PEARSON Edexcel

Moderators' Report/ Principal Moderator Feedback

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Pearson Edexcel GCSE
Extended Projects Qualification
in Performance (P101) Paper 01

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P101 Level 1 Foundation Project

Suitability of work submitted
Foundation projects seen this series were in the form of either a written report or artifacts. It was pleasing to see a variety of topics at this level. Centers used appropriate documentation to support achievement and assessment of each Assessment Objective.

Student Performance
The Level 1 Foundation Project qualification requires Students to select and plan a project. Students 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. Students also need to review their project and their own performance.

For assessment objective 1, all Students 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 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.

Projects seen this series provided a clear rational for the choice of their project. Students should be encouraged to include the full range of resources required for the project. Signing off milestones confirming the scope of the project was deemed to be limited this series.

Assessment objective 2, requires Students to demonstrate some ability to obtain information, this element was evidence well presented in the better portfolios. However, in the weaker Portfolios, this was not always relevant to the project title.

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

Assessment objective 4, Students are required to generate a review of the project. Performance in this assessment objective was slightly better than last series. Students 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, Centers' 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 Student.

Centers used the correct teacher assessment form to give feedback to the Students and to annotate the marks awarded for each assessment objective. However, the annotation of the evidence was sometimes limited. 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 Students were supported by the evidence provided by the Students. 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 Centres sampled this series used the correct Project documentation. Annotation of the evidence submitted by Students was focused for each Assessment Objective.