project plan and outcome are implemented to an acceptable standard and consistent with the candidate's original plan.</p> <p>There is some evidence of appropriate changes to, or development of, the initial project plan or title or aims and objectives, with some reasons for any changes.</p> <p>Candidates show evidence of the use of a range of research skills and different sources, communicating their findings in an appropriate format that addresses the nature of the task.</p> |
| | 1–6 marks | <p>Candidates take few decisions and little appropriate information is selected for the task. The project plan and outcome are implemented in a limited way and the outcome is realised in a limited manner.</p> <p>There is little or no evidence of appropriate changes to, or development of, the initial project plan or title or aims and objectives.</p> <p>Candidates show limited evidence of the use of research skills and sources, communicating some of their findings in a format not always appropriate for the task.</p> |
| | 0 marks | No relevant response. |

| Assessment Objectives | Mark band | Assessment Criteria |
|---|------------|--|
| AO4 Review <ul style="list-style-type: none"> analyse project outcomes including peer evaluation communication skills present project outcomes in an appropriate format | 7–10 marks | <p>Detailed analysis of the strengths and weaknesses of the completed project, the planning, implementation and outcomes, and the candidate's own learning during the project. Clear understanding of the key issues relating to the outcome of the project.</p> <p>Material is consistently relevant, well-structured and appropriately presented. Candidates clearly communicate their findings and outcomes which are soundly based upon research evidence.</p> |
| | 4–6 marks | <p>Some analysis of the strengths and weaknesses of the completed project and the candidate's own learning during the project. Some understanding of the issues relating to the outcome of the project.</p> <p>Material is sometimes relevant, well-structured and appropriately presented. Candidates adequately communicate their findings and outcomes which are based on research evidence.</p> |
| | 1–3 marks | <p>Limited analysis of the strengths and weaknesses of the completed project and the candidate's own learning during the project.</p> <p>Material is not always relevant, well-structured and appropriately presented. Candidates communicate some of their findings and outcomes which are based on little research evidence.</p> |
| | 0 marks | No relevant response. |

2.5.3 Assessment Objectives (AOs)

All candidates are required to meet the following Assessment Objectives. The Assessment Objectives are weighted as indicated below:

| | Assessment Objectives | Weighting |
|-----|---|-----------|
| AO1 | Manage With appropriate guidance, select, plan and carry out an individual project or task or individual project or task within a group project, applying organisational skills and using a range of methods and resources, to achieve agreed objectives. | 20% |
| AO2 | Use Resources Research, collate and select information from a range of sources and apply in a relevant manner to achieve agreed objectives. | 20% |
| AO3 | Develop and Realise Select and use a range of skills, including appropriate technologies, working with others and problem solving to complete tasks and achieve agreed objectives. | 40% |
| AO4 | Review Analyse project outcomes and draw own conclusions. Communicate project outcomes, presenting evidence in an appropriate format. | 20% |

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2.5.4 Standardisation

AQA will hold standardising meetings. Centres entering candidates for the first time must send their Centre Coordinator to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of the projects agreed by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous examination.

Otherwise attendance is at the discretion of centres. At these meetings AQA will provide support in using the marking criteria.

Centre Coordinators must standardise marking within the centre to make sure that all candidates at the centre have been marked to the same standard. The Centre Coordinator should sign the Centre

Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation and moderation may involve:

- all supervisors assessing some trial pieces of work and identifying differences in marking standards;
- discussing any differences in marking at a training meeting for all supervisors;
- referring to reference and archive material such as previous work or examples from AQA's standardising meetings;
- sampling and appropriate adjustment by the Centre Coordinator

but other valid approaches are permissible.

Supervisors must show clearly how the marks have been awarded in relation to the marking criteria defined in the specification. This annotation will help

the moderator to see as precisely as possible where the supervisor considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation
- summative comments on the work, referencing precise sections in the work.

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms

provided or by Electronic Data interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

The centre must retain the work of all candidates, including Candidate Record Forms (CRFs), under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

2.5.5 Moderation

AQA's appointed moderators will normally carry out their work by post. Projects involving a performance will normally be moderated by the scrutiny of a video or DVD or digital recording. Where an artefact or artwork has been produced, moderation will take place using good quality digital recordings or photographic records. AQA reserves the right to visit schools/colleges by arrangement to sample stages of the project process, such as the project proposal or presentation stage, particularly where there has been a serious misinterpretation of the specific requirements and/or where the nature of projects previously agreed by a centre have been inappropriate.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it

may be necessary for the moderator to call for the work of other candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the project work including the CRF of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, we reserve the right to alter the order of merit.

The candidates' work will be returned to the centre after moderation has taken place. The centre will receive a report with, or soon after, the despatch of published results giving feedback on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

AQA reserves the right to retain some candidates' work for archiving or standardising purposes.

3 Integrating Personal, Learning and Thinking Skills, Functional Skills and Key Skills

3.1 Personal, Learning and Thinking Skills

The Higher Project Qualification provides significant opportunities for applying and developing Personal, Learning and Thinking Skills (PLTS). Achievement of the PLTS should be included, as appropriate, by the supervisor in the annotation of the project.

This list below is indicative of the way the Higher Project supports PLTS giving learners an opportunity to be:

Independent enquirers

- identifying questions to ask
- exploring issues
- analysing and evaluating information received
- supporting their conclusions using reasoned arguments based on evidence

Creative thinkers

- assimilating new experiences into previous learning
- planning their communications
- trying out alternative solutions

Reflective learners

- thinking about and reviewing their experiences and learning
- deciding on particular communications methods for a particular purpose
- assessing their performance and achievements in different areas
- inviting feedback from others, and dealing with praise and constructive criticism in a positive manner

Self-managers

- managing their own work
- organising their time and resources
- showing initiative and perseverance
- responding appropriately to change
- seeking advice and support when needed

Effective participants

- taking part in activities, such as discussing issues and trying to influence others
- participating in role play
- negotiating and weighing up diverse views
- persuasively presenting a case for action.

In the case of a project contributing to a group product learners may also demonstrate team working but such evidence will not form part of the submitted assessment evidence for individual achievements of the Higher Project Qualification.

Team workers

- communicating effectively within a team
- working with others to reach agreement on different issues.

3.2 Functional Skills

Depending on the project chosen by the learner, there may be opportunities for developing and generating evidence of the following Functional Skills at Level 2. Achievement of the Functional Skills should be included, as appropriate, by the supervisor in the annotation of the project.

Mathematics

- Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations
- Identify the situation or problem and the mathematical methods needed to tackle it
- Select and apply a range of mathematics to find solutions
- Use appropriate checking procedures and evaluate their effectiveness at each stage
- Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations

- Draw conclusions and provide mathematical justifications

English

Speaking and listening

- Make a range of contributions to discussions and make effective presentations in a wide range of contexts

Reading

- Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions

Writing

- Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively

ICT**Use ICT systems**

- Select, interact with and use ICT systems independently for a complex task to meet a variety of needs
- Use ICT to effectively plan work and evaluate the effectiveness of the ICT system used
- Manage information storage to enable efficient retrieval
- Follow and understand the need for safety and security practices
- Troubleshoot

Find and select information

- Select and use a variety of sources of information independently for a complex task
- Access, search for, select and use ICT-based information and evaluate its fitness for purpose

Develop, present and communicate information

- Enter, develop and format information independently to suit its meaning and purpose, including:
 - text and tables
 - images
 - numbers
 - graphs
 - records
- Bring together information to suit content and purpose
- Present information in ways that are fit for purpose and audience
- Evaluate the selection and use of ICT tools and facilities used to present information
- Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contacts lists

3.3 Key Skills

Achievement of the Key Skills should be included, as appropriate, by the supervisor in the annotation of the project. A Higher Project may, depending upon the topic, generate evidence of the following Key Skills.

Communication

- C2.1a
- C2.1b
- C2.2
- C2.3

Application of Number

- N2.1
- N2.2a
- N2.2b
- N2.2c
- N2.2d
- N2.3

Information Technology

- ICT2.1
- ICT2.2
- ICT2.3

The Key Skill of Communication is an intrinsic part of the presentation of the project.

There will also be opportunities for the acquisition and demonstration of ability in the wider Key Skills of:

Improving own learning and performance

- LP2.1
- LP2.2
- LP2.3

Problem solving

- PS2.1
- PS2.2
- PS2.3

Working with Others

In the case of a project contributing to a group product learners may also demonstrate working with others but such evidence will not form part of the submitted assessment evidence for individual achievement of the Higher Project Qualification.

Copies of the Key Skills Units may be downloaded from QCA's website:

http://qca.org.uk/qca_6455.aspx

4 Administration

4.1 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures.

If you are entering the Level 2 Higher Project Qualification as a free-standing qualification or as part of a Diploma course, you must use entry code 7302.

4.2 Private Candidates

This specification is not available to private candidates.

4.3 Access Arrangements and Special Consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for*

Adjustments in Examination GCE, AEA, GCSE, Entry Level & Key Skills. This is published on the JCQ website:

http://www.jcq.org.uk/access_arrangements/
or you can follow the link from our website
http://www.aqa.org.uk/admin/p_special_3.html

4.4 Language of the Assessment

We will provide this specification in English only.

4.5 Awarding Grades and Reporting Results

The Level 2 Higher Project Qualification will be graded on a four grade scale: A*, A, B, C. Candidates who fail to reach the minimum standard for grade C will be

recorded as U (unclassified) and will not receive a qualification certificate.

4.6 Re-sits and Shelf-life of Results

Candidates may re-sit this qualification any number of times within the shelf-life of the specification.

Candidates will be graded on the basis of the evidence submitted for assessment.

4.7 Supervision and Authentication of Coursework

In order to meet the requirements of the current *GCSE, GCE, GNVQ and AEA Code of Practice* and the Diploma operating rules published by Ofqual, AQA requires:

- **candidates** to sign the Candidate Record Form (CRF) page in the Production Log and Assessment Record to confirm that the work submitted is their own, and
- **supervisors** to confirm on the CRF page that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification.

The completed CRF for each learner must be included in the candidate's Log and Assessment Record. All supervisors who have assessed the work of any learner entered must sign the declaration of authentication. Failure to sign the authentication statement may delay the processing of the learner's result.

In centres where supervisors are familiar with candidates' work the supervisor should be sufficiently

aware of a learner's standard and level of work to appreciate if the project submitted is beyond the ability of the learner. Where this is not the case, Centre Coordinators should make sure that the project is completed under closer supervision. However, in all cases the initial planning, guidance, mid-term and final reviews will ensure that the supervisor is confident that the project is the candidate's own work. This will be recorded in the Production Log and Assessment Record.

If it is believed that a learner has received additional assistance and that this is acceptable within the guidelines for the specification, the supervisor should award a mark which represents the learner's unaided achievement. The authentication statement should be signed and information given on the relevant form.

If the supervisor is unable to sign the authentication statement for a particular candidate, then the learner's work cannot be accepted for assessment.

4.8 Malpractice

Centre Coordinators/Supervisors should inform candidates of the AQA Regulations concerning malpractice.

Learners must **not**:

- submit work which is not their own;
- lend work to other learners;
- allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other learners' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution;
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (e.g. disqualification from the qualification) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in projects is identified by a centre after the learner has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website: <http://www.jcq.org.uk/>

Malpractice in projects discovered prior to the learner signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the CRF in the Production Log and Assessment Record or other appropriate place.

Appendices

A Grade Descriptions

The following descriptions indicate the level of attainment characteristic of the given grade at Level 2. They give a general indication of the required learning outcomes at each specific grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The award will depend in practice upon the extent to which the candidate has met the Assessment Objectives (see Section 2.5.3) overall. Shortcomings in some aspects of the project may be balanced by a better performance in other aspects.

Grade A*

Candidates identify their project and produce well structured and well organised plans. There is clear evidence that they have responded effectively to guidance given. Candidates research, select, organise and use relevant information and use a range of suitable resources to good effect. Problems and issues are identified and conclusions drawn. Candidates select and use a range of skills, including, where appropriate, new technologies, to achieve good quality outcomes that realise the intentions of the project. They use communication skills to clearly present project outcomes and conclusions in an appropriate format with supporting evidence. In their analyses, candidates evaluate the project outcomes and their strengths and weaknesses in carrying out their project. They demonstrate through their responses to questions good knowledge of the topic area studied at this level.

Grade C

Candidates identify their project and produce plans that enable them to achieve most of their overall objectives. There is some evidence that candidates have responded to guidance given. Candidates research, select, organise and use information and partially exploit a range of resources. Some problems and issues are identified, some conclusions drawn, and the intended outcomes are partially realised. Elements of the project are generally well presented through the use of communication skills. In their analyses, candidates reflect on their project and on their strengths and weaknesses in carrying out the project. They demonstrate through their responses to questions basic knowledge of the topic area studied at this level.

B Spiritual, Moral, Ethical, Social, Cultural and other Issues

The Level 2 Higher Project provides learners with many opportunities to develop their understanding of moral, ethical, social and cultural issues. The skills of planning, self-management of learning, collecting and analysing data and reviewing and evaluating learning will enhance the learner's personal aspirations and career development.

European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification.

Avoidance of Bias

AQA has taken great care in the preparation of this specification to avoid bias of any kind.

C Overlaps with other Qualifications

The specification has been designed to allow maximum flexibility for centre and learners.

The subject content allows the opportunity for candidates to pursue integrated critical, practical or theoretical study within the context of a Level 2 Higher Project. There is some overlap in skills and/or subject content with GCSE courses. However the approach to, and the context of the skills and content in the specifications are distinctly different from those of GCSE courses.



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<http://events.aqa.org.uk/ebooking>

Further copies available from: AQA Logistics Centre, Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester M17 1EH

If you have questions about teaching or adopting this specification in your centre look at Ask-AQA at: www.aqa.org.uk/ask-aqa

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