

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

1 Introduction

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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 meetings for Project qualifications in its extensive programme of support meetings for new Diploma qualifications available for first teaching from September 2008. Subsequent meetings will be made available at reasonable cost. These support meetings explain the specification and suggest practical teaching strategies to help learners produce successful projects.

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

- **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.

- **AQA-City & Guilds – The Diploma**

AQA and City & Guilds are working together to deliver the Diploma across all 14 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

1.2 What is the Level 2 Project?

The Level 2 Project is a Level 2 qualification to be introduced from September 2008. It can be taken in two ways.

- **As a free-standing qualification.** Learners may choose to take the Level 2 Project Qualification as an extension from studies for other qualifications at Level 2, for example GCSE, VRQ, BTEC, other academic or vocational qualifications including Modern Apprenticeships. Alternatively the Level 2 Project Qualification may explore an area of personal interest or activity outside the main programme of study.
- **As part of a Diploma course.** The Level 2 Project is a compulsory part of the generic learning component of Diploma qualifications at Level 2. If taken as part of the Diploma, the project topic must either complement and develop the Principal Learning component of the Diploma or support the learner's progression and development.

Delivery of the Level 2 Project Qualification in centres will involve teaching of the relevant skills plus mentoring and supervision of the learner's progress. It will also involve independent work by the learner and will require in total up to 60 guided learning hours.

Learners will be required to:

- choose a topic
- draft a project title
- agree project aims and objectives
- plan, research and carry out the project
- provide evidence of all stages of project production
- deliver a presentation to a specified audience.

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

The learner will:

- with appropriate guidance select, plan and carry out an individual project or task (or individual project or task within a group), applying organisational skills and using a range of methods and resources, to achieve agreed objectives
- research, collate and select information from a range of sources and apply in a relevant manner to achieve agreed objectives
- select and use a range of skills, including appropriate technologies, working with others and problem solving to complete tasks and achieve agreed objectives
- analyse project outcomes and draw own conclusions. Communicate project outcomes, presenting evidence in an appropriate format.

1.4 What might be involved in a Level 2 Project?

Learners think of a project they may wish to carry out and discuss their ideas with their centre supervisor with appropriate support. Learners initially carry out some research to enable them to answer the questions in the Project Proposal Form. Once they have firmed up their project idea and decided the best format in which to present their project, they complete the Project Proposal Form. This is signed by both the learner and the supervisor and forms part of the evidence for assessment and moderation.

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 the Level 2 Project?
2. Does the title of the project and proposed action allow the learner to access the skills in the learning outcomes and assessment objectives, i.e. obtain, select and apply information, plan and carry out a project or task?
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?
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. If the Level 2 Project is part of a Diploma, does the project topic either complement and develop the Principal Learning component of the Diploma or support the learner's progression and development?

The Centre coordinator comments on the project proposal, approves the project without recommendations or makes recommendations or requests a resubmission of the Project Proposal Form. This form is then included in the Production Log.

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

- initial planning meeting between the learner and the supervisor
- the learner's outline plan at the beginning of the project
- mid-project review with the supervisor
- end-of-project review with the supervisor
- summary
- a record of the presentation
- the learner's reflection on the project and presentation.

The learners must carry out a presentation which should be for a non-specialist audience using media appropriate to the type of project. This could take the form of a group presentation in the case of a group project or a one-to-one presentation to the supervisor. The presentation must be supported by a question and answer session which is recorded in the Production Log.

The completed Production Log, the written report, the evidence and the presentation are assessed together by the centre at the end of the process.

2 Teaching, Supervising and Assessing the Project

The Level 2 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 by the learner's supervisor, monitored by the Centre coordinator and internally assessed by the centre.

2.1 Aims

The Level 2 Project offers opportunities for learners to:

- develop 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 Teaching the Level 2 Project

The Level 2 Project Qualification will require teaching of the necessary skills. It is expected that up to half of the total available time i.e. 30 guided learning hours, will be spent on teaching. The remaining time is allocated for the learner's independent work and the individual supervision and guidance documented in the Production Log. Teaching of the skills for the Level 2 Project should be determined by the supervisor as appropriate to the needs of the learner and their chosen project. It is likely to include:

- the general structure of a Level 2 Project and its component parts
- the range of ways in which a Level 2 Project can be carried out
- how choosing a specific activity or project or research task will determine specific methods of working, the nature of what is produced and the range of final evidence that may be produced
- how a group task differs from one undertaken alone
- the need to develop an understanding of how to access and use effectively a range of primary and secondary resources
- appropriate ICT skills and other Functional Skills (see Section 3.2) in regard to the project and the completion of the Production Log
- an awareness of restrictions in regard to what can be undertaken i.e. health and safety issues, ethical issues and how to deal with controversial issues
- an ability to understand and develop task management skills including time-management, pre-research planning, structuring and amending work when problems and issues arise
- the development of inter-personal skills that enable candidates to relate to and work with others in a range of contexts
- presentational skills so that candidates can confidently present their work to an audience
- Personal, Learning and Thinking Skills and Key Skills (see Section 3).

2.3 Supervising the Learners

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 section in the Project Proposal Form for each learner
- meet with each learner to discuss the learner's initial idea and how they intend to develop the project
- carry out a mid-term review with each learner
- carry out an end-of-project review with each learner
- confirm that a presentation by each learner took place
- endorse each learner's Production Log by signing the front page.

2.4 Assessing the Level 2 Project

2.4.1 Assessment Evidence

The evidence for assessment will comprise the following:

- the completed Production Log including the Project Proposal Form
- a written report
- evidence, as appropriate, depending on the topic or subject area chosen e.g. an artefact or recording of a performance
- the presentation.

Completed Production Log

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

The Production Log will contain a record of the following:

- initial idea and outline plan for the project (completed by learner)
- record of research carried out and resources used (completed by learner with supervisor confirmation)
- record of advice and support offered (completed by supervisor) and action taken as a result (completed by learner)
- relationship of project to main areas of study (completed by learner with supervisor confirmation)
- note of any changes made to plan and reasons for the change (completed by learner)
- a record of the presentation completed by the learner with supervisor confirmation
- reflection on the process of producing the project (completed by learner).

All substantive advice and support given to the learners should be recorded in the Production Log.

Appropriate Evidence

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.

Written Report

All learners must submit a written report for assessment 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 an investigation, extended essay or report. Projects where the majority of the evidence is provided in other formats should include a short report or record of work undertaken which is at least 500 words.

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

- sources of and range of information accessed
- details of the range of skills used including, where appropriate, new technologies and/or access to e-learning materials
- historical or other research
- details of the design, knowledge, understanding and skills used to complete the tasks or activities of the project, eg an experiment, a construction, a performance or research interviews
- a conclusion to include an evaluation of the outcomes of the project, an evaluation of own performance of learning and decision-making.

Any written record of the task or activities should be of sufficient length to explore the issues, use an appropriate terminology, style and form of writing.

Presentation

The presentation should be for a non-specialist audience and use media appropriate to the type of project. The presentation could take the form of a verbal or written presentation and may involve the use of flipcharts, posters, OHP transparencies, PowerPoint or short excerpts of video material. This could take the form of a group presentation, in the case of a group project, or a one-to-one presentation to the supervisor. The presentation should be supported by answers to any questions from supervisors.

Group Work

If a learner's project contributes to, or is part of, 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 written reports which detail their own contribution to the group project.

Evidence presented for assessment must show how individual learners have met the assessment objectives and performance criteria.

2.4.2 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 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 most of the criteria given in the appropriate level descriptor for the lowest available mark at that level. Higher marks at each level should be used where work is judged to meet the criteria readily, consistently and across different elements of the project.

For example a candidate who does not reach 3 marks but who has made a creditworthy attempt should be given 2 marks for that objective. The zero mark band should be awarded in the event of a candidate failing to demonstrate any achievement in the objective at Level 2.

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 limited evidence of monitoring progress of project work against the agreed project plan.</p>
	0 marks	No relevant response.
AO2 Use resources <ul style="list-style-type: none"> research, collate data and select relevant information from a variety of sources 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 sources.</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 sources.</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
<p data-bbox="212 465 469 533">AO3 Develop and Realise</p> <ul data-bbox="212 555 544 801" 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 	<p data-bbox="619 450 727 517">14 – 20 marks</p>	<p data-bbox="831 450 1377 595">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 data-bbox="831 607 1350 696">There is clear evidence of changes to the initial project plan or title or aims and objectives, with clear and appropriate reasons for any changes.</p> <p data-bbox="831 707 1366 853">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>
	<p data-bbox="619 898 711 965">7 – 13 marks</p>	<p data-bbox="831 898 1310 954">Candidates take decisions and select some appropriate information for the task.</p> <p data-bbox="831 954 1382 1043">The project plan and outcome are implemented to an acceptable standard and consistent with the candidate's original plan.</p> <p data-bbox="831 1055 1350 1144">There is some evidence of changes to the initial project plan or title or aims and objectives, with some reasons for any changes.</p> <p data-bbox="831 1155 1342 1267">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>
	<p data-bbox="619 1317 711 1384">1 – 6 marks</p>	<p data-bbox="831 1317 1350 1462">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 data-bbox="831 1473 1350 1529">There is little or no evidence of changes to the initial project plan or title or aims and objectives.</p> <p data-bbox="831 1541 1382 1664">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>
	<p data-bbox="619 1709 735 1742">0 marks</p>	<p data-bbox="831 1709 1070 1742">No relevant response.</p>

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 or appropriately presented. Candidates communicate some of their findings and outcomes which are based on little research evidence.</p>
	0 marks	No relevant response.

2.4.3 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	<p>Manage</p> <p>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.</p>	20%
AO2	<p>Use Resources</p> <p>Research, collate and select information from a range of sources and apply in a relevant manner to achieve agreed objectives.</p>	20%
AO3	<p>Develop and Realise</p> <p>Select and use a range of skills, including appropriate technologies, working with others and problem solving to complete tasks and achieve agreed objectives.</p>	40%
AO4	<p>Review</p> <p>Analyse project outcomes and draw own conclusions. Communicate project outcomes, presenting evidence in an appropriate format.</p>	20%

2.4.4 Standardisation

AQA will hold standardising meetings for teachers. Centres entering candidates for the first time must send a representative 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 developing appropriate projects and in using the marking criteria.

Centres must standardise marking within the centre to make sure that all candidates at the centre have been

marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some trial pieces of work and identifying differences in marking standards;
- discussing any differences in marking at a training meeting for all teachers involved in the assessment;
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings;

but other valid approaches are permissible.

Internal assessors 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 teacher 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 for example in performance notes, production commentary or written texts;
- summative comments on the work, referencing precise sections in the work, performance or activity.

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, with Candidate Record Forms (CRFs) attached, 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.

2.4.5 Moderation

AQA's appointed moderators will normally carry out their work by post. Projects involving a performance should be indicated on the Project Proposal Form and will be moderated either by visit or by the scrutiny of a video or DVD recording. Where visits are arranged, they will be negotiated on an individual centre basis and to the mutual convenience of centres and AQA. Visits will take place towards the end of the course. Alternatively, where an artefact or artwork has been produced, moderation will take place using good quality digital recordings or photographic records which may form part of an e-portfolio.

Where candidates produce a performance and a moderation visit is not arranged, a video or DVD recording must be submitted for moderation.

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 coursework and 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 Level 2 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 internal assessor in the annotation of the project.

This list below is indicative of the way the Level 2 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 participators

- 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 group projects students may also demonstrate team working:

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 internal assessor in the annotation of the project.

Mathematics

- Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine
- Identify and obtain necessary information to tackle the problem
- Select and apply mathematics in an organised way to find solutions to practical problems for different purposes
- Use appropriate checking procedures at each stage
- Interpret and communicate solutions to practical

problems, drawing simple conclusions and giving explanations

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 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, independently, 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 internal assessor in the annotation of the project. A Level 2 Project may 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

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

Working with others

- WO2.1
- WO2.2
- WO2.3

Improving own learning and performance

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

Problem solving

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

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

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 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 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 work 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 QCA, AQA requires:

- **candidates** to sign the Candidate Record Form (CRF) to confirm that the work submitted is their own, and
- **teachers/supervisors** to confirm on the CRF 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 candidate must be attached to the candidate's work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication. Failure to sign the authentication statement may delay the processing of the candidate's result.

In centres where teachers are familiar with candidates' work the teacher should be sufficiently aware of a candidate's standard and level of work to appreciate

if the project submitted is beyond the ability of the candidate. Where this is not the case, teachers should make sure that the project is completed under close 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 all be recorded in the Production Log.

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

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

4.8 Malpractice

Teachers/supervisors should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates 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 candidates' 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 (eg disqualification from the examination) 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 candidate 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 candidate 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 candidate's own must be recorded on the project cover sheet or other appropriate place.

Appendices

A Grade Descriptions

The following award 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 level. 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 2.4.3) overall. Shortcomings in some aspects of the project may be balanced by a better performance in other aspects.

Grade A

Candidates plan and produce well-structured organised projects. There is clear evidence of how the advice given by the supervisor has been used. The candidates use a wide range of suitable resources to good effect. Problems and issues are identified with conclusions drawn and the intended outcome of the project is realised. The project is clearly presented. In their analyses, candidates reflect on the nature and outcomes of their projects and on their strengths and weaknesses in carrying out their projects.

Grade C

The plan is sufficient to enable candidates to achieve most of their overall objectives. There is evidence of how candidates have used the advice given by their supervisors. The range of resources that candidates used may be limited and not fully exploited. Some problems and issues are identified and some conclusions drawn. The intended outcome may be only partially realised. Candidates have produced projects but may not have developed the material fully. Elements of the projects are generally well presented. In their analyses, candidates reflect upon their projects and on their strengths and weaknesses in carrying out their projects.

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

The Level 2 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.

Avoidance of Bias

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

European Dimension

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

C Overlaps with other Qualifications

The specification has been designed to allow maximum flexibility for centres 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 project. There is some overlap in skills and/or subject content with GCSE courses. However the approach to, and context of the skills and/or content in the specifications are distinctly different from that 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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