



Principal Examiner Report

January 2016

Pearson Edexcel Extended Projects
Qualification
in Performance (P201) Paper 1

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Foundation Projects Qualification (P101)

Suitability of work submitted

Majority of Foundation projects seen this series were in the form of written reports. It was pleasing to see a variety of topics at this level. Guidance given by centers to learners was clear and constructive.

Learner Performance

The Level 1 Foundation Project qualification requires learners to select and plan a project. Learners are required to record the activities that they undertake during the project, obtain information from a range of sources, apply the information to the project and present this information in an appropriate format. Learners also need to review their project and their own performance.

For assessment objective 1, all learners were able to select a suitable project topic. Better projects identified a question or design brief and went on to plan the intended project outcomes. Project Proposal Forms were completed with clear timescales and resources required however, the completion of mile stones was also limited. Centre assessors are advised to ensure these sections of the Project Proposal Form are fully completed. Activity logs were detailed and included in all the work sampled at this level.

Majority of the projects seen this series provided a clear rational for the choice of their project. Learners should be encouraged to include the full range of resources required for the project. Signing off milestones confirming the scope of the project was much better evidenced this series.

Evidence for assessment objective 2, learners was able to demonstrate some ability to obtain information, although, in the weaker learners' work, this was not always relevant to the project title.

The marking grid distinguishes between the 'range of sources' and 'types of information'. Centres are advised that the weaker learners are likely to rely on one type of information even if they use a range of sources and will, therefore attract marks in mark band one.

Assessment objective 3 has the highest weighting of marks for the Foundation Project. Learners performed better compared to last series. Evidence submitted for this assessment objective clearly supported centre assessment for assessment objective.

Assessment objective 4, learners are required to generate a review of the project. Performance in this assessment objective was slightly better than last series. Learners reflected on the objectives in the Project Proposal Form, allowing scope to fully develop the review, including giving clear ideas for follow up work to access the full range of marks in the assessment grid.

Assessment

Overall, centres' demonstrated a better level of understanding of the assessment requirements. Assessors are advised to check and refer to the assessment grid for the evidence requirements of each mark band before awarding marks against the evidence submitted by each learner.

A majority of centres used the correct teacher assessment form to give feedback to the learners and to annotate the marks awarded for each assessment objective. However, the annotation of the evidence was sometimes limited. Centre assessors are advised to clearly indicate the achievement of evidence with the assessment objective and mark band. Marks for independence were much better evidenced this series.

Best assessment practice was evident where centres implemented internal verification of assessment to ensure that marks awarded to the learners were supported by the evidence provided by the learners. This was particularly important where more than one assessor was involved in the delivery and assessment of the qualification.

Centre Performance

The required number of Project samples was submitted by centres in this series. All of centres used the correct Project documentation. Annotation of the evidence submitted by learners was focused for each Assessment Objective.

