

LEVEL 2  
HIGHER  
PROJECT  
QUALIFICATION  
(7992)

**Specification**

Freestanding HPQ September 2015 to May 2020  
First entry January 2016



# Contents

<b>1</b>	<b>Introduction</b>	<b>2</b>
1.1	Why choose AQA?	2
1.2	What is the Level 2 Higher Project?	2
1.3	What are the Learning Outcomes of the Level 2 Higher Project Qualification?	3
<b>2</b>	<b>Teaching, Supervising and Assessing the Level 2 Higher Project Qualification</b>	<b>4</b>
2.1	Aims	4
2.2	The Taught Element of the Level 2 Higher Project Qualification	4
2.3	What is the Project Process?	5
2.4	Assessing the Potential of a Proposal	6
2.5	Assessing the Level 2 Higher Project	7
<b>3</b>	<b>Administration</b>	<b>14</b>
3.1	Entries	14
3.2	Private Candidates	14
3.3	Access Arrangements and Special Consideration	14
3.4	Language of the Assessment	14
3.5	Awarding Grades and Reporting, Results	14
3.6	Re-sits and Shelf-life of Results	14
3.7	Supervision and Authentication of Coursework	15
3.8	Malpractice	15
	<b>Appendices</b>	<b>16</b>
A	Grade Descriptions	16
B	Spiritual, Moral, Ethical, Social, Cultural and other Issues	17
C	Overlaps with other Qualifications	18

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 2009 onwards.

# 1 Introduction

## Glossary of terms

Please see below the changes in language introduced in this specification *for first teaching September 2015*. These changes are for clarity and will not change the way in which the projects are delivered or assessed.

### Word/phrase

Learner  
Marking/marked  
Presented  
For a specified audience  
Title  
Presentation

### Replaced by

Student  
Assessment/assessed  
Submitted  
For a non-specialist audience  
Working title/ final title as appropriate  
Live presentation

## 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 students can be confident that an AQA award provides an accurate measure of what the student has achieved.

### • Support

AQA provides free of charge standardisation meetings and online resources for Project qualifications and offers a wide range of CPD both face to face and online. These support and training meetings explain the specification, suggest practical strategies to help students 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 Level 2 Higher Project?

The Level 2 Higher Project is a Level 2 qualification first assessed in November 2008. It can contribute to programmes of study.

- **as a stand-alone qualification.** Students may choose to take the Level 2 Higher Project Qualification as an extension from studies for any other qualifications at Level 2 (GCSE, VRQ, BTEC, other academic or vocational qualifications including Modern Apprenticeships).

The Level 2 Higher Project will develop and extend from one or more of the student'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 student(s) and agreed as appropriate by the centre.

Delivery of the Level 2 Higher Project Qualification in centres will involve some teaching of the necessary skills, supervision and assessment of the student's progress. It will involve extended autonomous work by the student. It will require in total 60 guided learning hours.

Students 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 non specialist audience
- provide evidence of all stages of project development and production for assessment.

## 1.3 What are the Learning Outcomes of the Level 2 Higher Project Qualification?

The student will:

- identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- obtain, critically select and use 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, 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.

## 2 Teaching, Supervising and Assessing the Level 2 Higher Project Qualification

The Level 2 Higher Project 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 assessed by the centre.

### 2.1 Aims

The Level 2 Higher Project offers opportunities for students to:

- develop and improve their own learning and performance as inquisitive and independent students
- be inspired by new areas and/or methods of study
- support the experiential learning process and provide further opportunities for students to plan and review their learning
- use their learning experiences to support their personal aspirations for further study and career development

### 2.2 The Taught Element of the Level 2 Higher Project Qualification

The Higher Project Qualification will require the teaching of the necessary skills. It is expected that 30 guided learning hours, will be spent on this taught element. The remaining 30 glh are allocated for the student's independent work and the individual supervision and guidance received. Teaching of the skills for the Higher Project should be agreed by the supervisor as appropriate to the needs of the student and their chosen project.

The taught element is likely to include:

- research skills including the ability to search for and identify suitable sources of information in the chosen subject area
- 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
- project management skills including time, resource and task management
- the format and structure of accepted academic forms of research report.

## 2.3 What is the Project process?

### Student

The student will develop an idea for a project that they wish to carry out and discuss their ideas with a supervisor.

Students will then:

- carry out research to enable them to sufficiently develop project aims and objectives to make a formal project proposal
- document their planning and research within the Production Log
- meet with the supervisor at specified meetings to discuss the project process and issues
- carry out the project by achieving the aims and objectives they set themselves
- prepare and give a presentation about the project product and process (including a question and answer session)
- evaluate the project process.

### Group Projects

If students are working as part of a group each student's individual contribution to the end product must be pre-approved by the Centre Co-ordinator. Students working as a group must submit individual assessment evidence and complete an individual presentation.

Evidence submitted for assessment must show how each individual student within the group has met the assessment objectives.

### Supervisor

The centre will allocate a supervisor to each student. It is advised that the number of students allocated to each supervisor should take into account the supervisor's other commitments.

Supervisors will:

- meet with each student to review initial ideas
- agree the student's working title and proposal and complete the supervisor's sections in the Production Log and Assessment Record for each learner
- meet with each student for regular reviews including at least:
  - a meeting to discuss the record of initial ideas and how the student intends to develop the project
  - a planning review (post-proposal acceptance)
  - a mid-term review
  - a project product review
- assess the project holistically applying AQA assessment objectives
- confirm that a presentation took place and provide a record of the questioning
- endorse each student'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 student
- **confirm that no work assessed for the award of the marks above is also to be submitted, or has been submitted, for any other accredited qualification(s)**

### Centre Coordinator

Each centre is required to appoint an appropriate Centre Coordinator who will be responsible to AQA for all Level 2 Higher Project submissions from the centre.

The Centre Co-ordinator will:

- develop staff understanding of the requirements of the Higher Project and the centre's relevant assessment policies and procedures
  - approve the suitability of a proposed working title
- NB it is possible for the Centre Coordinator to also supervise projects. If this is the case a senior colleague should counter-sign Proposal part C**
- quality assure standards of internal assessment
  - meet administrative requirements (both internal and external)
  - review and evaluate assessment practice including feedback from AQA.

---

## 2.4 Assessing the Potential of a Proposal

The supervisor assesses the potential project against the following checklist.

1. Does the working title of the project and proposed action allow the student to investigate and to access the concepts and skills in the assessment objectives, i.e. plan, research, analyse, evaluate and explain, rather than simply describe and narrate?
2. Are the title and proposed action clear and focused on an issue which can be managed within the timescale, available resources and word total?
3. Do the working title and proposed action indicate that the student will be capable of investigating and researching the topic or carrying out the activity or task independently and within appropriate ethical or methodological guidelines?
4. Is there a danger that the student will be unable to approach the project impartially and in a balanced way?
5. Is the student likely to face difficulties understanding the themes and issues associated with the project topic?

## 2.5 Assessing the Level 2 Higher Project

### 2.5.1 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.

#### 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 student'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 changes
- a review of the completed Project Product
- a record of the presentation with the supervisor's record of relevant questioning.

(The live 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, Prezi, PowerPoint or short excerpts of video material. The presentation should include examples of questions from the supervisor and the student's responses to these).

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 the website.

#### 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.

All project products must include a written report. 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 product which consists solely of a research based written report should be approximately 2000 words, for example a research report of a scientific investigation, exploration of a hypothesis or an extended essay or academic report in appropriate form. Where the chosen product is an artefact there must also be a research based written report of approximately 500 words. In order to appropriately evidence an artefact students may include photographs of each stage of development as well as the final product. It is not necessary to include large artefacts themselves as evidence, photographs or other media will suffice.



## 2.5.2 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> With appropriate guidance, select, plan and carry out an individual project or task or individual project or task within a group project, applying organisational skills and using a range of methods and resources, to achieve agreed objectives.	20%
AO2	<b>Use Resources</b> Research, collate and select information from a range of sources and apply in a relevant manner to achieve agreed objectives.	20%
AO3	<b>Develop and Realise</b> Select and use a range of skills, including appropriate technologies, working with others and problem solving to complete tasks and achieve agreed objectives.	40%
AO4	<b>Review</b> Analyse project outcomes and draw own conclusions. Communicate project outcomes, presenting evidence in an appropriate format.	20%

### 2.5.3 Assessment 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 Level 2 Higher 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 2.

Assessment Objectives	Mark band	Assessment Criteria
<b>AO1 Manage</b> <ul style="list-style-type: none"> <li>select a topic and agree project aims and objectives</li> <li>produce a project plan</li> <li>carry out the project applying organisational skills and using a range of methods and resources, to achieve agreed 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 project plan.</p>
	4–6 marks	<p>Some identification of the topic to be investigated or researched. Some evidence of appropriate aims and objectives for the proposed project title.</p> <p>Appropriate project plan, with some evidence of monitoring progress of project work against the agreed project plan.</p>
	1–3 marks	<p>Limited identification of the topic to be investigated or researched. 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 project plan.</p>
	0 marks	No relevant response.

Assessment Objectives	Mark band	Assessment Criteria
<b>AO2 Use resources</b> <ul style="list-style-type: none"> <li>research, collate data and select relevant information from a variety of resources</li> <li>apply information in a relevant manner to achieve agreed objectives</li> </ul>	7–10 marks	<p>Evidence of detailed research involving the selection and evaluation of a wide range of relevant resources.</p> <p>Clear evidence of data collation and application of research skills. Clear linkage between research and agreed objectives.</p>
	4–6 marks	<p>Evidence of some research involving the selection and evaluation of a range of relevant resources.</p> <p>Some evidence of data collation and application of research skills. Some linkage between research and agreed objectives.</p>
	1–3 marks	<p>Evidence of limited research involving limited selection and evaluation of a range of relevant sources.</p> <p>Limited data collation and application of the research skills. Limited linkage between research and agreed objectives.</p>
	0 marks	No relevant response.

Assessment Objectives	Mark band	Assessment Criteria
<b>AO3 Develop and Realise</b> <ul style="list-style-type: none"> <li>• select and use a range of skills including appropriate technologies to complete tasks</li> <li>• working with others</li> <li>• problem solving</li> <li>• achieve agreed objectives</li> </ul>	14–20 marks	<p>Candidates take appropriate decisions and select appropriate information for the task. The project plan and outcome are fully implemented to a high standard and consistent with the candidate's original 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 show evidence of the use of a wide range of research skills and a variety of sources, communicating their findings clearly in an appropriate format that closely addresses the nature of the task.</p>
	7–13 marks	<p>Candidates take decisions and select some appropriate information for the task. The project plan and outcome are implemented to an acceptable standard and consistent with the candidate's original plan.</p> <p>There is some evidence of appropriate changes to, or development of, the initial project plan or title or aims and objectives, with some reasons for any changes.</p> <p>Candidates show evidence of the use of a range of research skills and different sources, communicating their findings in an appropriate format that addresses the nature of the task.</p>
	1–6 marks	<p>Candidates take few decisions and little appropriate information is selected for the task. The project plan and outcome are implemented in a limited way and the outcome is realised in a limited manner.</p> <p>There is little or no evidence of appropriate changes to, or development of, the initial project plan or title or aims and objectives.</p> <p>Candidates show limited evidence of the use of research skills and sources, communicating some of their findings in a format 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>analyse project outcomes including peer evaluation</li> <li>communication skills</li> <li>present project outcomes in an appropriate format</li> </ul>	7–10 marks	<p>Detailed analysis of the strengths and weaknesses of the completed project, the planning, implementation and outcomes, and the candidate's own learning during the project. Clear understanding of the key issues relating to the outcome of the project.</p> <p>Material is consistently relevant, well-structured and appropriately presented. Candidates clearly communicate their findings and outcomes which are soundly based upon research evidence.</p>
	4–6 marks	<p>Some analysis of the strengths and weaknesses of the completed project and the candidate's own learning during the project. Some understanding of the issues relating to the outcome of the project.</p> <p>Material is sometimes relevant, well-structured and appropriately presented. Candidates adequately communicate their findings and outcomes which are based on research evidence.</p>
	1–3 marks	<p>Limited analysis of the strengths and weaknesses of the completed project and the candidate's own learning during the project.</p> <p>Material is not always relevant, well-structured and appropriately presented. Candidates communicate some of their findings and outcomes which are based on little research evidence.</p>
	0 marks	No relevant response.

## 2.5.4 Standardisation

AQA will hold standardising meetings. Centres entering candidates for the first time should send their Centre Coordinator to the meetings. Attendance is also strongly recommended 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 assessment criteria.

Centre Coordinators must standardise marking within the centre to make sure that all candidates at the centre have been assessed to the same standard. The Centre Coordinator should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place. Internal moderation should evidence the sampling and appropriate adjustment by the Centre Coordinator.

Internal standardisation and moderation may involve:

- all supervisors assessing some trial pieces of work and identifying differences in marking standards;
- discussing any differences in assessment at a training meeting for all supervisors;
- referring to reference and archive material such as 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, including Candidate Record Forms (CRFs), 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.

## 2.5.5 Moderation

You must send all your students' marks to us by the date given at [aqa.org.uk/deadlines](https://www.aqa.org.uk/deadlines). You will be asked to send a sample of your students' NEA evidence to your moderator.

You must show clearly how marks have been awarded against the assessment criteria in this specification. Your comments must help the moderator see, as precisely as possible, where you think the students have met the assessment criteria.

You must:

- Record your comments on the candidate record form (CRF)
- Check that the correct marks are written on the CRF and that the total is correct

The moderator re-marks a sample of the evidence and compares this with the marks you have provided to check whether any changes are needed to bring the marking in line with our agreed standards. Any changes to marks will normally keep your rank order but, where major inconsistencies are found, we reserve the right to change the rank order.

## 3 Administration

### 3.1 Entries

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

### 3.2 Private Candidates

This specification is not available to private candidates.

### 3.3 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)**

### 3.4 Language of the Assessment

We will provide this specification in English only.

### 3.5 Awarding Grades and Reporting Results

The Level 2 Higher Project Qualification will be graded on a four grade scale: A\*, A, B, C. Candidates who fail to reach the minimum standard for grade C will be

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

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

Candidates may re-sit this qualification any number of times within the shelf-life of the specification. However, any re-sit must include the full projects

process and a new title. Candidates will be graded on the basis of the evidence submitted for assessment.

## 3.7 Supervision and Authentication of Coursework

In order to meet Ofqual's qualification and subject criteria, 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 student must be included in the candidate's Log and Assessment Record. All supervisors who have assessed the work of any student entered must sign the declaration of authentication. Failure to sign the authentication statement may delay the processing of the student's result.

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

aware of a student's standard and level of work to appreciate if the project submitted is beyond the ability of the student. 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 student has received additional assistance and that this is acceptable within the guidelines for the specification, the supervisor should award a mark which represents the student'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 student's work cannot be accepted for assessment.

## 3.8 Malpractice

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

Students must **not**:

- submit work which is not their own;
- lend work to other students;
- allow other students 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 students' 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 (e.g. 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 student 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 student 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 student'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 2. 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 2.5.3) overall. Shortcomings in some aspects of the project may be balanced by a better performance in other aspects.

### Grade A\*

Candidates identify their project and produce well structured and well organised plans. There is clear evidence that they have responded effectively to guidance given. Candidates research, select, organise and use relevant information and use a range of suitable resources to good effect. Problems and issues are identified and conclusions drawn. Candidates select and use a range of skills, including, where appropriate, new technologies, to achieve good quality outcomes that realise the intentions of the project. They use communication skills to clearly present project outcomes and conclusions in an appropriate format with supporting evidence. In their analyses, candidates evaluate the project outcomes and their strengths and weaknesses in carrying out their project. They demonstrate through their responses to questions good knowledge of the topic area studied at this level.

### Grade C

Candidates identify their project and produce plans that enable them to achieve most of their overall objectives. There is some evidence that candidates have responded to guidance given. Candidates research, select, organise and use information and partially exploit a range of resources. Some problems and issues are identified, some conclusions drawn, and the intended outcomes are partially realised. Elements of the project are generally well presented through the use of communication skills. In their analyses, candidates reflect on their project and on their strengths and weaknesses in carrying out the project. They demonstrate through their responses to questions basic knowledge of the topic area studied at this level.

---

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

The Level 2 Higher Project provides students 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 student'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.

---

## C Overlaps with other Qualifications

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

The subject content allows the opportunity for candidates to pursue integrated critical, practical or theoretical study within the context of a Level 2 Higher Project. There is some overlap in skills and/or subject content with GCSE courses. However the approach to, and the context of the skills and content in the specifications are distinctly different from those of GCSE courses. The Project qualifications are

designed to extend and develop beyond a student's programme of study. If a student attempts to submit a piece of coursework for another qualification as a project, relies heavily on text books or chooses a topic central to one of their other courses of study, they will not be extending or developing beyond what they have already learned. We would recommend that students use their studies as a springboard from which to launch their project into an area of particular interest to the student.

**Level 2 Higher Project Qualification (HPQ) 2013 onwards.**

Qualification Accreditation Number 600/9533/7

To obtain free specification updates and support material register with Ask-AQA:

[www.aqa.org.uk/ask-aqa/register](http://www.aqa.org.uk/ask-aqa/register)

Support meetings will be available throughout the life of the specification:

<http://events.aqa.org.uk/ebooking>

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:

[www.aqa.org.uk/ask-aqa](http://www.aqa.org.uk/ask-aqa)