Extended Project Qualification

EPQ

Learning objectives:
So you want to do the EPQ?

Explanation

What is EPQ?

You will research and create

- An ‘artefact’ (something you’ve made, written, done, performed, sang etc)
- 1000 words write up
- Log your thinking.
- Present it

Any topic that allows you to research topic and reach a conclusion

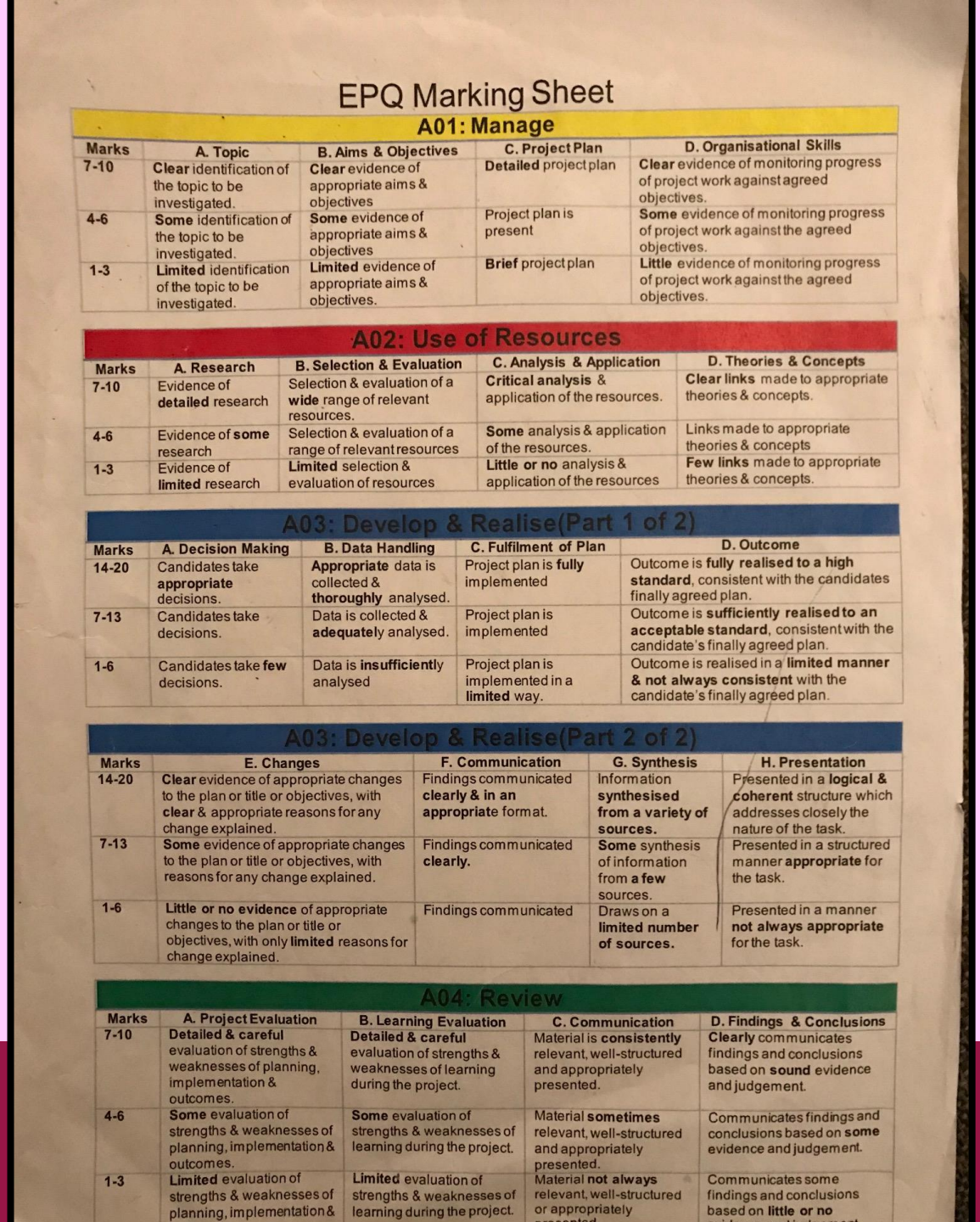
A *personal* research journey

- You plan
- Research
- Keep a log of your journey, your struggles, barriers, how you overcame them
- Create it/write it
- Evaluate what you have done
- Present it

Marks are for planning, logging and recording your journey as much as the end product.

‘A personal research journey’

Learning objectives:
So you want to do the EPQ?



EPQ Marking Sheet

A01: Manage

Marks	A. Topic	B. Aims & Objectives	C. Project Plan	D. Organisational Skills
7-10	**Clear** identification of the topic to be investigated.	**Clear** evidence of appropriate aims & objectives	**Detailed** project plan	**Clear** evidence of monitoring progress of project work against agreed objectives.
4-6	**Some** identification of the topic to be investigated.	**Some** evidence of appropriate aims & objectives	Project plan is present	**Some** evidence of monitoring progress of project work against the agreed objectives.
1-3	**Limited** identification of the topic to be investigated.	**Limited** evidence of appropriate aims & objectives.	**Brief** project plan	**Little** evidence of monitoring progress of project work against the agreed objectives.

A02: Use of Resources

Marks	A. Research	B. Selection & Evaluation	C. Analysis & Application	D. Theories & Concepts
7-10	Evidence of **detailed** research	Selection & evaluation of a **wide** range of relevant resources.	**Critical analysis** & application of the resources.	**Clear links** made to appropriate theories & concepts.
4-6	Evidence of **some** research	Selection & evaluation of a range of relevant resources	**Some** analysis & application of the resources.	Links made to appropriate theories & concepts
1-3	Evidence of **limited** research	**Limited** selection & evaluation of resources	**Little or no** analysis & application of the resources	**Few links** made to appropriate theories & concepts.

A03: Develop & Realise(Part 1 of 2)

Marks	A. Decision Making	B. Data Handling	C. Fulfilment of Plan	D. Outcome
14-20	Candidates take **appropriate** decisions.	**Appropriate** data is collected & **thoroughly** analysed.	Project plan is **fully** implemented	Outcome is **fully realised to a high standard**, consistent with the candidates finally agreed plan.
7-13	Candidates take decisions.	Data is collected & **adequately** analysed.	Project plan is implemented	Outcome is **sufficiently realised to an acceptable standard**, consistent with the candidate's finally agreed plan.
1-6	Candidates take **few** decisions.	Data is **insufficiently** analysed	Project plan is implemented in a **limited** way.	Outcome is realised in a **limited manner & not always consistent** with the candidate's finally agreed plan.

A03: Develop & Realise(Part 2 of 2)

Marks	E. Changes	F. Communication	G. Synthesis	H. Presentation
14-20	**Clear** evidence of appropriate changes to the plan or title or objectives, with **clear** & appropriate reasons for any change explained.	Findings communicated **clearly & in an appropriate** format.	Information **synthesised from a variety of sources.**	Presented in a **logical & coherent** structure which addresses closely the nature of the task.
7-13	**Some** evidence of appropriate changes to the plan or title or objectives, with reasons for any change explained.	Findings communicated **clearly.**	**Some** synthesis of information from **a few** sources.	Presented in a structured manner **appropriate** for the task.
1-6	**Little or no evidence** of appropriate changes to the plan or title or objectives, with only **limited** reasons for change explained.	Findings communicated	Draws on a **limited number of sources.**	Presented in a manner **not always appropriate** for the task.

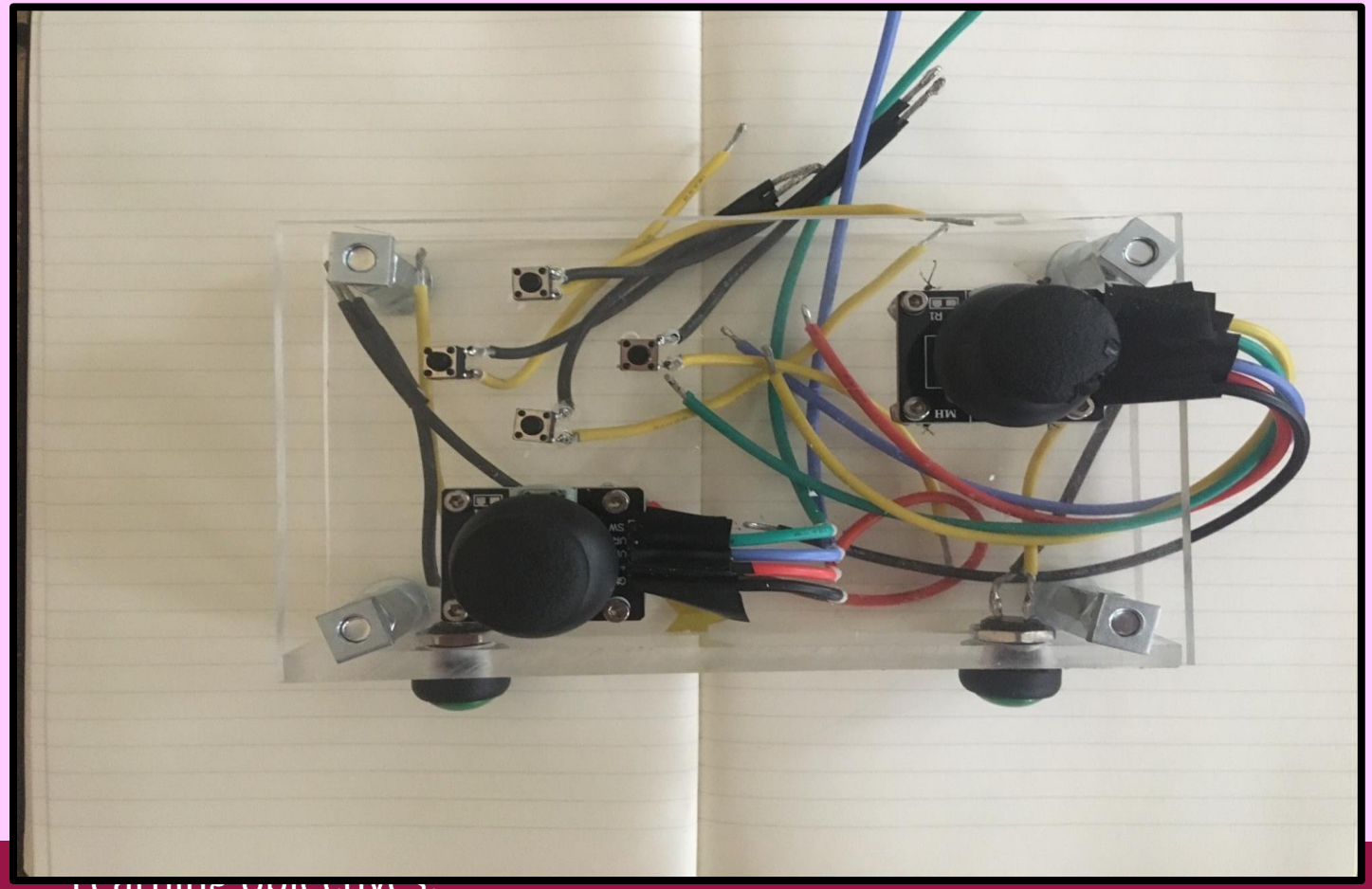
A04: Review

Marks	A. Project Evaluation	B. Learning Evaluation	C. Communication	D. Findings & Conclusions
7-10	**Detailed & careful** evaluation of strengths & weaknesses of planning, implementation & outcomes.	**Detailed & careful** evaluation of strengths & weaknesses of learning during the project.	Material is **consistently** relevant, well-structured and appropriately presented.	**Clearly** communicates findings and conclusions based on **sound** evidence and judgement.
4-6	**Some** evaluation of strengths & weaknesses of planning, implementation & outcomes.	**Some** evaluation of strengths & weaknesses of learning during the project.	Material **sometimes** relevant, well-structured and appropriately presented.	Communicates findings and conclusions based on **some** evidence and judgement.
1-3	**Limited** evaluation of strengths & weaknesses of planning, implementation &	**Limited** evaluation of strengths & weaknesses of learning during the project.	Material **not always** relevant, well-structured or appropriately	Communicates some findings and conclusions based on **little or no**

How does it work?

- One meeting once a week.
- You start to think of a question
- You start to research it.
- You will change your question as you go along – this is part of the process.
- Create/write it
- Some bits of teaching/external speaker on academic research/essay writing.
- Review it/amend it.
- Present your project (to a suitable audience)
- Submitted in the **summer**

Miss, I want to make a games controller



How can a games controller be tailored to fit the needs of a 10-13 year olds?

The 'Research'

Teaching yourself build and programme the controller (videos, instruction manuals)

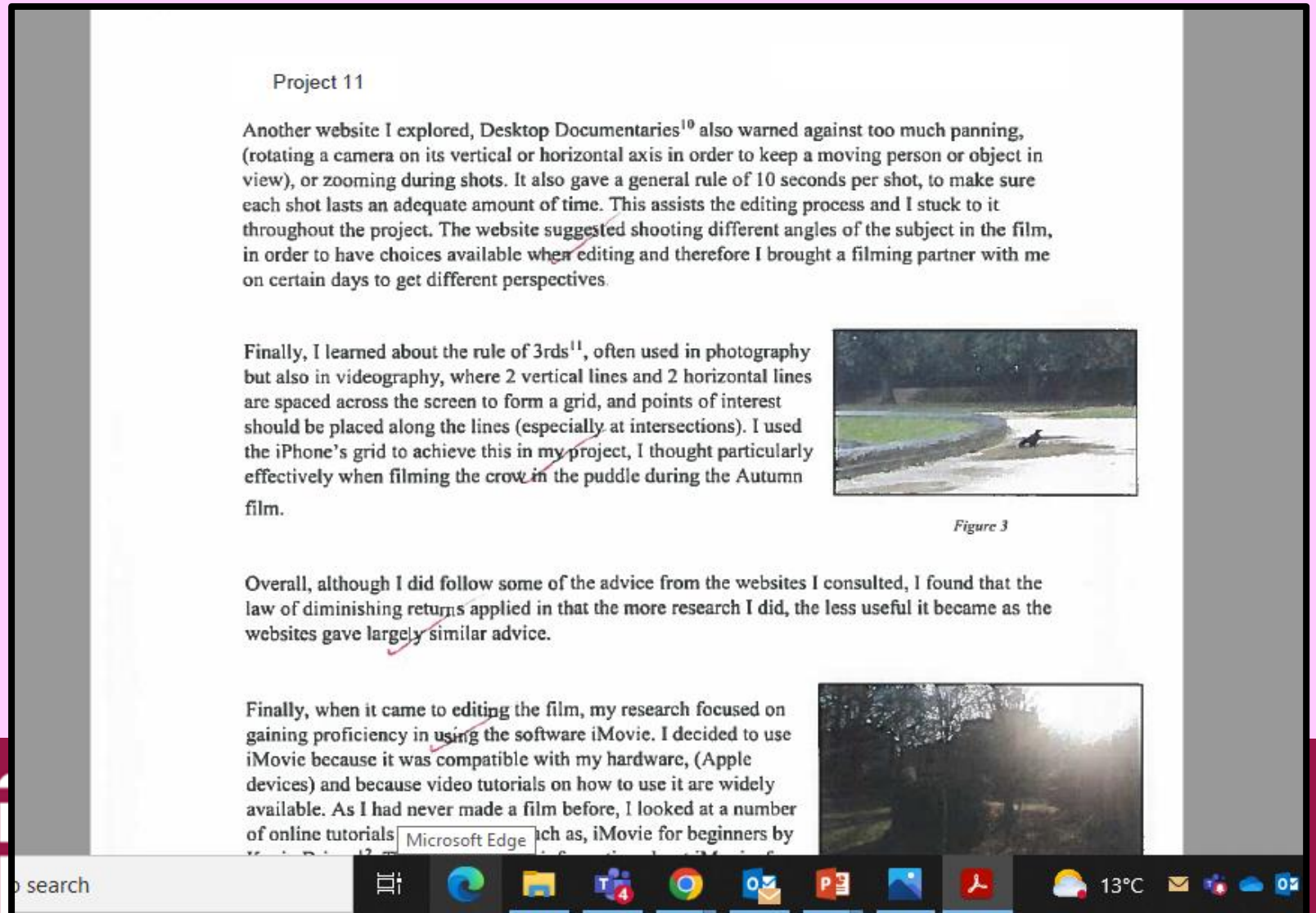
Surveying the age group about the controller and their needs/wants

Test driving the prototype, making observations and adjusting it accordingly

Learning objectives:

So you want to do the EPQ?

A short film presenting Ghana in a positive light.



Project 11

Another website I explored, Desktop Documentaries[10] also warned against too much panning, (rotating a camera on its vertical or horizontal axis in order to keep a moving person or object in view), or zooming during shots. It also gave a general rule of 10 seconds per shot, to make sure each shot lasts an adequate amount of time. This assists the editing process and I stuck to it throughout the project. The website suggested shooting different angles of the subject in the film, in order to have choices available when editing and therefore I brought a filming partner with me on certain days to get different perspectives.

Finally, I learned about the rule of 3rds[11], often used in photography but also in videography, where 2 vertical lines and 2 horizontal lines are spaced across the screen to form a grid, and points of interest should be placed along the lines (especially at intersections). I used the iPhone's grid to achieve this in my project, I thought particularly effectively when filming the crow in the puddle during the Autumn film.

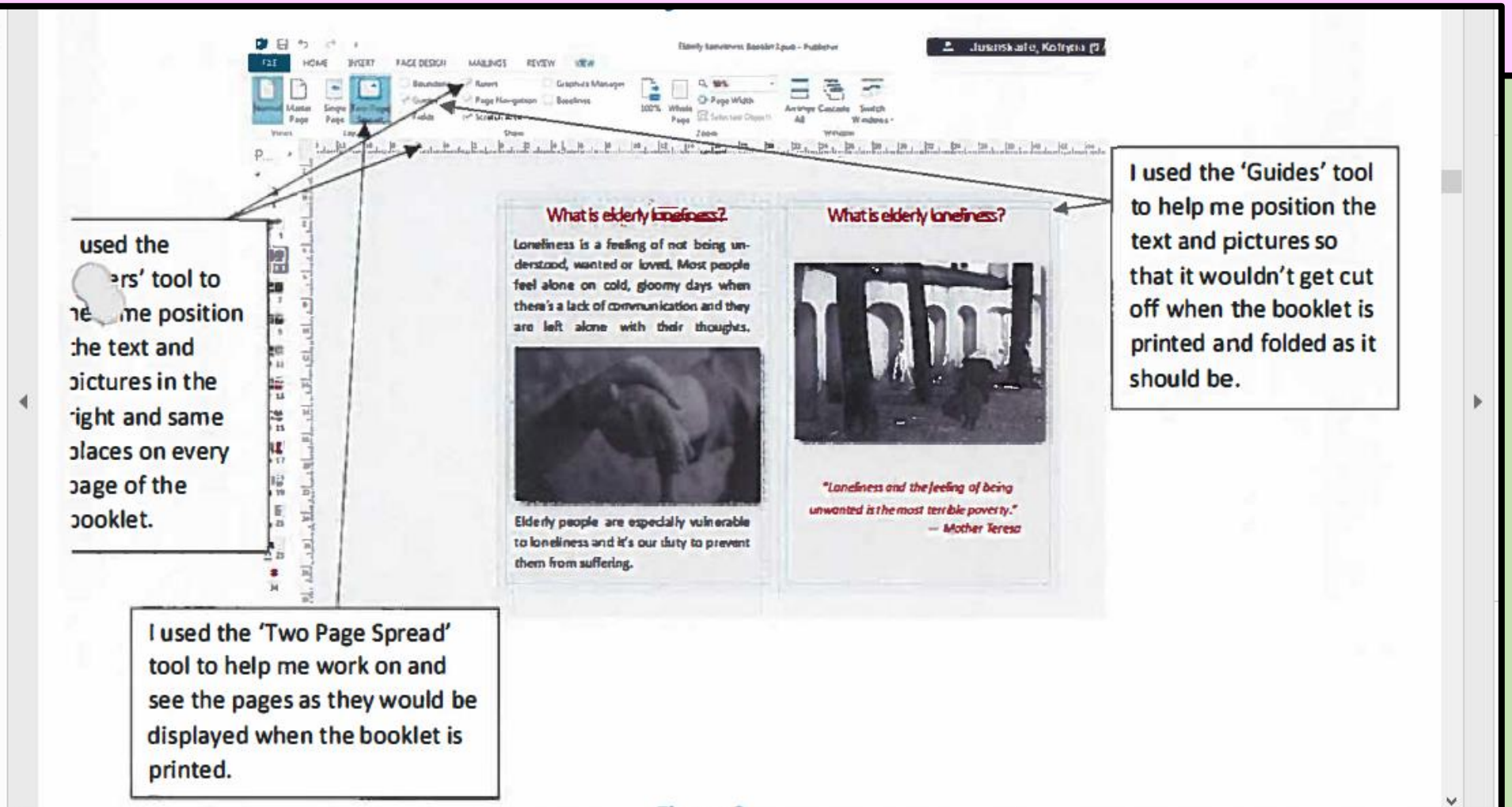
Overall, although I did follow some of the advice from the websites I consulted, I found that the law of diminishing returns applied in that the more research I did, the less useful it became as the websites gave largely similar advice.

Finally, when it came to editing the film, my research focused on gaining proficiency in using the software iMovie. I decided to use iMovie because it was compatible with my hardware, (Apple devices) and because video tutorials on how to use it are widely available. As I had never made a film before, I looked at a number of online tutorials ch as, iMovie for beginners by

The 'Research'

1. Research film techniques/fil mography
2. Watching relevant films!
3. Showing the film and adjusting based on responses.

A guide for 12-16 year olds on supporting the elderly with loneliness.



The 'Research'

1. Researching solutions to mental health issues.
2. Researching how to write in a way that connects with 11-16.
3. Teaching yourself to use publisher.

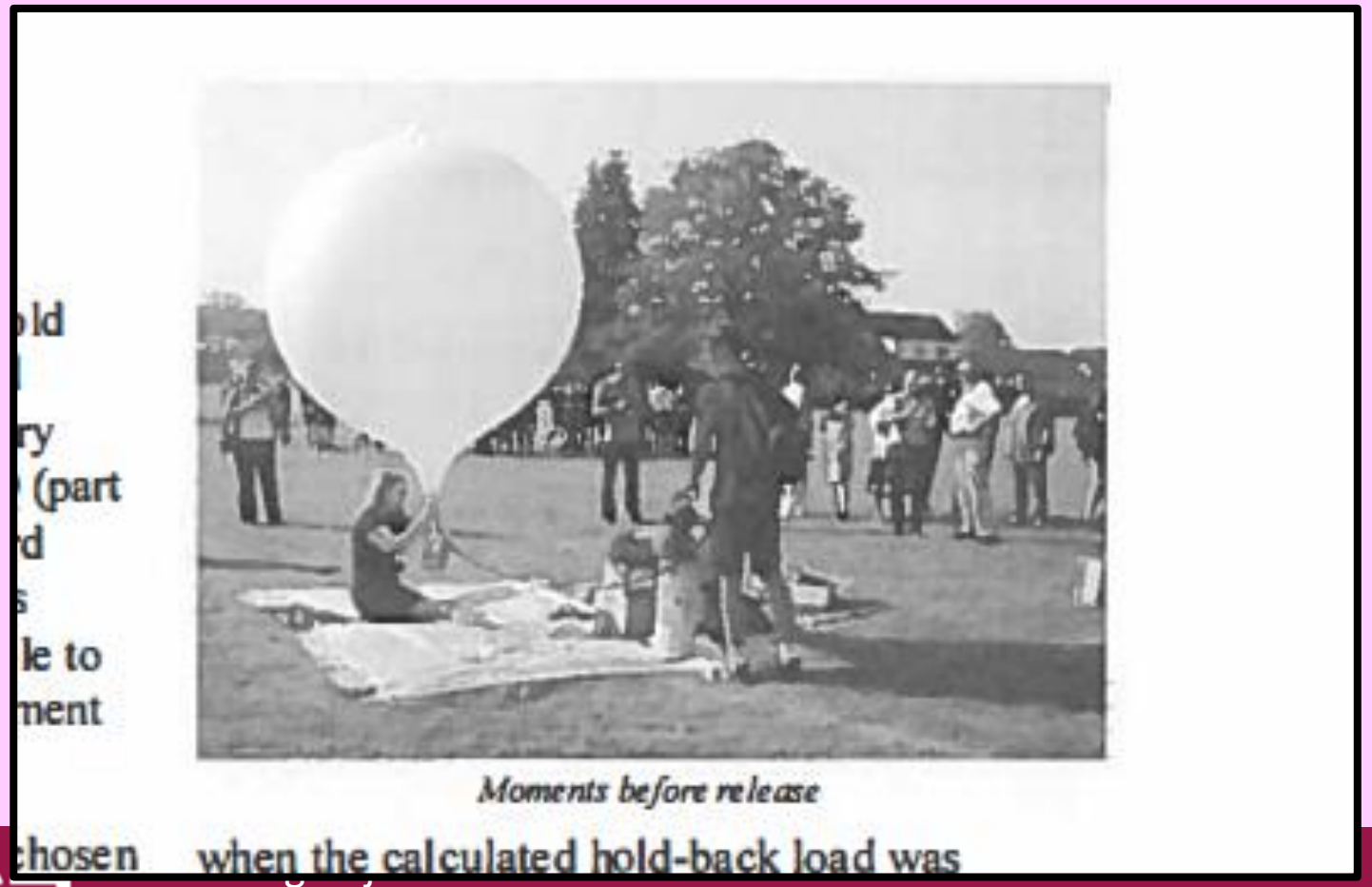
Making a modern version of a Japanese Oni mask.

The ‘Research’

1. Researching Japanese mythology.
2. Researching mask making tools and techniques.
3. Stress testing the mask

Learning objectiv
So you want to d

I want to perform a science experiment



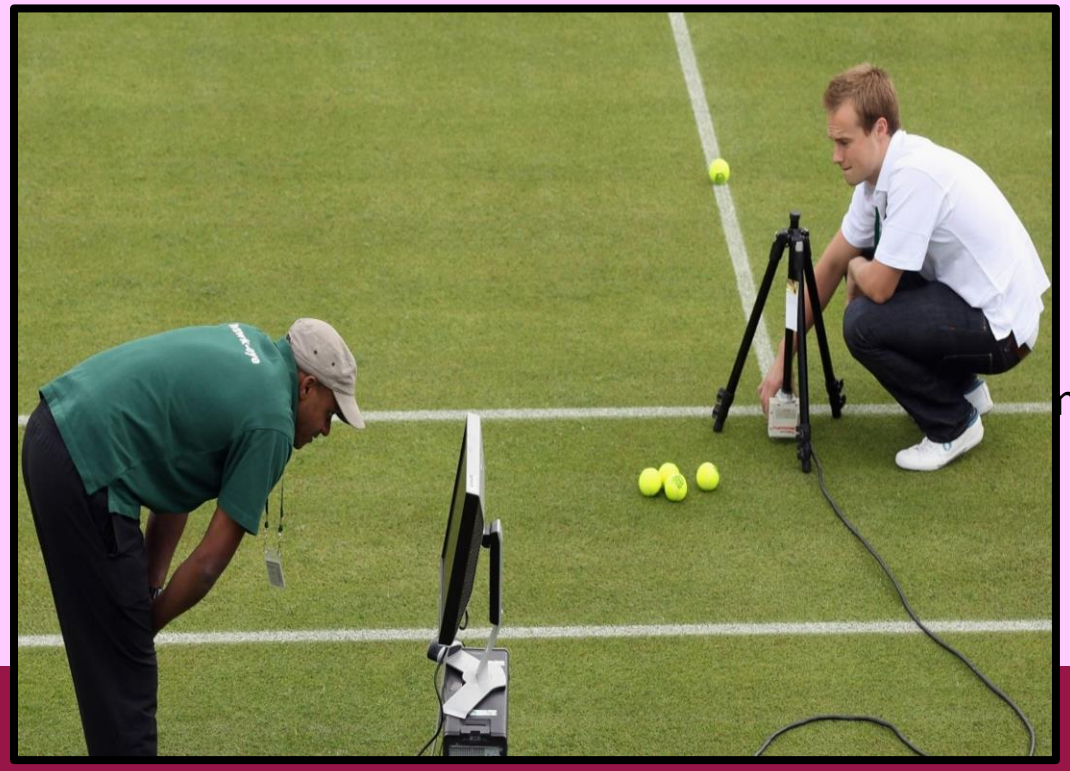
Can I send a weather balloon to high altitude to record pressure and humidity?

Research

1. Educating yourself.
2. Researching other experiments.
3. Recording the results .
4. Rerunning the experiment
5. Submitting your experiment to an organisation and rerunning the results.

Successful HT project: The impact of technology in sport

Has the impact of technology in sports been positive?.



ments

The best EPQs of 2023

- Teaching yourself the piano - leaflet to guide complete beginners.
- A piece of art that portrays recovery from abuse.
- A short story to explain the impact of dementia on families.
- Researching and testing swimming lessons for 7-8 year olds and testing their effectiveness.

Other ideas.

- https://www.youtube.com/watch?v=AHCxaGEKC8A

Video of ideas

- https://thebritishexams.com/epq-artefact-ideas/

Why do it?

- It is associated with the most able students.
- Worth half an A-level.
- Some universities make alternative offers to students doing EPQ.
- A chance to explore something of interest to you.
- A chance to get more out of your teachers.

- https://www.aqa.org.uk/subjects/projects/project-qualifications/EPQ-7993/why-choose