HARROW INDEPENDENT COLLEGE

School of Mathematics, Science & Economics

Curriculum Plan and Assessment Plan for GCE A Levels 2021-22

Examination Boards

The examination boards used at Harrow Independent College for GCE Advanced Level examinations are:

AQA www.aqa.org.uk/

Edexcel www.edexcel.com/

OCR www.ocr.org.uk/

1.1 Academic Plan for GCE A Levels

The specialist subjects are: Mathematics; Further Mathematics; Physics; Biology; Chemistry; Economics; Psychology; Government and Politics; English Language and English Literature

1.1.1 Advanced level Mathematics

Specification: Pearson Edexcel Level 3 Advanced GCE in Mathematics (9MA0)

GCE Advanced Level Mathematics is an essential subject for many areas of study at university. The course deals with a number of topics including algebra, calculus, geometry and vectors. At HIC, Advanced Level Mathematics qualification is from the Edexcel examination board.

The ‘A’ level Mathematics course is generally a two-year programme although it can be completed in one year as an intensive programme. Most university degrees welcome this ‘A’ level as part of a prospective student’s entry qualifications.

At HIC special individual attention is given to every student, with each being given an Individual Learning Plan (ILP). Through rigorous teaching and learning classroom activities, students are able to improve their responses to exam style questions. Assessments, which take various forms, are used to track the progress of each student.

During the course, students are actively encouraged in applying for undergraduate courses in engineering, science, economics and technology. In addition to excellent teaching, HIC students will receive adequate support and guidance to ensure they fulfill their maximum potential in their studies. HIC will provide guidance in selecting and applying to the most appropriate and realistic university course.

At HIC there is an opportunity to enter into Maths challenge competitions and to become a student subject leader of mathematics.

Content and assessment overview

The Pearson Edexcel Level 3 Advanced GCE in Mathematics consists of three externally-examined papers. Students must complete all assessment in May/June in any single year.

Paper 1: Pure Mathematics 1 (*Paper code: 9MA0/01)

Paper 2: Pure Mathematics 2 (*Paper code: 9MA0/02)

Each paper is:

- 2-hour written examination
- 33.33% of the qualification
- 100 marks

Content overview

● Topic 1 – Proof

● Topic 2 – Algebra and functions

● Topic 3 – Coordinate geometry in the (x, y) plane

● Topic 4 – Sequences and series

● Topic 5 – Trigonometry

● Topic 6 – Exponentials and logarithms

● Topic 7 – Differentiation

● Topic 8 – Integration

● Topic 9 – Numerical methods

● Topic 10 – Vectors

Assessment overview

● Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.

● Students must answer all questions.

● Calculators can be used in the assessment.

Paper 3: Statistics and Mechanics (*Paper code: 9MA0/03)

- 2-hour written examination
- 33.33% of the qualification
- 100 marks

Content overview

Section A: Statistics

● Topic 1 – Statistical sampling

● Topic 2 – Data presentation and interpretation

● Topic 3 – Probability

● Topic 4 – Statistical distributions

● Topic 5 – Statistical hypothesis testing

Section B: Mechanics

● Topic 6 – Quantities and units in mechanics

● Topic 7 – Kinematics

● Topic 8 – Forces and Newton's laws

● Topic 9 – Moments

Assessment overview

● Paper 3 will contain questions on topics from the Statistics content in Section A and Mechanics content in Section B.

● Students must answer all questions.

● Calculators can be used in the assessment.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

● understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to
further study

● extend their range of mathematical skills and techniques

● understand coherence and progression in mathematics and how different areas of
mathematics are connected

● apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general

● use their mathematical knowledge to make logical and reasoned decisions in solving
problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly

● reason logically and recognise incorrect reasoning

● generalise mathematically

● construct mathematical proofs

● use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy

● recognise when mathematics can be used to analyse and solve a problem in context

● represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them

● draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions

● make deductions and inferences and draw conclusions by using mathematical reasoning

● interpret solutions and communicate their interpretation effectively in the context of the problem

● read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding

● read and comprehend articles concerning applications of mathematics and communicate their understanding

● use technology such as calculators and computers effectively and recognise when their use may be inappropriate

● take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Assessment Objectives

Students must:		**% in GCE A Level**
AO1	Use and apply standard techniques Students should be able to: ● select and correctly carry out routine procedures; and ● accurately recall facts, terminology and definitions	48–52
AO2	Reason, interpret and communicate mathematically Students should be able to: ● construct rigorous mathematical arguments (including proofs) ● make deductions and inferences ● assess the validity of mathematical arguments ● explain their reasoning; and ● use mathematical language and notation correctly. Where questions/tasks targeting this Assessment Objective will also credit candidates for the ability to 'use and apply standard techniques' (AO1) and/or to 'solve problems within mathematics and in other contexts' (AO3) an appropriate proportion of the marks for the question/task must be attributed to the corresponding Assessment Objective(s).	23–27
AO3	Solve problems within mathematics and in other contexts Students should be able to: ● translate problems in	23–27

	mathematical and non-mathematical contexts into mathematical processes ● interpret solutions to problems in their original context, and, where appropriate, evaluate their accuracy and limitations ● translate situations in context into mathematical models ● use mathematical models; and ● evaluate the outcomes of modelling in context, recognise the limitations of models and, where appropriate, explain how to refine them. Where questions/tasks targeting this Assessment Objective will also credit candidates for the ability to 'use and apply standard techniques' (AO1) and/or to 'reason, interpret and communicate mathematically' (AO2) an appropriate proportion of the marks for the question/task must be attributed to the corresponding Assessment Objective(s).	
	Total	100%

Breakdown of Assessment Objectives

Paper	**Assessment Objectives**			**Total for all Assessment Objectives**
	AO1 %	**AO2 %**	**AO3 %**	
Paper 1: Pure Mathematics 1	16.00–17.33	9.33–10.67	6.00–7.33	33.33%
Paper 2: Pure Mathematics 2	16.00–17.33	9.33–10.67	6.00–7.33	33.33%
Paper 3: Statistics and Mechanics	16.00–17.33	5.67–7.00	9.67–11.00	33.33%
Total for GCE A Level	48-52	23-27	23-27	100%

1.1.2 Advanced level Further Mathematics

Specification: Pearson Edexcel Level 3 Advanced GCE in Further Mathematics (9FM0)

The GCE Advanced Level Further Mathematics involves many of the topics of A Level Mathematics (e.g. algebra, calculus, matrices, geometry and vectors) only to a greater depth. At HIC, Advanced Level Further Mathematics qualification is from the Edexcel examination board.

Degree courses in various engineering disciplines such as electrical, electronics, mechanical and civil often insist students have passed ‘A’ level Further Mathematics. Other courses, such as some in Computer engineering, also require the deeper level that Further Mathematics provides. Furthermore there are a growing number of courses in economics and mathematics (e.g. Econometrics, Actuarial Science) where knowledge of Further Mathematics is essential.

Students can study Mathematics and Further Mathematics in parallel. The ‘A’ level Further Mathematics course is generally a two-year programme although it can be completed in one year as an intensive programme. Most university degrees within technology and engineering, welcome this ‘A’ level as part of a prospective student’s entry qualifications.

At HIC special individual attention is given to every student, with each being given an Individual Learning Plan (ILP). Through rigorous teaching and learning classroom activities, students are able to improve their responses to exam style questions. Assessments, which take various forms, are used to track the progress of each student.

During the course, students are actively encouraged in applying for undergraduate courses in engineering, science, economics and technology. In addition to excellent teaching, HIC students will receive adequate support and guidance to ensure they fulfil their maximum potential in their studies. HIC will provide guidance in selecting and applying to the most appropriate and realistic university course.

At HIC there is an opportunity to enter into Maths challenge competitions and to become a student subject leader of further mathematics.

Content and assessment overview

This Pearson Edexcel Level 3 Advanced GCE in Further Mathematics builds on the skills, knowledge and understanding set out in the whole GCSE subject content for mathematics and the subject content for the Pearson Edexcel Level 3

Advanced Subsidiary and Advanced GCE Mathematics qualifications. Assessments will be designed to reward students for demonstrating the ability to provide responses that draw together different areas of their knowledge, skills and understanding from across the full course of study for the AS further mathematics qualification and also from across the AS Mathematics qualification. Problem solving, proof and mathematical modelling will be assessed in further mathematics in the context of the wider knowledge which students taking A level further mathematics will have studied.

The Pearson Edexcel Level 3 Advanced GCE in Further Mathematics consists of four externally-examined papers.
Students must complete all assessments in May/June in any single year.
Paper 1: Core Pure Mathematics 1 (*Paper code: 9FM0/01)
Paper 2: Core Pure Mathematics 2 (*Paper code: 9FM0/02)

Each paper is:

- 1 hour and 30 minutes written examination
- 25% of the qualification
- 75 marks

Content overview
Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations

Assessment overview
● Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.
● Students must answer all questions.
● Calculators can be used in the assessment.
Paper 3: Further Mathematics Option 1 (*Paper codes: 9FM0/3A-3D)

- Written examination: 1 hour and 30 minutes
- 25% of the qualification
- 75 marks

Content overview

Students take one of the following four options:

A: Further Pure Mathematics 1

B: Further Statistics 1

C: Further Mechanics 1

D: Decision Mathematics 1

Assessment overview

- Students must answer all questions.
- Calculators can be used in the assessment.

Paper 4: Further Mathematics Option 2 (*Paper codes: 9FM0/4A-4G)

- Written examination: 1 hour and 30 minutes
- 25% of the qualification
- 75 marks

Content overview

Students take one of the following seven options:

A: Further Pure Mathematics 2

B: Further Statistics 1

C: Further Mechanics 1

D: Decision Mathematics 1

E: Further Statistics 2

F: Further Mechanics 2

G: Decision Mathematics 2

Assessment overview

- Students must answer all questions.
- Calculators can be used in the assessment.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

● understand mathematics and mathematical processes in ways that promote confidence, foster enjoyment and provide a strong foundation for progress to further study

● extend their range of mathematical skills and techniques

● understand coherence and progression in mathematics and how different areas of mathematics are connected

● apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general

● use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly

● reason logically and recognise incorrect reasoning

● generalise mathematically

● construct mathematical proofs

● use their mathematical skills and techniques to solve challenging problems which require them to decide on the solution strategy

● recognise when mathematics can be used to analyse and solve a problem in context

● represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them

● draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions

● make deductions and inferences and draw conclusions by using mathematical reasoning

● interpret solutions and communicate their interpretation effectively in the context of the problem

● read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding

● read and comprehend articles concerning applications of mathematics and communicate their understanding

● use technology such as calculators and computers effectively, and recognise when such use may be inappropriate

● take increasing responsibility for their own learning and the evaluation of their own mathematical development

Assessment Objectives

Students must:		**% in GCE A Level**
AO1	Use and apply standard techniques Learners should be able to: ● select and correctly carry out routine procedures; and ● accurately recall facts, terminology and definitions	48–52
AO2	Reason, interpret and communicate mathematically Learners should be able to: ● construct rigorous mathematical arguments (including proofs); ● make deductions and inferences; ● assess the validity of mathematical arguments; ● explain their reasoning; and ● use mathematical language and notation correctly. Where questions/tasks targeting this assessment objective will also credit Learners for the ability to 'use and apply standard techniques' (AO1) and/or to 'solve problems within mathematics and in other contexts' (AO3) an appropriate proportion of the marks for the question/task must be attributed to the corresponding assessment objective(s).	At least 15%
AO3	Solve problems within mathematics and in other contexts Learners should be able to: ● translate problems in mathematical and non-mathematical contexts into mathematical processes; ● interpret solutions to problems in their original context, and, where appropriate, evaluate their accuracy and limitations; ● translate situations in context into mathematical models; ● Use mathematical models; and ● evaluate the outcomes of modelling in context, recognise the limitations of models and, where appropriate, explain how to	At least 15%

	refine them. Where questions/tasks targeting this assessment objective will also credit Learners for the ability to 'use and apply standard techniques' (AO1) and/or to 'reason, interpret and communicate mathematically' (AO2) an appropriate proportion of the marks for the question/task must be attributed to the corresponding assessment objective(s).	
	Total	100%

Breakdown of Assessment Objectives

There are ten different routes through the Advanced GCE in Further Mathematics qualification.

Route A

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1 Core Pure Mathematics 1	11.67-13.00	4.67-6.00	6.67-8.00	23–27%
Paper 2 Core Pure Mathematics 2	11.67-13.00	5.67-7.00	5.33-6.67	23–27%
Paper 3 Further Pure Mathematics 1	11.67-13.00	6.00-7.33	5.33-6.67	23–27%
Paper 4 Further Pure Mathematics 2	11.67-13.00	8.33-9.67	3.00-4.33	23–27%
Total for GCE A Level	**48–52%**	**At least 15%**	**At least 15%**	**100%**

Route B

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1 Core Pure Mathematics 1	11.67-13.00	4.67-6.00	6.67-8.00	23–27%
Paper 2 Core Pure Mathematics 2	11.67-13.00	5.67-7.00	5.33-6.67	23–27%

Paper 3 Further Pure Mathematics 1	11.67-13.00	6.00-7.33	5.33-6.67	23–27%
Paper 4 Further Statistics 1	11.67-13.00	5.00-6.33	6.33-7.67	23–27%
Total for GCE A Level	**48–52%**	**At least 15%**	**At least 15%**	**100%**

Route C

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1 Core Pure Mathematics 1	11.67-13.00	4.67-6.00	6.67-8.00	23–27%
Paper 2 Core Pure Mathematics 2	11.67-13.00	5.67-7.00	5.33-6.67	23–27%
Paper 3 Further Pure Mathematics 1	11.67-13.00	6.00-7.33	5.33-6.67	23–27%
Paper 4 Further Mechanics 1	11.67-13.00	3.00-4.33	8.67-10.00	23–27%
Total for GCE A Level	**48–52%**	**At least 15%**	**At least 15%**	**100%**

Route D

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1 Core Pure Mathematics 1	11.67-13.00	4.67-6.00	6.67-8.00	23–27%
Paper 2 Core Pure Mathematics 2	11.67-13.00	5.67-7.00	5.33-6.67	23–27%
Paper 3 Further Pure Mathematics 1	11.67-13.00	6.00-7.33	5.33-6.67	23–27%
Paper 4 Decision Mathematics 1	11.67-13.00	7.67-9.00	3.00-4.33	23–27%
Total for GCE A Level	**48–52%**	**At least 15%**	**At least 15%**	**100%**

Route E

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1 Core Pure Mathematics 1	11.67-13.00	4.67-6.00	6.67-8.00	23–27%
Paper 2 Core Pure Mathematics 2	11.67-13.00	5.67-7.00	5.33-6.67	23–27%
Paper 3 Further Statistics 1	11.67-13.00	5.00-6.33	6.33-7.67	23–27%
Paper 4 Further Mechanics 1	11.67-13.00	3.00-4.33	8.67 -10.00	23–27%
Total for GCE A Level	**48–52%**	**At least 15%**	**At least 15%**	**100%**

Route F

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1 Core Pure Mathematics 1	11.67-13.00	4.67-6.00	6.67-8.00	23–27%
Paper 2 Core Pure Mathematics 2	11.67-13.00	5.67-7.00	5.33-6.67	23–27%
Paper 3 Further Statistics 1	11.67-13.00	5.00-6.33	6.33-7.67	23–27%
Paper 4 Decision Mathematics 1	11.67-13.00	7.67-9.00	3.00-4.33	23–27%
Total for GCE A Level	**48–52%**	**At least 15%**	**At least 15%**	**100%**

Route G

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1 Core Pure Mathematics 1	11.67-13.00	4.67-6.00	6.67-8.00	23–27%
Paper 2 Core Pure Mathematics 2	11.67-13.00	5.67-7.00	5.33-6.67	23–27%
Paper 3 Further Statistics 1	11.67-13.00	5.00-6.33	6.33-7.67	23–27%
Paper 4 Further Statistics 2	11.67-13.00	7.00-8.33	3.67-5.00	23–27%
Total for GCE A Level	**48–52%**	**At least 15%**	**At least 15%**	**100%**

Route H

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1 Core Pure Mathematics 1	11.67-13.00	4.67-6.00	6.67-8.00	23–27%
Paper 2 Core Pure Mathematics 2	11.67-13.00	5.67-7.00	5.33-6.67	23–27%
Paper 3 Further Mechanics 1	11.67-13.00	3.00-4.33	8.67-10.00	23–27%
Paper 4 Decision Mathematics 1	11.67-13.00	7.67-9.00	3.00-4.33	23–27%
Total for GCE A Level	**48–52%**	**At least 15%**	**At least 15%**	**100%**

Route J

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1 Core Pure Mathematics 1	11.67-13.00	4.67-6.00	6.67-8.00	23–27%

Paper 2 Core Pure Mathematics 2	11.67-13.00	5.67-7.00	5.33-6.67	23–27%
Paper 3 Further Mechanics 1	11.67-13.00	3.00-4.33	8.67-10.00	23–27%
Paper 4 Further Mechanics 2	11.67-13.00	5.33-6.67	6.00-7.33	23–27%
Total for GCE A Level	**48–52%**	**At least 15%**	**At least 15%**	**100%**

Route K

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1 Core Pure Mathematics 1	11.67-13.00	4.67-6.00	6.67-8.00	23–27%
Paper 2 Core Pure Mathematics 2	11.67-13.00	5.67-7.00	5.33-6.67	23–27%
Paper 3 Decision Mathematics 1	11.67-13.00	7.67-9.00	3.00-4.33	23–27%
Paper 4 Decision Mathematics 2	11.67-13.00	6.33-7.67	5.00-6.33	23–27%
Total for GCE A Level	**48–52%**	**At least 15%**	**At least 15%**	**100%**

NB Totals have been rounded either up or down.

1.1.3 Advanced level Physics

Specification : Pearson Edexcel Level 3 Advanced GCE in Physics (9PH0)

GCE Advanced Level Physics course deals with a number of topics including mechanics, electricity, magnetism, heat, light, sound and the Universe. At HIC, Advanced Level Physics qualification is from the Edexcel examination board.

Degree courses in various engineering disciplines such as electrical, electronics, mechanical and civil generally insist students have passed ‘A’ level Physics. In addition some courses in material science require knowledge of ‘A’ level Physics. The number of universities now offering a Physics degree has recently grown significantly; all such programmes require ‘A’ level Physics.

The ‘A’ level Physics course is generally a two-year programme although it can be completed in one year as an intensive programme. Most university degrees within technology and engineering, welcome this ‘A’ level as part of a prospective student’s entry qualifications.

At HIC special individual attention is given to every student, with each being given an Individual Learning Plan (ILP). Through rigorous teaching and learning classroom activities, students are able to improve their responses to exam style questions. Assessments, which take various forms, are used to track the progress of each student.

During the course, students are actively encouraged in applying for undergraduate courses in engineering, science, economics and technology. In addition to excellent teaching, HIC students will receive adequate support and guidance to ensure they fulfil their maximum potential in their studies. HIC will provide guidance in selecting and applying to the most appropriate and realistic university course.

During the course, students are actively encouraged in applying for undergraduate courses in engineering, science, economics and technology. In addition to excellent teaching, HIC students will receive adequate support and guidance to ensure they fulfil their maximum potential in their studies. HIC will provide guidance in selecting and applying to the most appropriate and realistic university course.

At HIC there is an opportunity to enter into Maths challenge competitions and to become a student subject leader of physics.

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Physics are to enable students to develop:

● essential knowledge and understanding of different areas of the subject and how they relate to each other

● a deep appreciation of the skills, knowledge and understanding of scientific methods

● competence and confidence in a variety of practical, mathematical and problemsolving skills

● their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject

● an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Content overview

Students are expected to demonstrate and apply the knowledge, understanding and skills described in the content. They are also expected to analyse, interpret and evaluate a range of scientific information, ideas and evidence using their knowledge, understanding and skills.

To demonstrate their knowledge, students should be able to undertake a range of activities, including the ability to recall, describe and define, as appropriate.

To demonstrate their understanding, students should be able to explain ideas and use their knowledge to apply, analyse, interpret and evaluate, as appropriate.

Students should consider ethical issues relating to the environment, evaluate risks and benefits of applications of physics, and evaluate ways in which society uses physics to inform decision making.

Students should develop their ability to apply mathematical skills to physics throughout the course. These skills include the ability to change the subject of an equation, substitute numerical values and solve algebraic equations using decimal and standard form, ratios, fractions and percentages. Core practicals will be assessed in the examination.

Practical assessment

Practical work is central to any study of physics. For this reason, the specification includes 16 core practical activities which form a thread linking theoretical knowledge and understanding to practical scenarios. In following this thread, students will build on practical skills learned at GCSE, becoming confident practical physicists, handling apparatus competently and safely. Using a variety of apparatus and techniques, they should be able to design and carry out both the core practical activities and their own investigations, collecting data which can be analysed and used to draw valid conclusions.

One important aspect of practical work is the ability to evaluate and manage potential risks. The variety of different practical techniques and scenarios in the core practical activities give students scope to consider risk management in different contexts.

Students should also consider the ethical issues presented by their work in the laboratory, which might include consideration for using minimum quantities of resources; the safe disposal of waste materials; and appropriate consideration for other people involved in their own work or who is working nearby.

Also central to the development of practical skills is the ability to communicate information and ideas through the use of appropriate terminology and ICT. Being able to communicate clearly the findings of practical work is arguably as important as the collection of accurate data.

In carrying out practical activities, students will be expected to use their knowledge and understanding to pose scientific questions which can be investigated through experimental activities. Such activities will enable students to collect data, analyse it for correlations and causal relationships, and to develop solutions to the questions posed.

Assessment Objectives and weightings

Students must:		**% in GCE**
AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures	31–33
AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data	41-43

AO3	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures	25-27
	Total	**100%**

Breakdown of Assessment Objectives

Paper	AO1	AO2	AO3	Total for all Assessment Objectives
Paper 1: Advanced Physics I	11–13%	12–14%	5–7%	30%
Paper 2: Advanced Physics II	11–13%	12–14%	5–7%	30%
Paper 3: General and Practical Principles in Physics	8–10%	16–18%	13–15%	40%
Total for this qualification	**31–33%**	**41–43%**	**25–27%**	**100%**

1.1.4 Advanced level Economics

Specification: Pearson Edexcel Level 3 Advanced GCE in Economics A (9EC0)

With the reverberations of the recent “Great Recession” still being felt throughout the world, the study of Economics has never been more important.

At its heart, Economics studies the connections between three essential elements in a country: consumers, producers and governments. This interconnectedness forms a fascinatingly complex web of relationships as money, goods and services

are bought, sold and exchanged. The situation becomes even more interesting when other countries are taken into account – each vying to protect their own interests and each with their own motives.

In the A Level Economics course, students will learn about economic systems of both the small and the large scale – from individual businesses via whole countries to blocks such as the European Union. Using theoretical models and diagrams, the actions of each economic element can be analysed and their effects on others can be explored.

However, Economics is never just theoretical. The course moves from these models to real-world concerns, where the practical impact can be enormous. For example, the number of people fundamentally affected by The Great Recession in 2008 ran into billions. This is one of the many events studied in the A level, as we seek to understand the causes of such major incidents and to critically evaluate the policy responses by governments around the world.

Economics is related to many other subjects. It involves graphs and calculations that form an obvious link with Mathematics (although knowledge to A level Mathematics is not essential). The conflict between private and public interests and thus the level of inequality is an important aspect of both Philosophy and Sociology. Similarly, books studied in English Literature often deal with societal problems – and many of these are inevitably economic. Also, studying significant economic events over the past century is in essence historical; and Geography is connected as a result of the rapidly growing emphasis on environmental concerns in Economics. Finally, Science and Economics are related now more than ever, as scientific research becomes more and more globalised and research funding is increasingly at the mercy of volatile market forces.

As a result of all these connections to other disciplines, the degree choices and ultimate career paths for Economics students are diverse. Perhaps the most common route is into banking and finance where Economics is of course vital. But many other careers, such as law and journalism, also value the analytical and critical thinking skills developed through the discussions and debates that form an essential part of the course.

At HIC special individual attention is given to every student, with each being given an Individual Learning Plan (ILP). Through rigorous teaching and learning classroom activities, students are able to improve their responses to exam style questions. Assessments, which take various forms, are used to track the progress of each student.

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Economics A are to enable students to:

- develop an interest in, and enthusiasm for, the subject
- appreciate the contribution of economics to the understanding of the wider economic and social environment
- develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- understand that economic behaviour can be studied from a range of perspectives
- develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life.

Assessment Objectives and weightings

Students must:		**% in GCE**
AO1	Demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues	22-24
AO2	Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues	22–24
AO3	Analyse issues within economics, showing an understanding of their impact on economic agents	26-28

AO4	Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues	26-28
	Total	**100%**

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all assessment objectives
	AO1	AO2	AO3	AO4	
Paper 1: Markets and business behaviour	7 - 9%	7 - 9%	7 - 9%	7 - 9%	35%
Paper 2: The national and global economy	7 - 9%	7 - 9%	7 - 9%	7 - 9%	35%
Paper 3: Microeconomics and macroeconomics	6 - 8%	6 - 8%	8 - 10%	8 - 10%	30%
Total for this qualification	**22 - 24%**	**22 - 24%**	**26 - 28%**	**26 - 28%**	**100%**

1.1.5 Advanced level Biology

Specification: Pearson Edexcel Level 3 Advanced GCE in Biology A (Salters-Nuffield) (9BN0)

Biology is the study of living things. The 'A' level Biology course concerns all manner of things, from examining molecules that make up cells to human biology and studying the interactions between living things and the ecosystem. Moral and ethical issues are also considered, particularly through consideration of how modern developments affect the scientific community and society.

This 'A' level opens doors into disciplines and careers such as: Research; Health Care; Environmental Management and Conservation; Education; Biotechnology; Forensic Science; Politics and Policy; Business and Industry; Economics; Mathematics; and scientific writing and communication.

The ‘A’ Level curriculum builds on the knowledge, understanding and skills developed at GCSE. Knowledge, understanding and skills developed within GCSE Maths and Chemistry are also relevant.

The course is aimed at fostering an interest in and enthusiasm for Biology, including possible further study of the subject. Students will learn to appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society, while developing essential knowledge and understanding of different areas of the subject and how they relate to each other.

HIC teachers help and inspire our students to develop and demonstrate their skills and knowledge effectively, as well as building an in-depth understanding that goes beyond the curriculum. Discussion in the classroom is encouraged, for example on the effects of the human impact on biodiversity and in exploring ways in which these issues can be addressed.

Biology graduates are highly sought after because of the range of transferable skills they learn during their studies including the ability to: apply their knowledge to a diverse range of problems; create links between different pieces of knowledge; and harness data analytics.

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Biology A (Salters-Nuffield) are to enable students to develop:

● essential knowledge and understanding of different areas of the subject and how they relate to each other

● and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods

● competence and confidence in a variety of practical, mathematical and problemsolving skills

● interest in, and enthusiasm for, the subject, including developing an interest in further study and careers associated with the subject

● understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Assessment Objectives and weightings

Students must:		% in GCE
AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures	31-33
AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data	41-43
AO3	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures	25-27
Total		**100%**

Breakdown of Assessment Objectives

Paper	AO1	AO2	AO3	Total for all Assessment Objectives
Paper 1: The Natural Environment and Species Survival	11-13%	12-14%	7-9%	33.33%

Paper 2: Energy, Exercise and Co-ordination	11-13%	12-14%	7-9%	33.33%
Paper 3: General and Practical Applications in Biology	8-10%	14-16%	8-10%	33.33%
Total for this qualification	**31-33%**	**41-43%**	**25-27%**	**100%**

1.1.6 Advanced level Chemistry

Specification: Pearson Edexcel Level 3 Advanced GCE in Chemistry (9CH0)

Chemistry has the power to transform and recreate all of the substances we encounter in everyday life. The plastics, medicines, smart materials, and fertilisers that transform the modern world were all created by chemists. Chemistry underpins the conceptual framework and methodology of biochemistry and molecular medicine, and is at the heart of many major industries.

The 'A' Level Chemistry course is designed to develop a deep understanding of chemical processes. It will equip students with a coherent body of knowledge and excellent practical skills necessary for future study and employment in Chemistry, while providing you with thought provoking and engaging ideas. The course empowers students to: apply knowledge and understanding within a diverse range of situations; think and work more logically; observe accurately and communicate effectively.

The 'A' level Chemistry curriculum course covers areas from the physical aspects of energetics and atomic structure, through the nature of elements to the study of organic chemistry. This combines a sense of academic rigour with a sense of discovery and provides time for students to develop a strong sense of how the various branches of the subject intertwine.

Study of chemistry is an ideal preparation for a variety of professions and degree courses, such as Physical or Natural Sciences, Journalism, Economics, Medicine, IT and Dentistry. Chemistry graduates are highly sought after for their problem solving and analytical skills, with roughly half of chemistry graduates from Oxford working within major financial

institutions in the City. Chemistry courses are increasingly varied, including options for language studies, years abroad and other opportunities.

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Chemistry are to enable students to develop:

- essential knowledge and understanding of different areas of the subject and how they relate to each other
- a deep appreciation of the skills, knowledge and understanding of scientific methods
- competence and confidence in a variety of practical, mathematical and problem-solving skills
- their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Content overview

Students will be expected to demonstrate and apply the knowledge, understanding and skills described in the content. They will also be expected to analyse, interpret and evaluate a range of scientific information, ideas and evidence using their knowledge, understanding and skills.

To demonstrate their knowledge, students should be able to undertake a range of activities, including the ability to recall, describe and define, as appropriate. To demonstrate their understanding, students should be able to explain ideas and to use their knowledge to apply, analyse, interpret and evaluate, as appropriate.

Core practicals will be assessed through examination.

Practical skills

Practical work is central to any study of chemistry. For this reason, the specification includes 16 core practical activities which form a thread linking theoretical knowledge and understanding to practical scenarios. In following this thread,

students will build on practical skills learned at GCSE, becoming confident practical chemists, handling apparatus competently and safely. Using a variety of apparatus and techniques, they should be able to design and carry out both the core practical activities and their own investigations, collecting data which can be analysed and used to draw valid conclusions.

One important aspect of practical work is the ability to evaluate and manage potential risks. The variety of different practical techniques and scenarios in the core practical activities give students scope to consider risk management in different contexts.

Students should also consider the ethical issues presented by their work in the laboratory, which might include consideration for using minimum quantities of resources, such as through microscale procedures; the safe disposal of waste materials, especially from organic reactions; and appropriate consideration for other people involved in their own work or who is working nearby.

Also central to the development of practical skills is the ability to communicate information and ideas through the use of appropriate terminology and ICT. Being able to communicate clearly the findings of practical work is arguably as important as the collection of accurate data.

In carrying out practical activities, students will be expected to use their knowledge and understanding to pose scientific questions which can be investigated through experimental activities. Such activities will enable students to collect data, analyse it for correlations and causal relationships, and to develop solutions to the questions posed.

Assessment Objectives and weightings

Students must:		% in GCE
AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures	31–33

AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data	41–43
AO3	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures	25–27
	Total	**100%**

Breakdown of Assessment Objectives

Paper	AO1	AO2	AO3	Total for all Assessment Objectives
Paper 1: Advanced Inorganic and Physical Chemistry	11–13%	12–14%	5–7%	30%
Paper 2: Advanced Organic and Physical Chemistry	11–13%	12–14%	5–7%	30%
Paper 3: General and Practical Principles in Chemistry	8–10%	16–18%	13–15%	40%
Total for this qualification	**31–33%**	**41–43%**	**25–27%**	**100%**

1.1.7 Advanced level Psychology

Specification: AQA AS and A-level Psychology AS (7181) A-level (7182)

Psychology is the scientific study of the human mind and behaviour.

The AQA syllabus offers students a chance to become acquainted with the fundamental theories and scientific methods that psychologists employ to make sense of complex human behaviour. Psychology is a demanding subject that requires students to have an inquisitive, analytical mind and an interest in the biological basis of behaviour.

In the first year students discuss the structure and function of the human memory, focusing on factors that influence eyewitness testimony. Developmental and social psychology are explored looking at different types of attachment in childhood and the influences of social groups on our behaviour. There is a heavy scientific element in the syllabus where students will learn about biopsychology including the role of genetics, brain dysfunction and biological (and non biological) explanations for abnormal behaviours; such as anxiety disorders covered in the psychopathology topic.

In the second year students will focus on the physiology of the brain looking at the localised functions on the brain and biological rhythms such as the sleep wake cycle. Also, in forensic psychology we will discuss the use of current offender profiling techniques; the role of nature vs nurture in criminality; and methods used to rehabilitate offenders. In addition, students will learn about fundamental theories of cognitive development, behavioural psychology, social cognition and the development of empathy/ theory of mind.

In both years there is a heavy emphasis on students using and understanding the key research methods used by psychologists; these include experiments, self-reports, observations and correlations. Students will be expected to analyse and interpret statistical data and conduct statistical tests. 10% of the overall first year and second year A level assessment will contain a mathematical element.

Aims

Courses based on these specifications must encourage students to:

- develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods

- develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all AS and A-level Psychology specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

• AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

• AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

• in a theoretical context

• in a practical context

• when handling qualitative data

• when handling quantitative data.

• AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation

to issues, to:

• make judgements and reach conclusions

• develop and refine practical design and procedures.

Weighting of assessment objectives for AS Psychology

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	19 – 22	14 – 17	35 – 37
AO2	12 – 15	18 – 21	32 – 34
AO3	15 – 18	13 – 16	30 – 32
Overall weighting of components	50	50	100

At least 10% of the overall assessment of psychology will contain mathematical skills equivalent to Level 2 or above.

At least 25 – 30% of the overall assessment will assess skills, knowledge and understanding in relation to research methods.

Weighting of assessment objectives for A-level Psychology

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	11 – 14	7 – 10	9 – 12	30 – 33
AO2	6 – 9	16 – 19	5 – 8	30 – 33
AO3	12 – 14	7 – 9	15 – 17	36 – 38
Overall weighting of components	33.3	33.3	33.3	100

At least 10% of the overall assessment of psychology will contain mathematical skills equivalent to Level 2 or above.

At least 25 – 30% of the overall assessment will assess skills, knowledge and understanding in relation to research methods.

1.1.8 Advanced level Computer Science

Specification: AS and A Level OCR Computer Science H046/H446

Computer Science can be studied as a major subject those who wish to proceed and study this as their main degree course at the University. Further computer science can be studied as a secondary subject; will be an added advantage for Science and Engineering students.

Computer Science is a very broad area and it can lead to sophisticated specialisation such as, software engineering, hardware engineering, artificial Intelligence, robotics virtual reality, cybernetics, multimedia, games design, and apps design. Further the applications of Computers Science in the business such as Data analytics, Cloud computing etc.

The way computer power and the overall rapid development of its applications in the real world is phenomenal and any student studying this subject will be able to land in a highly paid lucrative job and they will be in big demand in the industry.

AT HIC we wish to provide our students the best possible opportunity to study computer Science and its applications in a conducive environment with all the latest facilities such as, Fiber optics broadband, latest computers with all the important software supported by our highly qualified and well experienced panel of teachers and lectures who have wealth of teaching and industry experience who can inspire and motivate students to achieve their best.

Aims and learning outcomes

The aims of this qualification are to enable learners to develop:

- an understanding of and ability to apply the fundamental principles and concepts of computer science including; abstraction, decomposition, logic, algorithms and data representation

- the ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of computer science
- mathematical skills
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

Assessment objectives (AO)

There are three assessment objectives in OCR's A Level in Computer Science. These are detailed in the table below. Learners are expected to demonstrate their ability to:

	Assessment Objectives
AO1	Demonstrate knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation
AO2	Apply knowledge and understanding of the principles and concepts of computer science including to analyse problems in computational terms
AO3	Design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions

AO weightings in A Level in Computer Science: The relationship between the assessment objectives and the components is shown in the following table:

Component	% of A Level Computer Science (H446)			
	AO1	AO2	AO3	Total
Computer systems (H446/01)	21*	9*	10*	40
Algorithms and programming (H446/02)	15*	18*	7*	40
Programming project (H446/03 or H446/04)	0*	3*	17*	20
Total	**35***	**30***	**35***	**100**

* values rounded to the nearest whole %

1.1.9 Advanced level Government and Politics

Specification: Pearson Edexcel Level 3 AS and A level GCE in Government and Politics 8GP01 and 9GP01

If you are interested in this subject chances are that you already know how important politics is in our society and how much our life is influenced by political decisions.
Studying the subject at Harrow Independent College will provide you with a wide and informed knowledge of the nature of politics and the relationship between political ideas, institutions and processes.
You will gain a critical awareness of the structures of authority and power within the political system of the UK and of other countries as well as of how influences and interests have an impact on political decisions. You will learn about the rights and responsibilities of individuals and groups and be able to understand the complexity of contemporary politics.
An A Level in Government and Politics provides an excellent background for careers in law, business, civil service, media, NGOs, in the caring professions and in a range of management and business areas.

Over the two-year course you will study:
UK Politics – democracy and participation, political parties, electoral systems, voting behavior and themedia.
UK Government –the Constitution, Parliament, Prime Minister and Executive
Comparative and Global Politics, USA Government and political system, global governance, human rights and environmental politics.

Assessment objectives and weightings

Assessment objectives and weightings		% in AS	% in A2	% in GCE
	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates.	50%	30%	40%
	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied.	30%	50%	40%
	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.	20%	20%	20%
	TOTAL	100%	100%	100%

Relationship of assessment objectives to units

Unit number	Assessment objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1	12.5%	7.5%	5%	25%
Unit 2	12.5%	7.5%	5%	25%
Unit 3	7.5%	12.5%	5%	25%
Unit 4	7.5%	12.5%	5%	25%
Total for Advanced GCE	**40%**	**40%**	**20%**	**100%**

1.1.10 Advanced level English Language and Literature

Specification: Pearson Edexcel Level 3 Advanced GCE in English Language and Literature (9EL0)

Studying the combined English Language and Literature at A Levels provides ample opportunities to develop knowledge, skills and understanding and manipulating language that are useful across the spectrum of studies both at A Level and beyond.

These valuable skills provide a strong foundation for wider scope of academic study as well as its application and use in the industry. Students have the opportunity to engage creatively and independently with a wide range of spoken, written as well engage in meaningful discussions and debates. This allows considerable freedom in study and the opportunity to create a portfolio of creative responses. Students will also explore contemporary social, historical and cultural issues through the study of a range of contemporary and early texts.

A wide range of career choices are available as a result of studying this subject.

It develops higher communication skills and an ability to apply linguistic and literary critical concepts. English Language and Literature can be studied separately or as a single subject in higher education or can be combined with a range of other subjects. With the right combination of subjects, this course will lead the students into the academic field of linguistics, or a career in journalism, publishing, creative and media careers, advertising, broadcasting, or communications, Public Relations, Copywriting, Speech and Language Therapy, Publishing, Advertising, Editorial Work, Script Writing and many others.

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in English Language and Literature are to enable students to:

- develop and apply their knowledge of literary analysis and evaluation
- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other

- engage creatively and critically with a wide range of texts
- explore the ways in which texts relate to each other and the contexts in which they are produced and received
- develop their skills as producers and interpreters of language
- undertake independent and sustained studies to develop their skills as producers and interpreters of language.

Assessment Objectives and weightings

Students must:		**% in GCE**
AO1	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression	25
AO2	Analyse ways in which meanings are shaped in texts	25
AO3	Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received	25
AO4	Explore connections across texts, informed by linguistic and literary concepts and methods	13
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways *Note: this Assessment Objective must be targeted with at least one of AO2, AO3, or AO4, either in the same task or in two or more linked tasks.*	12
	Total	**100%**

1.1.10 Additional Academic Support

HIC will continue to regularly invite speakers and guests who provide additional ‘taster’ sessions to consolidate enthusiasm and foster interest. In addition educational and expert professionals are invited to lead special workshops regarding student higher education and careers options. HIC tutors also offer regular after-school support sessions.

As more subjects are added to the portfolio, HIC will increase its additional academic support activities, both in number and in areas on offer.

Furthermore, each student, upon commencement at HIC is assigned an academic tutor. HIC tutors are selected on the grounds of their suitability and experience in guiding students in their future study and career path.

1.1.11 Assessment, Learning Objectives and Quality Monitoring

As well as formative assessment, HIC uses summative methods to record and monitor student progress. Academic tutors make notes on individual student progress and these are placed in a file for analysis for various individual and group purposes. The balance of every programme is examined in terms of the formative vs. summative mix to ensure that the evaluative progression mechanism is both practical and efficacious.

HIC’s Assessment Policy is in practice a blend of deterministic quantitative performance (e.g. class tests) and qualitative collaborated data (e.g. tutorial notes). Regular monitoring of progress as well as personal student goals (e.g. change of career path sought) is achieved formally through normal channels of reportage both internally and to other stakeholders including parents. Each student has a fortnightly tutorial where a form is completed. In addition the student receives twice a term a formal report on their progress, with their parents being sent a single comprehensive report at the end of each term. However the value of more informal communication, such as a tangential discussion taking place in a formal class cannot be underestimated as it may prove vital in releasing the individual student’s potential and achieving their goals.

Each section of every programme is given learning objectives to indicate the student-centred aim. These are used by the academic team as a basis for evaluative comments in the record of the relevant student. The data from the set of student academic files can be used to highlight any wider problem with delivery of material and suitable corrective action taken. In addition, other quality monitoring procedures are provided by various other regularly recorded documents including: class feedback from students; programme committee meeting minutes; personal academic and tutorial notes; performance indicators such as local HIC assessment and national exam results. In addition the set of individual Staff Development

Review (SDR) is used as a powerful mechanism for identifying areas where the collective HIC Faculty competence set needs consolidation through training current staff or the recruitment of additional members.

All marking is completed by a team and, in the case of the A level work is moderated by a further HIC staff member to ensure that all agreed marking is standardised and has undergone a rigorous quality assurance process. In addition, due to the individualised assessment model being used, marking is essentially to metrics that are personalised and hence have greater meaning to the student concerned.

1.1.12 Diagnostic support and advice

The development of progression and careers advice for all students is an area HIC is currently reviewing. The revised system will provide improved guidance to students with their applications through UCAS and to other leading international art universities.

Regular workshops and one-to-one sessions will be held to provide interview advice and techniques. Visiting speakers and creative arts professionals will further ensure the students of the many options open to them and give insight on making a career decision. Speakers from many universities will also be invited to present.

HIC is currently evaluating various external mechanisms for diagnostic evaluation. Ideally this will involve iterative intelligent-based learning tools through which both all HIC staff and the students themselves can witness their development and also highlight special educational needs. HIC believes that a unified diagnostic approach affords many advantages inherent in a common staff and student shared experience.

Resources:

AQA www.aqa.org.uk/

Edexcel www.edexcel.com/

OCR www.ocr.org.uk/

Note: other subjects will be added shortly