

LEVEL 3  
EXTENDED  
PROJECT  
QUALIFICATION  
(7993)

**Specification**

Freestanding EPQ September 2013 to May 2017  
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This specification will be published annually on the AQA Website ([www.aqa.org.uk](http://www.aqa.org.uk)). The version on the Website is the definitive version of the specification.

Vertical black lines indicate a significant change or addition to the specification published for 2008 onwards.

# 1 Introduction

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## 1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- **Specifications**

These are designed to the highest standards so that teachers and learners can be confident that an AQA award provides an accurate measure of what the learner has achieved.

- **Support**

AQA will include free of charge introductory meetings for Project qualifications in its extensive programme of support meetings for new qualifications. Subsequent meetings will be made available free or at reasonable cost. These support and training meetings explain the specification, suggest practical strategies to help learners produce successful projects and help staff development in new roles.

- **Service**

We are committed to providing an efficient and effective service and are at the end of the phone when you need to speak to someone about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will come back to you (by telephone, e-mail or letter) and continue to work with you to find the solution.

- **Ethics**

AQA is a registered charity with no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing AQA customer, we thank you for your support. If you are new to AQA, then we look forward to welcoming you.

## 1.2 What is the Extended Project?

The Extended Project is a Level 3 qualification introduced in September 2008. It can contribute to programmes of study in two ways:

- **As a stand-alone qualification.** Learners may choose to take the Extended Project Qualification as an extension from studies for any other qualifications at Level 3 (GCE, BTEC, NVQ, other academic or vocational qualifications including Modern Apprenticeships).
- **As part of a Diploma course.** The Extended Project is a compulsory part of the generic learning component of all Diploma qualifications at Level 3.

The Extended Project will develop and extend from one or more of the learner's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the learner(s) and agreed as appropriate by the centre.

Delivery of the Extended Project Qualification in centres will involve some teaching of the necessary skills, supervision and assessment of the learner's progress. It will involve extended autonomous work by the learner. It will require in total 120 guided learning hours.

Learners are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a specified audience
- provide evidence of all stages of project development and production for assessment.

## 1.3 What are the Learning Outcomes of the Extended Project Qualification?

The learner will:

- identify, design, plan and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- obtain, critically select and use select information from a range of sources; analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- select and use a range of skills, including new technologies where appropriate, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- evaluate outcomes both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.

## 1.4 What is involved in an Extended Project?

The centre appoints a Centre Coordinator who will be responsible to AQA for the quality control and management of the supervision and assessment process. Each learner has an appropriate member of staff appointed as their Supervisor. The Supervisor will oversee, guide and facilitate the learner throughout and assess the learner's achievement based upon thorough knowledge.

Learners develop an initial idea for a project they may wish to carry out and discuss their ideas with their supervisor. Learners initially carry out some research to enable them to develop their ideas sufficiently to make a formal project proposal that includes their project aims, initial plans and likely format in which to present their project. They complete a Project Proposal Form.

The supervisor evaluates the Project Proposal against the aims of the Extended Project. If the proposed project meets the aims of the Extended Projects, s/he should endorse the Proposal.

The Centre Coordinator comments on the project proposal and

- approves the project without recommendations, or
- makes recommendations, or
- requests a resubmission of the Project Proposal Form.

This form is then included in a Production Log and Assessment Record.

On completion the learners must give a presentation which should be for a non-specialist audience using media appropriate to the type of project. This could take a number of forms including slides for a large audience, contributing to a poster session or exhibition, or a witnessed one-to-one 'viva' presentation to the supervisor. The presentation must include a live question and answer session overseen by the supervisor.

Learners complete the Production Log as they carry out their projects. It records the following key information:

- planning review meeting between the learner and the supervisor following project approval
- mid-project review with the supervisor
- end-of-project review with the supervisor
- summary and evaluation of the project
- a record of the presentation
- reflection on the complete project process

The completed Production Log, the Project product, including a written element and any other evidence, and the presentation are assessed together by the supervisor at the end of the process.

Supervisors' assessments are standardised and moderated internally by the Centre Coordinator before submission for external moderation by AQA.

## 2 Teaching, Supervising and Assessing the Extended Project Qualification

The Extended Project Qualification (EPQ) will require the teaching of relevant planning, organisational, project management, study and presentation skills and a piece of independent work undertaken by the learner. This work will be guided and overseen by the learner's Supervisor, monitored by the Centre Coordinator and internally by the centre.

### 2.1 Aims

The Extended Project Qualification offers opportunities for learners to:

- make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project
- develop and improve their own learning and performance as critical, reflective and independent learners
- develop and apply decision-making and, where appropriate, problem-solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- where appropriate, develop confidence in applying new technologies in their studies
- develop and apply skills creatively, demonstrating initiative and enterprise
- use their learning experiences to support their aspirations for higher education and/or career development

- transfer skills developed as part of their extended project to other areas of study.

#### Centre Coordination

Each centre is required to appoint an appropriately qualified Centre Coordinator who will be responsible to AQA for all Extended Project Qualification submissions from the centre.

AQA provides required training. This role includes:

- developing staff understanding of the requirements of the Extended Project Qualification and the Centres relevant assessment policies and procedures
- quality assuring the assessment activities undertaken
- quality assuring standards of internal assessments
- meeting administrative requirements (both internal and external)
- reviewing and evaluating assessment practice, including feedback from AQA.

### 2.2 The Taught Element of the Extended Project Qualification

The Extended Project Qualification will require teaching of the necessary skills. It is expected that up to a quarter of the total available time i.e. 30 guided learning hours, will be spent on this taught element. The remaining time is allocated for the learner's independent work and the individual supervision and guidance received. Teaching of the skills for the Extended Project should be agreed by the supervisor as appropriate to the needs of the learner and their chosen project. It is likely to include:

- any skills or techniques that will be required for the safe and effective execution of the project which are not part of the candidate's course of study. e.g. safe laboratory or workshop technique, professional codes of practice, ethical guidelines, research methodology.
- ICT skills that will enhance the production of the report and/or the development of the project covering research, analysis and execution
- research skills including the ability to search for and identify suitable sources of information and prior research or relevant work already undertaken
- project management skills including time, resource and task management

- in the case of a performance, production or artefact, the format and content of rehearsal notes, initial sketches or other working documents in the stages of production
- the format and structure of accepted academic forms of research report to include abstract, introduction, background research, further research content with all sources cited, discussion, conclusion, references, including the evaluation of sources
- Personal, Learning and Thinking Skills, Functional Skills and Key Skills (see Section 3).

Work completed by the learner as directed within this taught element will not form part of the evidence for assessment. Individual exercises carried out by the learner as part of this taught element cannot contribute directly to the assessment for the Extended Project Qualification although they may inform the supervisors' assessment of the learner's decision making in choice and use of newly developed skills.

## 2.3 Supervising the Project Process

The centre will allocate a supervisor to each learner. The number of learners allocated to each supervisor should take into account the supervisor's other commitments. The supervisor should normally undertake the following:

- agree the project title and proposal and complete the supervisor's sections in the Production Log Assessment Record for each learner

The supervisor assesses the potential project against the following checklist.

1. Is the topic to be researched, or the activity or task to be carried out, suitable for the Extended Project?
2. Does the title of the project and proposed action allow the learner to investigate and to access the higher-level concepts and skills in the learning outcomes and assessment objectives, i.e. plan, research, analyse, evaluate and explain, rather than simply describe and narrate?
3. Are the title and proposed action clear and focused on an issue which can be managed within the timescale, available resources and word total?
4. Do the title and proposed action indicate that the learner will be capable of investigating and researching the topic or carrying out the activity or task independently?
5. Is there a danger that the learner will be unable to approach the project impartially and in a balanced way?
6. Is the learner likely to face difficulties understanding the themes and issues associated with the project topic?
7. Does the project topic either complement and develop the main learning programme and/or support the learner's progression and development?
  - meet with each learner to discuss the learner's initial idea and how they intend to develop the project
  - meet with each learner for regular reviews including at least:
    - a mid-term review with each learner
    - an end-of-project review with each learner
  - confirm that a presentation by each learner took place and provide a record of the questioning
  - endorse each learner's Production Log and Assessment Record by signing the appropriate sections including a declaration that the evidence submitted for assessment is the unaided work of the learner
  - make the assessment of the work of the candidate following any standardising and internal moderation procedures required by the Centre Coordinator.

The supervisor must also confirm that no work to be submitted for the Extended Project Qualification is also to be submitted, or has been submitted, for any other accredited qualifications.

## 2.4 Assessing the Extended Project

### 2.4 1 Assessment Evidence

The evidence for assessment will comprise the following:

- the completed Production Log and Assessment Record including the Project Proposal Form, Presentation Record and Candidate Record Form
- The project product including a written report and any other evidence, as appropriate, depending on the topic or subject area chosen.

#### Individual Projects may contribute to a Group Product

If a learner's project contributes to a group end product then the defined individual contribution must be pre-approved by the centre supervisor. Learners working as a group must submit individual assessment evidence. Evidence presented for assessment must show how the individual learner has met the assessment objectives and performance criteria.

#### Completed Production Log and Assessment Record

The Production Log and Assessment Record will document the planning and progress of the project, including decision-making and the learner's reflections on the process:

- Formal proposal and approval
- initial idea and outline plan for the project
- record of research carried out and resources used
- record of advice and support offered and action taken as a result
- note of any changes made to plan and reasons for the change
- a review of the completed Project Product
- a record of the presentation with supervisor confirmation of relevant questioning

The presentation should be for a non-specialist audience and use media appropriate to the type of project. The presentation may involve the use of flipcharts, posters, OHP transparencies, PowerPoint or short excerpts of video material. The presentation should include live response questions from supervisors.

- reflection on the process of full project

All substantive advice given to the learners should be recorded by them in the Production Log and Assessment Record and confirmed by the Supervisor.

The Production Log and Assessment Record can be downloaded from [www.aqa.org.uk](http://www.aqa.org.uk).

#### Appropriate Evidence of Project Product

Depending on the subject area or topic chosen, a variety of evidence may be submitted for assessment. Evidence can be provided in any form appropriate to the type of project chosen, and may include:

- an artefact, model or construction
- a CD/video/DVD of performances or activities
- an audiotape/multimedia presentation
- a journal of activities or events
- a slide or PowerPoint presentation
- a photographic record of the project

All Project products must include a written report of between 1000 and 5000 words. The exact length of each written report will depend on the nature of the project, the subject area or topic chosen and the other evidence provided.

A project which consists solely of written work should be approximately 5000 words, for example a research report of an investigation, exploration of a hypothesis or an extended essay or academic report in appropriate form. Projects where the majority of the evidence is provided in other formats should include a report which is at least 1000 words.

The written report or record is likely to contain the following:

- references to sources of and range of information accessed
- historical literature, or other background research
- details of the design, knowledge, understanding and skills used
- a conclusion to include an evaluation of the conclusions or outcomes

The written report should be of sufficient length to explore the issues. It should use an appropriate terminology, style and form of writing.

## 2.4.2 Marking Criteria

Assessment criteria statements are provided in three mark bands for each objective and should be regarded as hierarchical (i.e. each criterion assumes that any lower criteria are also met and that aspects of any higher criteria may be met in part).

When assessments are made, the criteria should be used to judge which mark best fits the candidate's work on their Extended Project.

The mark should be awarded on the basis of the general level of the candidate's work in relation to the criteria statements for each level (i.e. an isolated example of performance at a different level should not be used to raise or lower the overall assessment).

The work will clearly meet the criteria given in the appropriate level descriptor for the lowest available mark at that level as appropriate to the particular project. Higher marks at each level may be used where work is judged to meet the criteria readily, consistently and across different elements of the project.

The zero mark band should be awarded in the event of a candidate failing to demonstrate any achievement in the objective at Level 3.

2

Assessment Objectives	Mark band	Assessment Criteria
<b>AO1 Manage</b> <ul style="list-style-type: none"> <li>identify the topic</li> <li>identify project aims and objectives</li> <li>produce a project plan</li> <li>complete the work applying organisational skills and strategies to meet stated objectives</li> </ul>	7–10 marks	<p>Clear identification of the topic to be investigated or researched and clear evidence of appropriate aims and objectives for the proposed project title.</p> <p>Detailed project plan, with clear evidence of monitoring progress of project work against the agreed objectives.</p>
	4–6 marks	<p>Some identification of the topic to be investigated or researched and some evidence of appropriate aims and objectives for the proposed project title.</p> <p>Project plan, with some evidence of monitoring progress of project work against the agreed objectives.</p>
	1–3 marks	<p>Limited identification of the topic to be investigated or researched and limited evidence of appropriate aims and objectives for the proposed project title.</p> <p>Brief project plan, with little evidence of monitoring progress of project work against the agreed objectives.</p>
	0 marks	No relevant response.



2

Assessment Objectives	Mark band	Assessment Criteria
<b>AO2 Use resources</b> <ul style="list-style-type: none"> <li>• obtain and select from a variety of resources</li> <li>• analyse data</li> <li>• apply information relevantly</li> <li>• demonstrate understanding of appropriate links</li> </ul>	7–10 marks	Evidence of detailed research involving the selection and evaluation of a wide range of relevant resources.  Critical analysis and application of the resources 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 resources.  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 resources.  Little or no analysis and application of the resources, with few links made to appropriate theories and concepts.
	0 marks	No relevant response.

Assessment Objectives	Mark band	Assessment Criteria
<b>AO3 Develop and Realise</b> <ul style="list-style-type: none"> <li>• problem-solving</li> <li>• decision-making</li> <li>• creative thinking</li> <li>• to achieve planned outcomes</li> </ul>	14–20 marks	<p>Candidates take appropriate decisions and appropriate data is collected and thoroughly analysed. The project plan is fully implemented and the outcome is fully realised to a high standard and consistent with a candidate's finally agreed plan.</p> <p>There is clear evidence of appropriate changes to or development of the initial project plan or title or aims and objectives, with clear and appropriate reasons for any changes.</p> <p>Candidates communicate their findings fluently in an appropriate format, synthesising information from a variety of sources and present them within a logical and coherent structure which addresses closely the nature of the task.</p>
	7–13 marks	<p>Candidates take decisions and some appropriate data is collected and adequately analysed. The project plan is implemented and the outcome is sufficiently realised to an acceptable standard and consistent with a candidate's finally agreed plan.</p> <p>There is some evidence of appropriate changes or development of to the initial project plan or title or aims and objectives, with reasons for any changes.</p> <p>Candidates communicate clearly their findings, showing some ability to synthesise information from different sources and present them in a structured manner appropriate for the task.</p>
	1–6 marks	<p>Candidates take few decisions and a little data is insufficiently analysed. The project plan is implemented in a limited way and the outcome is realised in a limited manner and not always consistent with a candidate's finally agreed plan.</p> <p>There is little or no evidence of appropriate changes or development of to the initial project plan or title or aims and objectives, with only limited reasons for any changes.</p> <p>Candidates communicate their findings by drawing on a limited number of sources and present them in a manner not always appropriate for the task.</p>
	0 marks	No relevant response.

Assessment Objectives	Mark band	Assessment Criteria
<b>AO4 Review</b> <ul style="list-style-type: none"> <li>• communication skills</li> <li>• convey and present evidenced outcomes and conclusions</li> <li>• evaluate own learning and performance</li> </ul>	7–10 marks	<p>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.</p> <p>Material is consistently relevant, well-structured and appropriately presented. Candidates clearly communicate their findings and conclusions which are based on sound evidence and judgement.</p>
	4–6 marks	<p>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.</p> <p>Material is sometimes relevant, well-structured and appropriately presented. Candidates communicate their findings and conclusions which are based on some evidence and judgement.</p>
	1–3 marks	<p>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.</p> <p>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.</p>
	0 marks	No relevant response.

### 2.4.3 Assessment Objectives (AOs)

All candidates are required to meet the following Assessment Objectives. The Assessment Objectives are weighted as indicated below:

	Assessment Objectives	Weighting
AO1	<b>Manage</b> Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	20%
AO2	<b>Use Resources</b> Research, critically select, organise and use information, and select and use a range of resources. Analyse data apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.	20%
AO3	<b>Develop and Realise</b> Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.	40%
AO4	<b>Review</b> Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	20%

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### 2.4.4 Standardisation

AQA will hold standardising meetings. Centres entering candidates for the first time must send their Centre Coordinator to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of the projects agreed by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous examination.

Otherwise attendance is at the discretion of centres. At these meetings AQA will provide support in using the marking criteria.

Centre Coordinators must standardise marking within the centre to make sure that all candidates at the centre have been marked to the same standard. The

Centre Coordinator should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation and moderation may involve:

- all supervisors assessing some trial pieces of work and identifying differences in marking standards;
- discussing any differences in marking at a training meeting for all supervisors;
- referring to reference and archive material such as previous work or examples from AQA's standardising meetings;
- sampling and appropriate adjustment by the Centre Coordinator

but other valid approaches are permissible.

Supervisors must show clearly how the marks have been awarded in relation to the marking criteria defined in the specification. This annotation will help the moderator to see as precisely as possible where the supervisor considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation
- summative comments on the work, referencing precise sections in the work.

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms

provided or by Electronic Data interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

The centre must retain the work of all candidates, with Candidate Record Forms (CRFs) attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

## 2.4.5 Moderation

AQA's appointed moderators will normally carry out their work by post. Projects involving a performance will normally be moderated by the scrutiny of a video or DVD or digital recording. Where an artefact or artwork has been produced, moderation will take place using good quality digital recordings or photographic records. AQA reserves the right to visit schools/colleges by arrangement to sample stages of the project process, such as the project proposal or presentation stage, particularly where there has been a serious misinterpretation of the specific requirements and/or where the nature of projects previously agreed by a centre have been inappropriate.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it

may be necessary for the moderator to call for the work of other candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the coursework and the CRF of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, we reserve the right to alter the order of merit.

The candidates' work will be returned to the centre after moderation has taken place. The centre will receive a report with, or soon after, the despatch of published results giving feedback on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

AQA reserves the right to retain some candidates' work for archiving or standardising purposes.

# 3 Integrating Personal, Learning and Thinking Skills, Functional Skills and Key Skills

## 3.1 Personal, Learning and Thinking Skills

The Extended Project Qualification provides significant opportunities for applying and developing Personal, Learning and Thinking Skills (PLTS). Achievement of the PLTS should be included, as appropriate, by the supervisor in the annotation of the project.

This list below is indicative of the way the Extended Project supports PLTS giving learners an opportunity to be:

### Independent enquirers

- identifying questions to ask
- exploring issues
- analysing and evaluating information received
- supporting their conclusions using reasoned arguments based on evidence

### Creative thinkers

- assimilating new experiences into previous learning
- planning their communications
- trying out alternative solutions

### Reflective learners

- thinking about and reviewing their experiences and learning
- deciding on particular communications methods for a particular purpose
- assessing their performance and achievements in different areas
- inviting feedback from others, and dealing with praise and constructive criticism in a positive manner

### Self-managers

- managing their own work
- organising their time and resources
- showing initiative and perseverance
- responding appropriately to change
- seeking advice and support when needed

### Effective participants

- taking part in activities, such as discussing issues and trying to influence others
- participating in role play
- negotiating and weighing up diverse views
- persuasively presenting a case for action.

In the case of a project contributing to a group product learners may also demonstrate team working but such evidence will not form part of the submitted assessment evidence for individual achievements of the Extended Project Qualification.

### Team workers

- communicating effectively within a team
- working with others to reach agreement on different issues.

## 3.2 Functional Skills

Depending on the project chosen by the learner, there may be opportunities for developing and generating evidence of the following Functional Skills at Level 2. Achievement of the Functional Skills should be included, as appropriate, by the supervisor in the annotation of the project.

### Mathematics

- Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations
- Identify the situation or problem and the mathematical methods needed to tackle it
- Select and apply a range of mathematics to find solutions
- Use appropriate checking procedures and evaluate their effectiveness at each stage

- Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations
- Draw conclusions and provide mathematical justifications

### English

#### Speaking and listening

- Make a range of contributions to discussions and make effective presentations in a wide range of contexts

**Reading**

- Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions

**Writing**

- Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively

**ICT****Use ICT systems**

- Select, interact with and use ICT systems independently for a complex task to meet a variety of needs
- Use ICT to effectively plan work and evaluate the effectiveness of the ICT system used
- Manage information storage to enable efficient retrieval
- Follow and understand the need for safety and security practices
- Troubleshoot

**Find and select information**

- Select and use a variety of sources of information independently for a complex task
- Access, search for, select and use ICT-based information and evaluate its fitness for purpose

**Develop, present and communicate information**

- Enter, develop and format information independently to suit its meaning and purpose, including:
  - text and tables
  - images
  - numbers
  - graphs
  - records
- Bring together information to suit content and purpose
- Present information in ways that are fit for purpose and audience
- Evaluate the selection and use of ICT tools and facilities used to present information
- Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contacts lists

## 3.3 Key Skills

Achievement of the Key Skills should be included, as appropriate, by the supervisor in the annotation of the project. An Extended Project may depending upon the topic, generate evidence of the following Key Skills.

### Communication

- C3.1a
- C3.1b
- C3.2
- C3.3

### Application of Number

- N3.1
- N3.2
- N3.3

### Information Technology

- ICT3.1
- ICT3.2
- ICT3.3

There will also be opportunities for the acquisition and demonstration of ability in the wider Key Skills of:

### Improving own learning and performance

- LP3.1
- LP3.2
- LP3.3

### Problem solving

- PS3.1
- PS3.2
- PS3.3

The Key Skill of Communication is an intrinsic part of the presentation of the project.

Copies of the Key Skills Units may be downloaded from QCA's website:

[http://qca.org.uk/qca\\_6455.aspx](http://qca.org.uk/qca_6455.aspx)

## 4 Administration

### 4.1 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures.

If you are entering the Extended Project Qualification as a free-standing qualification or as part of a Diploma course, you must use entry code 7993.

### 4.2 Private Candidates

This specification is not available to private candidates.

### 4.3 Access Arrangements and Special Consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for*

*Adjustments in Examination GCE, AEA, GCSE, Entry Level & Key Skills*. This is published on the JCQ website:

**[http://www.jcq.org.uk/access\\_arrangements/](http://www.jcq.org.uk/access_arrangements/)**  
or you can follow the link from our website  
**[http://www.aqa.org.uk/admin/p\\_special\\_3.html](http://www.aqa.org.uk/admin/p_special_3.html)**

### 4.4 Language of the Assessment

We will provide this specification in English only.

### 4.5 Awarding Grades and Reporting Results

The Extended Project Qualification will be graded on a six grade scale: A\*, A, B, C, D, E. Candidates who fail to reach the minimum standard for grade E will be

recorded as U (unclassified) and will not receive a qualification certificate.

### 4.6 Re-sits and Shelf-life of Results

Candidates may re-sit this qualification any number of times within the shelf-life of the specification.

Candidates will be graded on the basis of the work submitted for assessment.



## 4.7 Supervision and Authentication of Coursework

In order to meet the requirements of the current GCSE, GCE, GNVQ and AEA Code of Practice and the Diploma operating rules published by QCA, AQA requires:

- **candidates** to sign the Candidate Record Form (CRF) page in the Production Log and Assessment Record to confirm that the work submitted is their own, and
- **supervisors** to confirm on the CRF page that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification.

The completed CRF for each learner must be included in the candidate's Log and Access Record. All supervisors who have assessed the work of any learner entered for each component must sign the declaration of authentication. Failure to sign the authentication statement may delay the processing of the learner's result.

In centres where supervisors are familiar with candidates' work the supervisor should be sufficiently

aware of a learner's standard and level of work to appreciate if the project submitted is beyond the ability of the learner. Where this is not the case, Centre Coordinators should make sure that the project is completed under closer supervision. However, in all cases the initial planning, guidance, mid-term and final reviews will ensure that the supervisor is confident that the project is the candidate's own work. This will be recorded in the Production Log and Assessment Record.

If it is believed that a learner has received additional assistance and that this is acceptable within the guidelines for the specification, the supervisor should award a mark which represents the learner's unaided achievement. The authentication statement should be signed and information given on the relevant form.

If the supervisor is unable to sign the authentication statement for a particular candidate, then the learner's work cannot be accepted for assessment.

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## 4.8 Malpractice

Centre Coordinators/Supervisors should inform candidates of the AQA Regulations concerning malpractice.

Learners must **not**:

- submit work which is not their own;
- lend work to other learners;
- allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other learners' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution;
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the qualification) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in projects is identified by a centre after the learner has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website: <http://www.jcq.org.uk/>

Malpractice in projects discovered prior to the learner signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the CRF in the Production Log and Assessment Record or other appropriate place.

# Appendices

## A Grade Descriptions

The following descriptions indicate the level of attainment characteristic of the given grade at Level 3. They give a general indication of the required learning outcomes at each specific grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The award will depend in practice upon the extent to which the candidate has met the Assessment Objectives (see Section 2.4.3) overall. Shortcomings in some aspects of the project may be balanced by a better performance in other aspects.

### Grade A\*

Learners identify their project and produce an effective design and thorough plan. They carry out their project in a highly organised fashion, showing excellent independent working skills and clear evidence of responding very effectively to guidance given. They use a wide range of resources critically, analyse data effectively and apply findings to good effect. They show clear links between sources of information and the themes of their project and fully explore the complexities of the topic. Problems and/or issues are identified, fully explored and addressed. Learners select and use a range of skills including, where appropriate, new technologies, to achieve high quality outcomes that fully realise the intentions of the project and to draw conclusions. Learners carry out full, in-depth evaluations, showing a high level of insight into how they conducted their project and the limitations of the resources at their disposal. They select and use a range of communication skills to present outcomes and conclusions clearly, in an appropriate format with excellent supporting evidence. Learners show a deep and extensive knowledge of the project area of study through their responses to questions.

### Grade C

Learners identify and design their project. They produce a plan that enables them to achieve the overall objectives and to demonstrate some higher level organisational skills. They are able to work independently in carrying out the project and respond to guidance given. Learners use a range of resources, analyse data and apply findings. They show links between sources of information and the themes of the project and explore some complexities of the topic. Some problems and/or issues are identified and addressed. A range of skills are employed and the intended outcomes are generally achieved to a competent standard. In their evaluations, learners reflect effectively on the final outcome and on their strengths and weaknesses in carrying out their project. They use a range of communication skills to clearly present outcomes and conclusions in an appropriate format with sound supporting evidence. Learners show a good knowledge of the project area of study through their responses to questions.

### Grade E

Learners identify their project and produce a workable plan. They show some organisational skills in completing the project. There is some evidence that they have responded to guidance given. Learners use a limited range of resources, analyse some of the data and apply findings. Some links are made between the sources of information and the themes of the project. Learners use a range of skills to partially realise the intended outcomes. They give some thought to the way the final outcomes have emerged and to their own strengths and weaknesses in carrying out their project. Communication skills are used to present outcomes and conclusions with some supporting evidence. Learners demonstrate some knowledge of the project area through their responses to questions.

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## B Spiritual, Moral, Ethical, Social, Cultural and other Issues

The Extended Project provides learners with many opportunities to develop their understanding of moral, ethical, social and cultural issues. The skills of planning, self-management of learning, collecting and analysing data and reviewing and evaluating learning will enhance the learner's personal aspirations and career development.

### European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification.

### Avoidance of Bias

AQA has taken great care in the preparation of this specification to avoid bias of any kind.

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## C Overlaps with other Qualifications

The specification has been designed to allow maximum flexibility for centre and learners.

The subject content allows the opportunity for learners to pursue integrated critical, practical or theoretical study within the context of an Extended Project. There is some overlap in skills and/or subject content with GCE courses. However the approach to, and the context of, the skills and content in the specifications are distinctly different from those of GCE AS/A courses.



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## Level 3 Extended Project Qualification (EPQ) 2013 onwards.

Qualification Accreditation Number 600/9534/9

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Further copies available from: AQA Logistics Centre, Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester M17 1EH

If you have questions about teaching or adopting this specification in your centre look at Ask-AQA at:

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