

**2935-301**

## **Extended Project**

### **Principal Moderator's Report – 2024**

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For external use



## Document revision history

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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 submitted projects in the 2024 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

This report covers the period from September 2023 to June 2024.

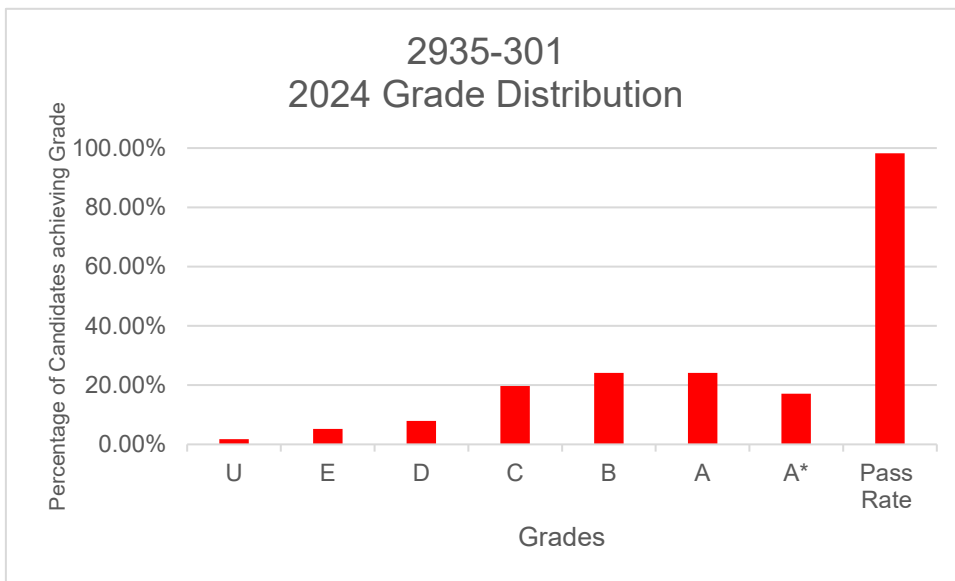
A high number of candidates continue to be successful, with good performance across the grades (A\* - E).

## 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

Project titles across the cohort this year covered a wide range of topic areas. Most candidates used substantial research on their chosen topic to produce a written report in an academic format. A few candidates selected to produce an artefact, with some of those also producing the mandatory essay that is required in addition to the artefact. It is the responsibility of centre supervisors to review and approve Extended Projects to ensure the topic has the focus and capacity to give candidates sufficient challenge, depth and breadth expected of a Level 3 qualification.

In some centres, project topic areas are seen to be very similar across the centre's cohort. Candidates should be given the scope to independently select the focus of their own Extended Project that is linked to their main area of study. Candidates should not use any evidence produced or used for their main qualification. Most project titles seen this year were good, well developed and enabled opportunities for personal development through the project process. Occasionally, some project titles were very broad and inhibited the candidates from having a main focus to their research and report writing.

Most candidates used a range of project management tools including a Gantt chart, diary/log and research from different sources. Candidates with detailed planning often produced coherent and logical reports/essays/artefacts and their evaluation of the project was well structured, with good reflective commentary.

Most candidates produced a project that was well structured, used required documentation, included relevant evidence, and the reviews from centre staff were mainly meaningful and relevant, aiding the candidates' through the project process. The guidance given by some centre staff was unclear and in some cases absent, this had an impact on the candidate outcomes.

Project presentations carried out by candidates have improved from the previous cohort. Most presentations included an evaluation or reflection of what had been learnt from carrying out the Extended Project. The majority of candidate presentations used PowerPoint as their medium and some centres included valuable recordings of the presentations, making the allocation of marks more transparent. According to centre feedback comments, some candidates were not as well prepared or rehearsed as they could have been. IT software can be used to rehearse the candidates' presentation skills, reflective of expectations in higher education or a business environment.

Q&A sessions at the end of the presentations were often used and this showed a good measure between the different levels of candidates. The stronger ones were able to fully respond to the questions asked whereas lower-scoring candidates struggled to add further information to that which was already in the presentation.

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

All candidates used the Production Log to show their journey through the project process and included a declaration of their own work. A small number of candidates' evidence was submitted late onto the portal, thereby slightly delaying the moderation process. 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 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, the quality of the content varied across the cohort. Some candidates supported their planning process with the use of well-produced planning/management tools, such as Gantt charts and/or risk assessments that supported timely completion. In the higher-marked projects, the project titles were succinct, allowing aims and objectives to be clearly related to the expected outcome.

### **AO2 Use of Resources**

It is expected that candidates will have been taught the skill of academically referencing their research sources in the form of formal citations and a bibliography. 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 to candidates who are likely to progress to higher education or employment.

### **AO3 Develop and Realise**

The majority of candidates chose a research report for their project evidence, however some reports fell short of the required 5,000 words. Some candidates opted to produce an artefact with a supporting essay, with reduced word count to that of the main report. Some candidates' supporting essays were also under the word count required.

Mostly, 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 their project, 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 of project and their performance throughout the journey.

### **3. Best Practice for Centres**

The majority of centres submitted to the moderation portal by the deadline. However, there were still concerns around late submission, 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 a few Production Logs, it could be seen what support and project preparation had been carried out with candidates prior to them starting the Extended Project. This is good practice.

Best practice of standardisation and IQA activities was seen in some submissions where centres included working documents/feedback to markers. This included specifics of what evidence had been used/sampled, together with details of the actions to be taken for the remaining cohort. Most centres amended the marks in the Production Log and all centres' marks entered on the Moderation Portal reflected the mark on these logs.

Most centres gave individualised, detailed written justifications for marks given. These comments were holistic and drew conclusions from across the full project journey.

Many candidates appeared to have had access to a range of relevant resources and had been given sufficient time to complete their projects, however, primary and secondary sources were not seen across the whole cohort.

The general increasing use of AI (Artificial Intelligence) and the added risk of plagiarism requires centre markers and IQAs to utilise available proofchecking tools to ensure that candidates are rewarded for their own work.