

2935-301

Extended Project

Principal Moderator's Report – 2023

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For external use



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1. Introduction

The purpose of this document is to provide centres with feedback on the performance of candidates for the 2935-301 Extended Project at Level 3.

This document has been prepared by the Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for completing the 2935 Level 3 Project.

This report provides general commentary on candidate performance in the synoptic assignment. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2023 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

This report covers the period from September 2022 to June 2023.

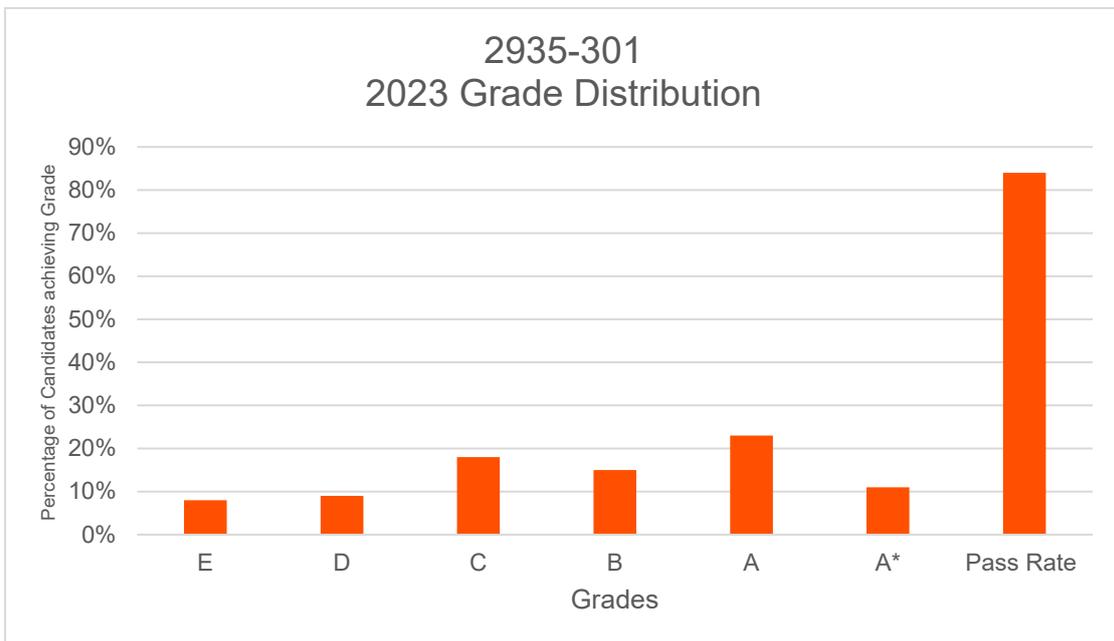
A high number of candidates continue to be successful, with good performance across the grades (A*-E).

2. Grade Distribution

2935-03 Extended Project

| Total marks available | 50 |
|-----------------------|----|
| A* | 45 |
| A | 40 |
| B | 35 |
| C | 30 |
| D | 25 |
| E | 20 |

The grade distribution for this qualification is shown below:



2.1. Principal Moderator's Commentary

General

A good range of project titles were seen in submissions this year. The majority of candidates selected to complete a significant piece of research in an area in which they were interested, rather than choosing to produce an artefact with a supporting essay. Centre supervisors must make sure that, when approving candidates' Extended Projects, they have the potential to give the candidate sufficient challenge, depth and breadth expected of a Level 3 qualification to warrant the attached UCAS points and to support the candidates' progress into higher education or industry.

In a few centres, the project topic areas appeared very similar across their own cohort. Centres should note that the project should be independently selected, relate to the candidates' main area of study, but should not use any evidence produced or used for their main qualification. Overall, the project titles were good, well developed and there were opportunities for personal development through the project process.

Occasionally, there appeared to be a delay in the presentations being carried out. This had an impact on the candidates' time to evaluate the process and a delay in uploading of the evidence to the Moderation Portal. It was evident that those candidates that used a range of management tools were more likely to give suitable attention to detail in their work, especially in the presentation and in their reflections of the project process.

Many candidates showed structure to their project, including only relevant evidence, and centre staff generally carried out relevant and timely reviews that supported the candidates' journey. In the better cases, the guidance given by centre staff was clear and included suggestions for the candidate to consider, resulting in better overall project outcomes.

The weakest area of the project carried out by candidates, in general, was the presentation task. However, there were some very well produced presentations where it was clear the candidate had thoroughly prepared and rehearsed before presenting. Some candidates were reluctant to respond to questions, asked at the end of the presentation.

The weaker presentations seen in this year's cohort had often filled slides with images and text, and read through them as their presentation.

Some candidates used a glossary of terms and useful definitions of acronyms used in the report but there were some candidates that missed this valuable addition. When candidates included these items, where highly technical language had been used, this made the reading of the reports more coherent.

All candidates used the Production Log to structure their work and only included relevant evidence in their final submission. In most cases, centre staff had conducted relevant and timely reviews to support and facilitate the candidates' projects. Where the supervisor had given clear and detailed commentary, this led to better overall projects.

A small minority of centres were late in the submission of their work to the portal, thereby making it difficult to allow moderation to take place quickly. The time available is constrained and centres must make sure that evidence is uploaded in a timely manner.

Marking grids

The majority of the markers used the marking grid effectively with most of the marks given being reflective of the marker's commentary. The marks given in these grids should also be reflective of the annotations in the candidates' evidence and reviews given by centre staff during the process.

2.2 Assessment Objectives

AO1 Manage

All candidates had used the correct Production Log to record evidence of their project journey, however, there was a variance in the quality of the content within it. Some candidates enhanced the planning process with the use of relevant planning/management tools eg: Gantt charts and/or risk assessments to enable timely completion. In the best projects seen in this series, the aims and objectives were concise and clearly related to the expected outcome.

AO2 Use of Resources

There is an expectation that candidates at this level will have been taught how to reference their sources academically by the use of a bibliography *and* within the body of their report/essay. There were some unconventional referencing systems seen. It is important for centres to develop this skill in candidates to prepare those progressing to higher education.

As has been noted in previous series, there is an increasing reliance on resources found online. Candidates should be encouraged to use other, additional forms of primary and secondary research using physical resources and personal interaction. Such skills are valuable were candidates to progress to higher education or employment.

AO3 Develop and Realise

The majority of candidates chose a 5,000-word report for their project evidence, even though it was evident in the write-up that they had created an artifact/item. For some candidates it can be more appropriate, depending on the project, to produce an artifact with a supporting essay, with reduced word count to that of the main report.

Many of the reports submitted were well structured, in a logical sequence and concluded with findings and evaluations.

AO4 Review

Most candidates made an attempt to review and evaluate as directed in the Production Log. Some candidates struggled to reflect on their own performance and the outcome of the project against their initial aim.

Some candidate reviews showed detailed reflections that recognised both strengths and weaknesses of their choice or project and their performance throughout the journey.

3. Best Practice for Centres

The majority of centres submitted onto the moderation portal by the deadline. However, there were still concerns around late submission, and with evidence being completed by candidates and centres after the upload deadline had passed. Good use of file names for the evidence that was uploaded aided the moderation process.

In the best submissions, there was evidence of marker standardisation and IQA activity. It is important that centres are aware of the need to provide this evidence.

In general, most candidates appeared to have had access to a range of relevant resources and had been given sufficient time to complete their projects.

In some Production Logs, it was clearly stated what levels of support and specialist tuition had been given to candidates, this is good practice.

Best practice seen by most centres is the detailed written justifications for marks given. These comments are holistic and draw conclusions from across the whole time on the project.