

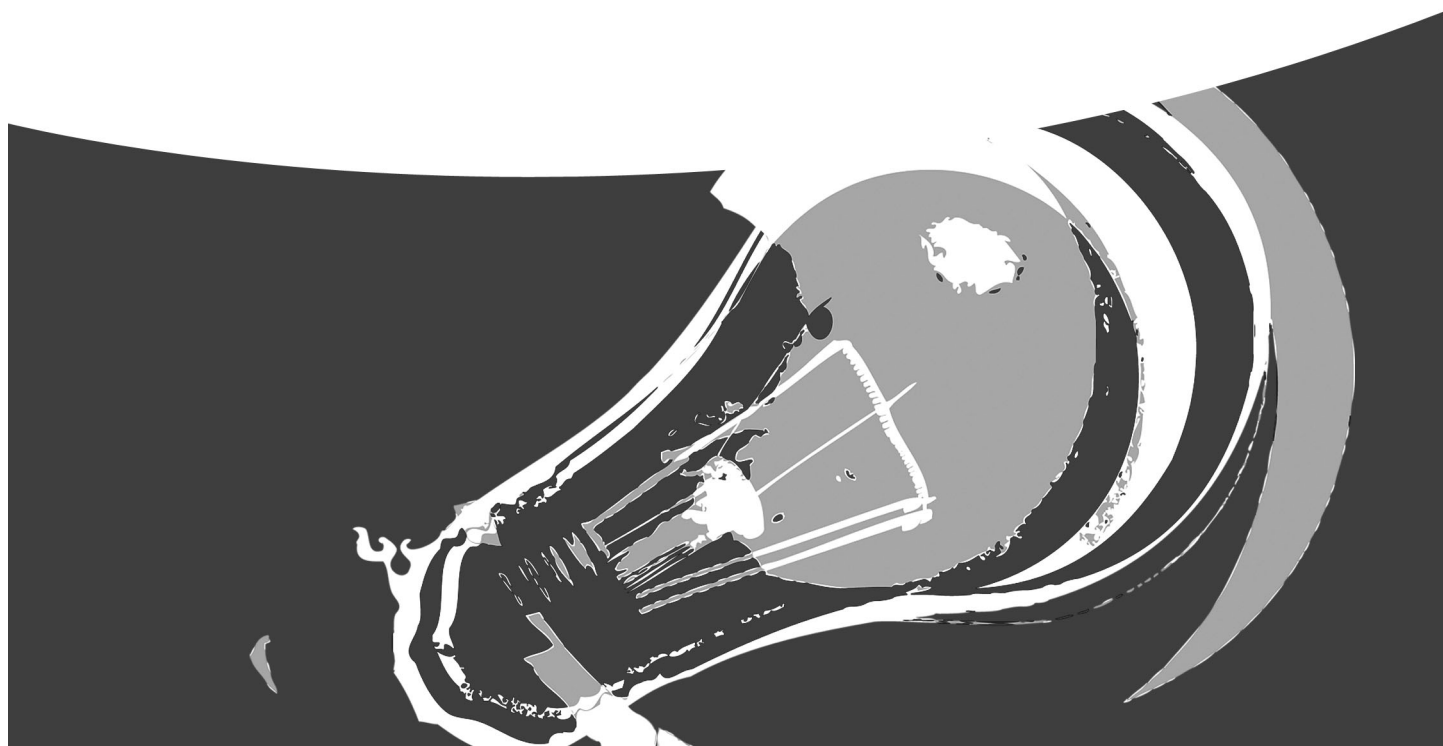


# Teacher Resource Bank

Project Qualification

Level 1 & 2

Standardisation Presentation

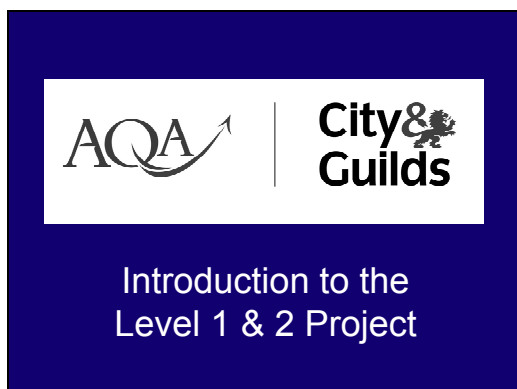


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*Dr Michael Cresswell*, Director General.

Slide 1



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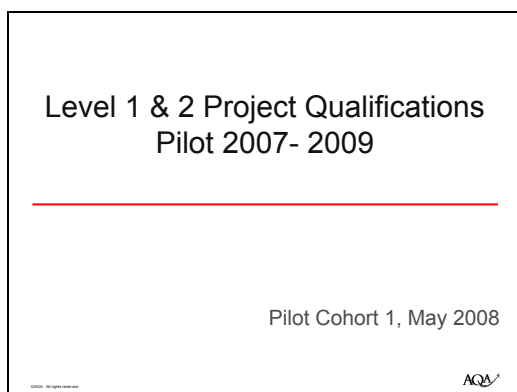
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Slide 2



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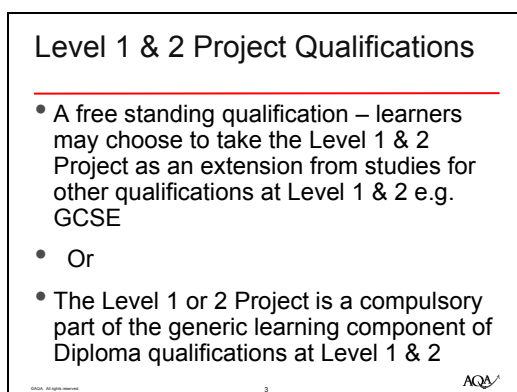
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Slide 3



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Slide 4

**Level 1 & 2 Project Qualifications**

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- The Level 1 & 2 Project will require up to 60 guided learning hours, of which half will be spent on teaching and half on independent work by the learner.
- Examples of skills that might be taught are on page 8 of the Specification. They include, for example, presentational skills, use of appropriate ICT or developing time management skills.

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Slide 5

**Grading**

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- Level 1 – A\* A B
- Level 2 – A\* A B C

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Slide 6

**Length of Report**

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- Level 1 – between 250 and 1000 words
- Level 2 – between 500 and 2000 words
- Shorter length if supporting formats other than written. Greater length if solely written format.

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Slide 7

Learners have to:

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- choose a topic
- draft a project title
- agree project aims and objectives
- plan, research and carry out the project
- provide evidence of all stages of project production
- deliver a presentation to a specified audience

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Slide 8

Learners have a significant input at Level 1

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- select, plan and carry out a project or task, applying organizational skills
- obtain and select information from a range of sources and apply in a relevant manner
- select and use a range of skills, including appropriate technologies and working with others to achieve agreed outcomes
- communicate project outcomes, presenting evidence in an appropriate format

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Slide 9

Learners have a significant input at Level 2

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- As for Level 1 with the addition of :
- using a range of methods and resources
- research and collate .. as well as select
- problem solving .. as well as working with others
- analyse project outcomes and draw own conclusions

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Slide 10

Checklist for the approval of titles

- Is the topic to be researched or activity/task to be carried out suitable for Levels 1 and 2?
- Does the title of the project and proposed action allow the learner to access the skills in the learning outcomes and assessment objectives –i.e. obtain, select, and apply information, plan and carry out a project or task?

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Slide 11

Level 1 & 2 Project Qualifications

- Are the title and proposed action clear and focused on an issue which can be managed within the timescale, available resources and word total?
- Do the title and proposed action indicate that the learner will be capable of investigating and researching the topic or carrying out the activity/task independently?

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Slide 12

Level 1 & 2 Project Qualifications

- Is there a danger that the candidate will be unable to approach the project impartially and in a balanced way?
- Is the learner likely to face difficulties understanding the themes and issues associated with the project topic?

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Slide 13

**Project Proposal Form**

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- be based on a topic chosen by the learner(s) and agreed in advance by AQA
- be based on a topic which has the potential to provide the learner with opportunities to meet all the assessment objectives
- include tasks and/or activities through which to demonstrate project skills

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Slide 14

**Adviser response to proposal**

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- Accepted
- Accepted subject to the implementation of the adviser's recommendations
- Resubmission required

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Slide 15

**The Production Log**

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- Essential element in overall qualification assessment
- Will include :
  - initial idea and outline plan – learner
  - record of research and resources used – learner: supervisor confirms
  - record of advice and support offered – supervisor and action taken - learner

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Slide 16

**The Production Log**

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- 
- relationship of project to main areas of study – learner and supervisor confirms
- note of any changes made to plan and reasons – learner
- record of presentation – learner and supervisor confirms
- reflection on process of producing project - learner

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Slide 17

**Appropriate Evidence**

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- Evidence can be in any form appropriate to the type of project undertaken and may include :
- written report
- artefact, model or construction
- CD/video/DVD of performances or activities

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Slide 18

**Appropriate Evidence?**

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- an audiotape/multimedia presentation
- journal of activities or events
- slide or Powerpoint presentation
- photographic record of the project

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Slide 19

**Presentation**

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- Should be for a non specialist audience
- Use appropriate media
- Could take form of verbal or written presentation or may include flipcharts, posters, OHP transparencies, Powerpoint or short excerpts of video material

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Slide 20

**Presentation**

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- Could be group presentation, or one-to-one presentation to supervisor
- Should be supported by answers to questions from supervisor

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Slide 21

**Co-ordinating the Levels 1 and 2 Project Qualification**

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- Supervisor -The role of the Level 1 and 2 Project supervisor is a new one. The Supervisor:
- acts as mentor, research supervisor, skills teacher or teaching provider, facilitator, assessor.
- agrees project title and proposal and completes supervisor's section on Project Proposal Form.

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Slide 22

**Supervisor**

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- meets with learner to discuss initial idea and how they intend to develop project
- carries out mid term and end of project reviews with learner
- confirms presentation took place
- endorses Production Log by signing front page

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Slide 23

**Centre Co-ordinator Role**

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- which members of staff to involve, based on enthusiasm, experience, time commitment
- monitoring/mentoring role
- liaison with AQA and with moderator
- standardising assessments
- administration

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Slide 24

**Basic Requirements**

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- Production Log/Journal
  - +
- Project
  - +
- Presentation

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Slide 25

### Assessment Objectives

- AO1 Manage 20%
  - Identify, design, plan, and complete the individual project or task within a group project, applying organisational skills and strategies to meet stated objectives
- AO2 Use Resources/Research 20%
  - Obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of their topic

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Slide 26

### Assessment Objectives

- AO3 Develop and Realise 40%
  - Select and use a range of skills including new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve planned outcomes
- AO4 Review 20%
  - Evaluate outcomes including own learning and performance. Select and use a range of communication skills and media to convey and present evidenced outcomes and conclusions

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Slide 27

### Criterion AO1 Manage

- identify the topic
- identify project aims and objectives
- produce project plan
- complete the work

7 – 10 marks	Clear identification of the topic to be investigated/ researched and clear evidence of appropriate aims and objectives, and proposed project title. Detailed project plan, with clear evidence of monitoring progress of project work against the project plan.
4 – 6 marks	Some identification of the topic to be investigated/ researched and some evidence of appropriate aims and objectives, and proposed project title. Project plan, with some evidence of monitoring progress of project work against the project plan.
1 – 3 marks	Limited identification of the topic to be investigated/ researched and limited evidence of appropriate aims and objectives, and proposed project title. Brief project plan, with little evidence of monitoring progress of project work against the project plan.
0	No relevant response

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Slide 28

### Criterion AO2 Use resources/research

- obtain and select information from a variety of sources
- analyse data
- apply information relevantly
- demonstrate understanding of appropriate links

7 – 10 marks	Evidence of detailed research involving the selection and evaluation of a wide range of relevant sources. Critical analysis and application of the research, with clear links made to appropriate theories and concepts.
4 – 6 marks	Evidence of some research involving the selection and evaluation of a range of relevant sources. Some analysis and application of the research, with links made to appropriate theories and concepts.
1 – 3 marks	Evidence of limited research involving limited selection and evaluation of sources. Little or no analysis and application of the research, with few links made to appropriate theories and concepts.
0	No relevant response

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
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Slide 29

### AO3 Develop and Realise

- problem-solving
- decision-making
- creative thinking
- to achieve planned outcomes

14 – 20 marks	Candidates take appropriate decisions and improvements to enhance and improve the project. The project plan is well implemented and the outcome is fully realised to a high standard and consistent with a candidate's original aim. There is clear evidence of changes to the initial project plan/ideas/expectations, with clear and appropriate reasons for any changes. Candidates communicate their progress clearly in an appropriate format, synthesising information from a variety of sources and presenting it in a logical and coherent structure which addresses clearly the nature of the task.
7 – 11 marks	Candidates take decisions and some improvements to enhance and improve the project. The project plan is implemented to an acceptable standard and consistent with a candidate's original aim. There is some evidence of changes to the initial project plan/ideas/expectations, with reasons for any changes. Candidates communicate clearly their findings, showing some ability to synthesise information from different sources and present them in a structured manner appropriate to the task.
1 – 6 marks	Candidates take few decisions and a little data to implement in a limited way and the outcome is consistent with a candidate's original aim. There is little or no evidence of changes to the initial project plan/ideas/expectations, with only limited reasons for any changes. Candidates communicate their findings by drawing on a limited number of sources and present them in a manner not always appropriate for the task.
0	No relevant response

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Slide 30

### AO4 Review

- evaluate own learning and performance
- communication
- skills
- convey and present evidenced outcomes and conclusions

7 – 10 marks	Detailed and careful evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes, and the candidate's own learning during the project. Material is consistently relevant, well-structured and appropriately presented. Candidates clearly communicate their findings and conclusions which are based on sound evidence and judgement.
4 – 6 marks	Some evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes, and the candidate's own learning during the project. Material is sometimes relevant, well-structured and appropriately presented. Candidates communicate their findings and conclusions which are based on some evidence and judgement.
1 – 3 marks	Limited evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes, and the candidate's own learning during the project. Material is not always relevant, well-structured or appropriately presented. Candidates communicate some of their findings and conclusions which are based on little or no evidence and judgement.
0	No relevant response

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Slide 31

**Administration**

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- Centre standardising
- Standardising Exercise before, or early in, marking period
- Standardisation after, or late in, marking period

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Slide 32

**Considering the Requirements**

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- If any element of the basic requirements (Log/Project/Presentation) has not been met to any significant degree, the criteria should not be used, as the project should not be submitted.

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Slide 33

**Considering the Requirements**

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- If the written report is significantly longer than required the full criteria are available. No marks are lost solely for excessive length. It may be appropriate in some circumstances to reduce marks for lack of selection.

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Slide 34

**Considering the Requirements**

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- If the written report is significantly shorter than required the criteria should be applied to the quality of the work and then reduced approximately pro-rata, with judgement used where substantial data is presented in numerical or pictorial form.

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Slide 35

**Guidance on Interpretation**

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- The criteria are hierarchical and the range of marks indicated is available in each band.
- Marks in a given criterion band should be awarded, when the evidence is that work is fully and substantially at that level.

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Slide 36

**Complete Forms and Mark Sheets**

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- Centre Declaration Sheet (CDS)
- Candidate Record Form (CRF)
- Mark sheet

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Slide 37

**Dispatch to Moderator**

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- Copy of mark sheet
- Each candidate's project
- Candidate Record Form
- Project Proposal Form
- Production Log
- Include any additional presentation evidence

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Slide 38

**Dispatch to Moderator**

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- Project
- All written/paper hard copy material
- Electronic material on CD or DVD
- photographs, videos of performance or presentations, etc
- in standard/common formats (pdf, jpeg, mpeg) except where specialist projects require alternatives

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Slide 39

**Dispatch to Moderator**

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- Photographs or video of 3D artefacts
- Retain original securely
- By May 15<sup>th</sup> 2008

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Slide 40

**Plenary**

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- Contacts :
- Subject Office
- [aqaprojects@aqa.org.uk](mailto:aqaprojects@aqa.org.uk)
- Telephone 01483 477906

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