



Wath Sixth Form Subject Preparation Pack

EXTENDED PROJECT QUALIFICATION



<p>World-class learning World-class learning every lesson, every day</p>	<p>The highest expectations Everyone can be successful; always set and expects the highest standards</p>	<p>No excuses Create solutions not excuses; make positive thinking a habit</p>	<p>Growth mindset Believe you can improve; work hard and value feedback</p>	<p>Never give up Resilience is essential; be relentless in the pursuit of excellence</p>	<p>Everyone is valued Diversity is celebrated; see the best in everyone</p>
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Level 3 Extended Project Qualification Transition Pack

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What is the Extended Project?

The Extended Project is your chance to do something a little different from the rest of your A Level subjects – while also helping you to gain those valuable UCAS points for university study. Unlike other subjects, you set your own goals and aims: you come up with a project topic that interests you and then research your topic in depth, ready to use the research to produce something creative or analytical. You might opt to create an artefact, an original piece of work (such as a painting, website, short story, or dramatic production). Alternatively, you might write a research essay about an area of interest, such as history, English, geography or sociology. If you are more scientific, you might put together an investigation to test a hypothesis in an experiment. The course lasts for one year and is assessed through the coursework you produce, rather than through exams. If you love a chance to work independently, this is the perfect course for you!

Why should I study the Extended Project?

Not only is the Extended Project a chance to study in depth a topic you love, it's also great preparation for university. You will learn all the key skills you need to survive after A Level, because you will hone your independent skills in time management, project control, research and analytical writing. This will also make you stand out to universities, and can often lead to lowered entry conditions. In the words of the University of York's Admissions Administrator for English, Sheila Cosgrove: "The EPQ is a definite strength in an application. It can create the heartland of a personal statement and give it depth and substance." Furthermore, it is the only one-year course where you can be awarded an A*, which means you can gain more UCAS points for your time, if you secure the top marks!

What careers could the Extended Project lead to?

Given how flexible the course is, it could lead to any career. Students often shape their Extended Projects around a possible future career. For example, students who have been interested in writing as a career have created short stories for their projects while digital animators have created short animations. A couple of years ago, one student made a short film and came to the conclusion that she preferred the theory of film to practical filmmaking – the Extended Project can be a safe space to try out a career, in case it isn't actually the right one for you!

What will I study?

At Wath Academy, we cover the AQA syllabus for the Extended Project.

Some of the skills you will learn include:

- How to plan and manage time effectively, including SMART targets
- How to effectively collect different types of data (primary, secondary and tertiary)
- How to assess the reliability and credibility of different research sources
- How to write an effective literature review
- How to format a bibliography and how to use citations
- How to effectively structure an extended essay
- How to write an abstract
- How to create an effective presentation

How will I be assessed?

The AQA Extended Project is assessed through the coursework you produce, which means you will not have to sit any exams. If you opt to create a research essay or an investigation, you will be expected to produce a 5,000 word essay or investigation report. If you opt to create an artefact, you must also write a report with a minimum of 1,000 words alongside the creative piece you produce.

When your work is marked at the end of the project, your supervisor will be looking for evidence of four different assessment objectives:

AO1: Manage (10 marks)

This assessment objective tests your ability to set out clear aims for your project and to manage your time in order to achieve those aims.

AO2: Use of Resources (10 marks)

This assessment objective tests your ability to use a wide range of academic research in order to achieve your aims.

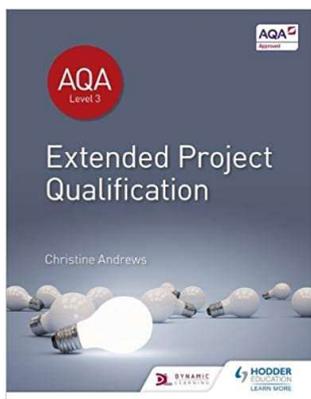
AO3: Develop and Realise (20 marks)

This assessment objective tests your ability to develop your project from start to end and to problem-solve, if you face obstacles. It also assesses your ability to realise your aims to a high standard.

AO4: Review (10 marks)

This assessment objective tests your ability to be reflective, to understand your natural strengths and to understand any weaknesses and to know how to overcome these in future.

Recommended resources



AQA Extended Project Qualification (EPQ) - Philip Allan publishing

This is a guide to the course, written by Christine Andrews, who has extensive experience of EPQs. You can look inside on Amazon.co.uk to pick up some useful tips about how to approach the course at the beginning, even if you decide not to buy the full book.

AQA Extended Project

<https://www.aqa.org.uk/subjects/projects/project-qualifications/EPQ-7993>

Find out more about the course from the AQA website.

AQA Extended Project Logbook

https://filestore.aqa.org.uk/admin/crf_pdf/AQA-7993-CRF-20.DOCX

You will complete a logbook like this one throughout the course – this is a record of everything you do in order to produce your project.

Google Scholar

<https://scholar.google.com/>

A useful search engine to find academic research about your topic of interest – much better than Wikipedia!

Cite this for me

<https://www.citethisforme.com/harvard-referencing>

A useful guide to what it means to reference a piece of research in the Harvard style.

Wellcome Trust Ethics Guide

https://wellcome.ac.uk/sites/default/files/wtp057673_0.pdf

A useful read for any student considering completing some primary research – how to keep it ethical.

Additional resources

The following resources may or may not link directly to the specification but are useful in developing your wider understanding of key theories and concepts.

[youtube.com](https://www.youtube.com)

[bbc.co.uk](https://www.bbc.co.uk)

[cam.ac.uk/research](https://www.cam.ac.uk/research)

[ox.ac.uk/research](https://www.ox.ac.uk/research)

[guardian.co.uk](https://www.guardian.co.uk)

[independent.co.uk](https://www.independent.co.uk)

[telegraph.co.uk](https://www.telegraph.co.uk)

Meet the staff



Miss Taylor is the Extended Project Coordinator.

She also supervises students on the course.

In addition, she is an English specialist, which means she can use her skills to help you produce an accurate and well-structured research paper!

Below are some of her answers to questions about the course.

Q: How long have you been teaching the Extended Project?

A: I've been involved with the teaching of the Extended Project for five years and I became the Coordinator of the course (which means I organise and oversee its teaching as well as delivering it) four years ago. So I have quite a lot of experience now of seeing students through to some really high grades.

Q: What's your favourite thing about teaching the Extended Project?

A: Probably the satisfaction I get when students really listen to and apply the advice they receive and make huge improvements. It's also a great subject to teach because it's so varied. No two projects are ever the same, and even if the topic sounds similar initially, students are bound to approach it in very different ways. I love reading the final essays and learning all sorts of things about topics I may never have heard about – especially when I then hear about them in the news a few years later, because my students were ahead of the media at the cutting edge of the research!

Q: What's the most memorable project you have ever marked?

A: That's a difficult one, because they're all memorable for different reasons. There's been a lot in the news recently about Cannabidiol oil as a treatment for pain – this brings back memories of one of the first students I worked with, back in 2016. Another project I will never forget was about modern-day stress and anxiety, and I will never forget the student's powerful argument about the way modern-day living is making us all sick, nor his simple advice about how to feel better.

Q: What's your biggest tip to help someone do well at the Extended Project?

A: I like to tell students that the Extended Project isn't hard, but it requires a lot of hard work! That's because you choose the topic, so you set the challenge level for the topic. We have two lessons a week in school, but students who are successful spend many hours in their own time, completing their research and writing up their projects. I also advise students to pick the topic carefully. This is important because you will spend a year working on the topic, so it does have to be something you feel a genuine interest to learn about – or you will get bored and lose motivation. Finally, I'd say don't be put off by the 5,000 word count – it might sound a lot, but you have a year to complete it, which makes it sound much more manageable!

Q: What would you do an Extended Project on?

A: I've had a lot of time to think about this one, because every year I think it would be great fun to do an EPQ! I would definitely go down the artefact route, because my other passion, apart from teaching, is writing – I'd like to be a published author. So I would write a short story in a particular genre (probably fantasy). I wouldn't want to write a full novel, because I know that takes years of work to get right – you have to be realistic about what you can do in a year, to be successful on the Extended Project.

Preparation work

Task 1: Questionnaire

Fill out the short questionnaire below to decide whether you think the Extended Project is the right course for you.

1. Do you have an interest in a topic not offered by traditional A Levels?
2. Do you enjoy researching and discovering new things?
3. Do you enjoy being able to plan your own time and work schedule?
4. Do you like to have the freedom to make your own decisions?
5. Do you have a good level of motivation to keep focused on a year-long task?

Task 2: Exploring Previous Titles

Read the following advice about EPQ titles:

- ✓ A good project title should make it clear what a project is about.
- ✓ A good project title should allow a student to complete academic research.
- ✓ It can be helpful to phrase as a question so the student can reach a conclusion.

The projects in the table below were all completed by previous Wath students.

Work your way through the table below to record your ideas about the example project titles.

Project Title	Does it appear to be an <u>artefact</u>, an <u>essay</u> or an <u>investigation</u>? How can you tell?	Does the project appear to link to any other A Level subject(s)? Why do you think this?	What are the strengths of this essay title, in your opinion?	What are the weaknesses of this essay title, in your opinion?
How does Shakespeare's portrayal of female characters compare to the expectations placed upon women in Elizabethan England?				

Project Title	Does it appear to be an <u>artefact</u> , an <u>essay</u> or an <u>investigation</u> ? How can you tell?	Does the project appear to link to any other A Level subject(s)? Why do you think this?	What are the strengths of this essay title, in your opinion?	What are the weaknesses of this essay title, in your opinion?
What is the importance of conserving the species of the Western Chimpanzee and what role do zoos play in their conservation?				
An investigation into how varying concentrations of sensory input affect memory and recall.				
<i>A Celebration of Melodrama</i>				
Can science ever prove the creation story?				
North Korea under Kim Jong-Un: progress, change and development, January 2011 to December 2015.				

Project Title	Does it appear to be an <u>artefact</u> , an <u>essay</u> or an <u>investigation</u> ? How can you tell?	Does the project appear to link to any other A Level subject(s)? Why do you think this?	What are the strengths of this essay title, in your opinion?	What are the weaknesses of this essay title, in your opinion?
Can "les émeutes de 2005" ever be justified?				

Task 3: Practice Research

In the table below are a series of terms, which it is important to understand to succeed when you complete research on the Extended Project. Use your research skills in order to find details about the meanings of each term.

Key Term	What it means
reliability	
credibility	
bias	
validity	
temporal validity	
primary research	
secondary research	

Key Term	What it means
tertiary research	
qualitative	
quantitative	
academic	

Now use your ideas to explain why a website like Wikipedia is **not** an appropriate research source:

Task 4: Exploring your own project ideas

To help you generate ideas about what your project could be about, first list all your options:

GCSEs I have	A Levels I'm planning to study	Ideas for after A Level...	Extracurricular/Hobbies/Interests
1.	1.		
2.	2.		
3.	3.		
4.	4.		
5.			
6.			
7.			
8.			

Now colour code the different options, based on how much they could be a source of inspiration for your project:

RED – Definitely not!

YELLOW – Potential, but not sure.

GREEN – Yes, this could definitely work!

Now use your ideas to generate some possible titles/topics below:

- 1.
- 2.
- 3.

Use the space below to record ideas from some initial research for each topic.

Make sure you write down the names of any books or websites that you use, so you can look back at them easily later on!