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Moderators' Report/ Principal Moderator Feedback

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Pearson Edexcel Foundation Projects
Qualification (P101)
Paper 01

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Suitability of work submitted

Projects completed by learners at this level were mainly artifacts which enabled learners to access a range of marks across the assessment objectives. It was pleasing to see a variety of topics at this level. Centres used appropriate documentation to support achievement and assessment of each Assessment Objective.

Learner Performance

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.

Assessment objective 1, Project Proposal and Activity logs were well evidenced this series, majority of the learners' accessed marks across the range of mark bands, with many of the learners' achieving marks in MB2. Projects seen this series provided a clear rationale for the choice of projects. Signing off milestones confirming the scope of the project was deemed to be limited in some of the projects sampled this series.

Assessment objective 2, requires learners to demonstrate some ability to obtain information. This learning objective was evidenced well; many Learners submitted evidence of a Bibliography, referencing the sources used in the project and clear information was included about any non-documentary information sources that were used.

Assessment objective 3 is the highest weighted, learners accessed majority of the project marks from this Assessment Objective. Ideas for the project were developed in a way that showed understanding of the topic, most of the projects were sufficiently clear and information was clearly set out in a structured format.

Assessment objective 4, learners are required to generate a review of the project. Learners included generic reviews and tended to focus more on making improvements to the project. Little focus was given to the success of the project and how they met or didn't meet the project objectives. There was also a lack of evidence of the skills and knowledge developed during the project at this level.

Assessment

Overall, centres demonstrated a better level of understanding of the assessment requirements for learning objectives 1,2 and 3. Assessors are advised to refer to the assessment grid for the evidence requirements for Learning objective 4 and for each

of the mark bands before awarding marks against the evidence submitted by learners.

Marks for independence were better indicated on student feedback, majority of learners were able to access +1 mark for independence and this reflected the evidence submitted by learners.

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.

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

All centres sampled this series used the correct Project documentation. Annotation of the evidence submitted by learners was focused for each Assessment Objective. It would benefit the moderation process if centres uploaded one folder with all the required documents.

