

# Extended Project Qualification

EPQ



Learning objectives:  
So you want to do the EPQ?

# What is EPQ?

A one year project of your choosing, you will research and create:-

- An 'artefact' (something you've made, written, done, performed, sang etc)
- Log your thinking – research, research, present, evaluation/testing.
- 1000 word write up of what you have done
- Present it.

You can choose any topic that allows you to research, create and evaluate something.



Learning objectives:  
So you want to do the EPQ?

EPQ is a *personal* research journey

# '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	<b>Clear</b> identification of the topic to be investigated.	<b>Clear</b> evidence of appropriate aims & objectives	<b>Detailed</b> project plan	<b>Clear</b> evidence of monitoring progress of project work against agreed objectives.
4-6	<b>Some</b> identification of the topic to be investigated.	<b>Some</b> evidence of appropriate aims & objectives	Project plan is present	<b>Some</b> evidence of monitoring progress of project work against the agreed objectives.
1-3	<b>Limited</b> identification of the topic to be investigated.	<b>Limited</b> evidence of appropriate aims & objectives.	<b>Brief</b> project plan	<b>Little</b> 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 <b>detailed</b> research	Selection & evaluation of a <b>wide</b> range of relevant resources.	<b>Critical</b> analysis & application of the resources.	<b>Clear</b> links made to appropriate theories & concepts.
4-6	Evidence of <b>some</b> research	Selection & evaluation of a range of relevant resources	<b>Some</b> analysis & application of the resources.	Links made to appropriate theories & concepts
1-3	Evidence of <b>limited</b> research	<b>Limited</b> selection & evaluation of resources	<b>Little or no</b> analysis & application of the resources	<b>Few</b> 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 <b>appropriate</b> decisions.	<b>Appropriate</b> data is collected & <b>thoroughly</b> analysed.	Project plan is <b>fully</b> implemented	Outcome is <b>fully realised to a high standard</b> , consistent with the candidates finally agreed plan.
7-13	Candidates take decisions.	Data is collected & <b>adequately</b> analysed.	Project plan is implemented	Outcome is <b>sufficiently realised to an acceptable standard</b> , consistent with the candidate's finally agreed plan.
1-6	Candidates take <b>few</b> decisions.	Data is <b>insufficiently</b> analysed	Project plan is implemented in a <b>limited</b> way.	Outcome is realised in a <b>limited manner &amp; not always consistent</b> 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	<b>Clear</b> evidence of appropriate changes to the plan or title or objectives, with <b>clear &amp; appropriate</b> reasons for any change explained.	Findings communicated <b>clearly &amp; in an appropriate</b> format.	Information <b>synthesised from a variety of sources</b> .	Presented in a <b>logical &amp; coherent</b> structure which addresses closely the nature of the task.
7-13	<b>Some</b> evidence of appropriate changes to the plan or title or objectives, with reasons for any change explained.	Findings communicated <b>clearly</b> .	<b>Some</b> synthesis of information from a <b>few</b> sources.	Presented in a structured manner <b>appropriate</b> for the task.
1-6	<b>Little or no evidence</b> of appropriate changes to the plan or title or objectives, with only <b>limited</b> reasons for change explained.	Findings communicated	Draws on a <b>limited number of sources</b> .	Presented in a manner <b>not always appropriate</b> for the task.

### A04: Review

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



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## A03: Develop & Realise(Part 2 of 2)

Marks	E. Changes	F. Communication	G. Synthesis	H. Presentation
14-20	<b>Clear</b> evidence of appropriate changes to the plan or title or objectives, with <b>clear</b> & appropriate reasons for any change explained.	Findings communicated <b>clearly &amp; in an appropriate</b> format.	Information <b>synthesised from a variety of</b> sources.	Presented in a <b>logical &amp; coherent</b> structure which addresses closely the nature of the task.
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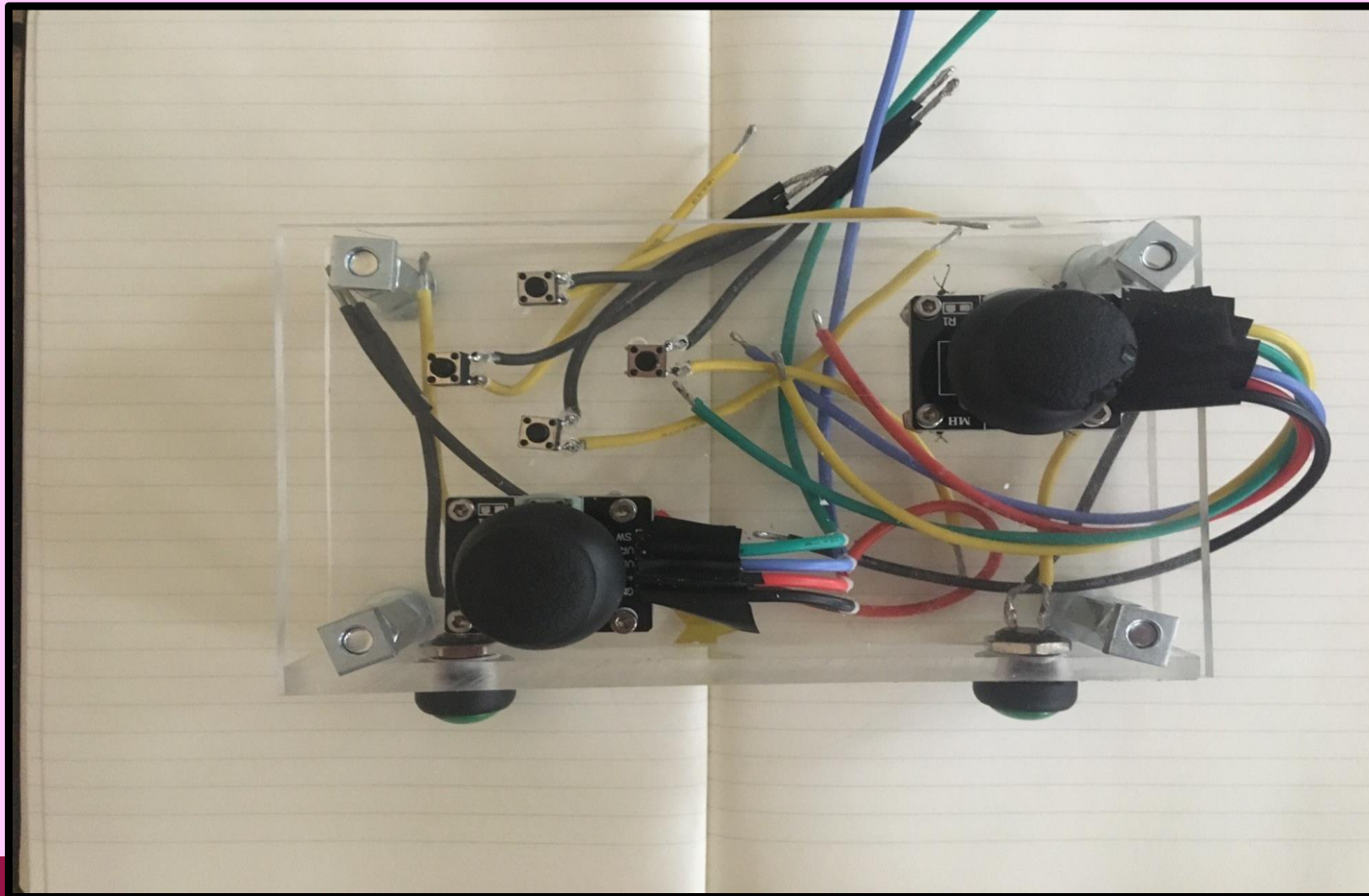
Learning objectives  
So you want to do

# How does it work?

- 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 to the exam board on May 15<sup>th</sup>.**



# 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 series of podcasts into conspiracy theories

- [episode 2 podcast.mp3 \(sharepoint.com\)](#)



Learning objectives:  
So you want to do the EPQ?



# An information video showing Ghana in a positive light

[https://turnfordorg-my.sharepoint.com/:v:/g/personal/greent\\_haileyburyturnford\\_com/ESSQF18-I1Gj34FOQGsjaKBFTxY9YkGI8yYmcK5bzQFDg?e=U4qUsF](https://turnfordorg-my.sharepoint.com/:v:/g/personal/greent_haileyburyturnford_com/ESSQF18-I1Gj34FOQGsjaKBFTxY9YkGI8yYmcK5bzQFDg?e=U4qUsF)

## Project 11

Another website I explored, Desktop Documentaries<sup>10</sup> 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<sup>11</sup>, 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.



Figure 3

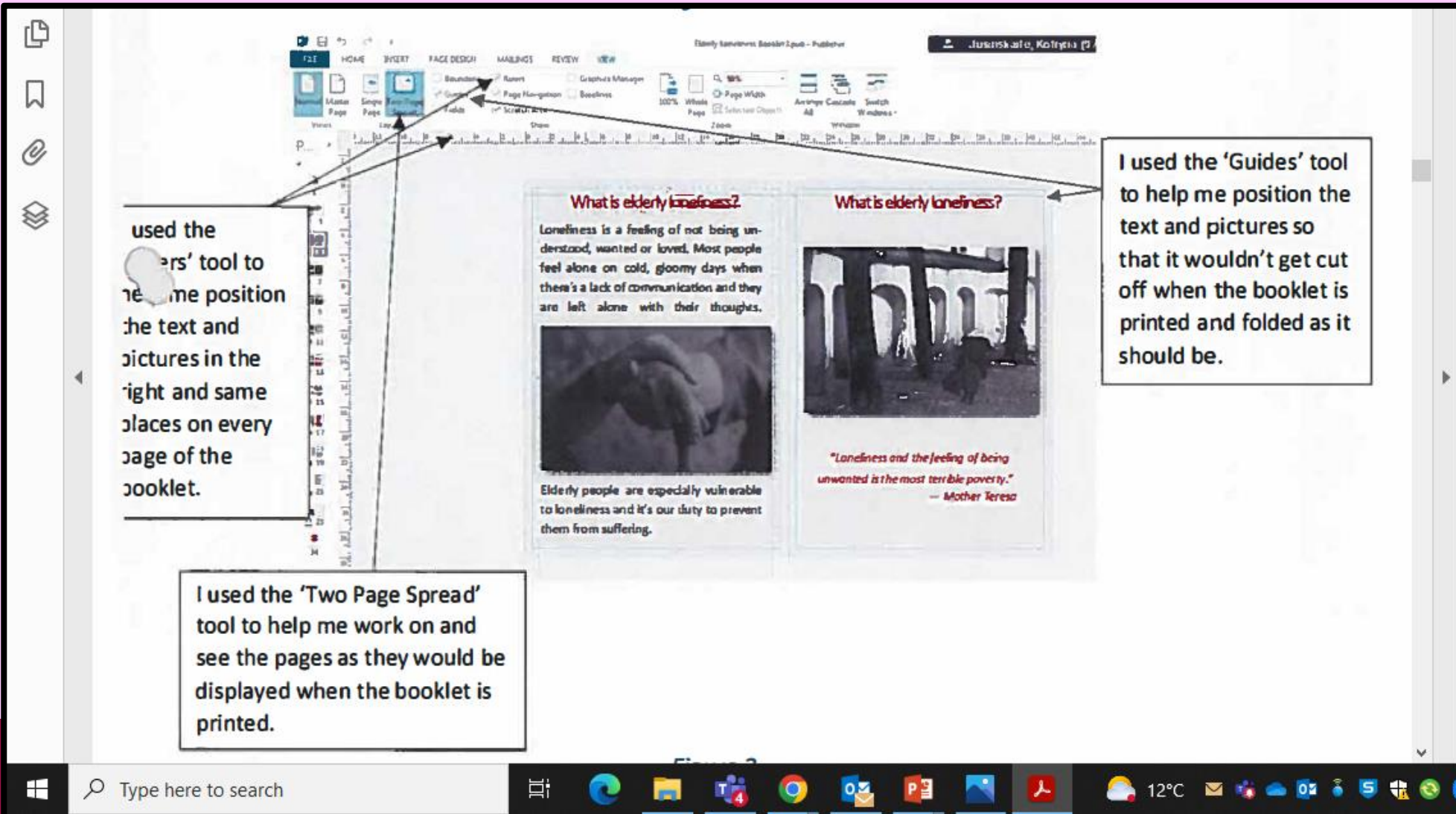
Overall, although I did follow some of the advice from the websites I consulted, I found that the law of diminishing returns applied in that the more research I did, the less useful it became as the websites gave largely similar advice.

## The 'Research'

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



# A guide to teaching yourself piano for beginners



## 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

# Making a modern version of a Japanese Oni mask



## Making and Decorating



I began making the mask by creating a base layer, by applying Modroc to my face and leaving it to set. I then began shaping it to look more like my final design by adding details and key features like the kitsune's ears and the Oni's teeth. To finish off the making, I smoothed the surface of the mask with more Modroc paste and sandpaper.



I next began decorating the mask using black and white spray paint as the base coat. I decided to do a striking, half and half, black and white colour scheme because it highlights the personality differences between the 2 creatures. I used a thin brush and acrylic paint to add the details.

## The 'Research'

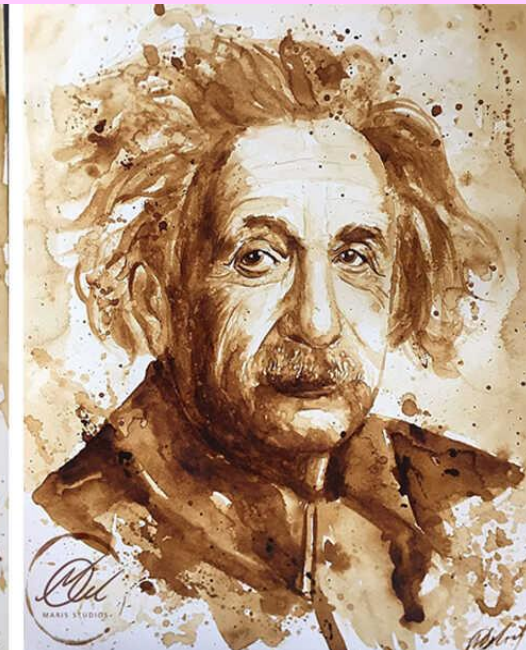
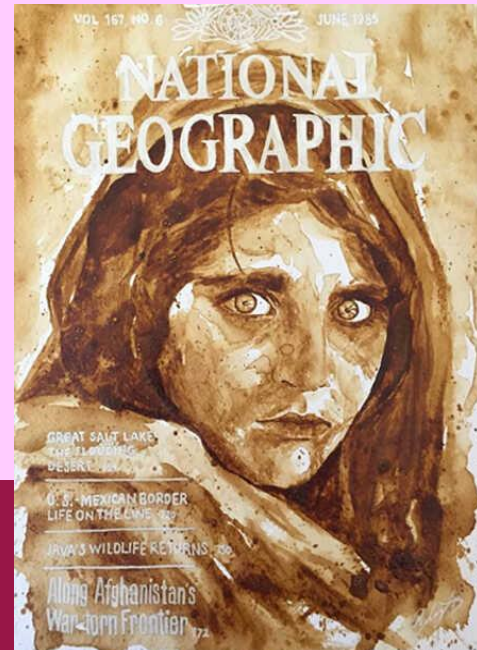
1. Researching Japanese mythology.
2. Researching mask making tools and techniques.
3. Stress testing the mask



Learning objectives:  
So you want to do the EPQ?



# A piece of art that embodies 'What is coffee'



Learning objectives:  
So you want to do the EPQ?

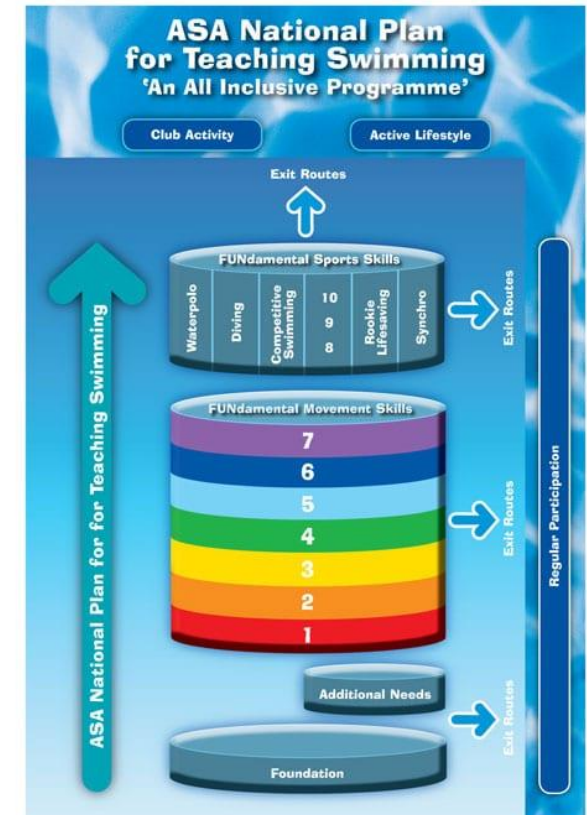


# A series of swimming lessons to accelerate swimming development



## LESSON PLAN

Grade:	Subject:	Date:
Topic:		Lesson #
Lesson Focus and Goals:		
Materials Needed:		Learning Objectives:
Structure / Activity:		
Assessment:		



## SWIM LESSONS LEVEL INDICATOR

When deciding on a level for your child, please select the level based on your child skills and swimming ability. Ages are listed as a guide.

TYPICALLY KIDS FROM 3 YEARS - 5 YEARS		TYPICALLY KIDS FROM 6 YEARS - 9 YEARS		TYPICALLY KIDS FROM 10 YEARS - 12 YEARS	
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>SKILLS</b> <ul style="list-style-type: none"><li>Enter water using a ramp, steps, or side</li><li>Exit water using the ladder, steps, or side</li><li>Blow bubbles for 3 seconds</li><li>Open eyes underwater and retrieve submerged objects.</li><li>Front glide and recover to a vertical position</li><li>Back glide and recover to a vertical position</li><li>Back float for 5 seconds</li><li>Roll from front to back and back to front</li><li>Treading water arm and hand actions</li><li>Alternating and simultaneous leg and arm actions on front</li><li>Alternating and simultaneous leg and arm actions on back</li><li>Combined arm and leg actions on front</li><li>Combined arm and leg actions on back</li></ul>	<b>SKILLS</b> <ul style="list-style-type: none"><li>Step or jump from the side into shoulder-deep water</li><li>Exit water using ladder, steps or side</li><li>Fully submerge and hold breath</li><li>Bobbing, 10 times</li><li>Open eyes underwater and retrieve submerged objects</li><li>Rotary breathing</li><li>Front, jellyfish and tuck floats for 10 seconds</li><li>Front glide and recover to a vertical position</li><li>Back glide and recover to a vertical position</li><li>Back float for 15 seconds</li><li>Roll from front to back and back to front</li><li>Tread water for 15 seconds</li><li>Roll from front to back and back to front</li><li>Tread water for 15 seconds</li><li>Swim elementary backstroke for 15 yards</li><li>Flutter, scissors, breaststroke, and dolphin kicks</li></ul>	<b>SKILLS</b> <ul style="list-style-type: none"><li>Jump into deep water from the side, submerge, return to the surface then to the side</li><li>Headfirst entry from the side in seated and kneeling positions</li><li>Bobbing while moving to safety</li><li>Rotary breathing</li><li>Survival float for 30 seconds</li><li>Back float for 1 minute</li><li>Tread water for 1 minute</li><li>Change from vertical to horizontal position on front and back</li><li>Push off in streamlined position on front, then begin kicking</li><li>Swim front crawl for 15 yards</li><li>Swim elementary backstroke for 15 yards</li><li>Flutter, scissors, breaststroke, and dolphin kicks</li></ul>	<b>SKILLS</b> <ul style="list-style-type: none"><li>Headfirst entry in compact and stride positions</li><li>Feetfirst surface dive</li><li>Swim underwater</li><li>Tread water, using 2 different kicks</li><li>Survival swimming for 5 minutes</li></ul> <b>SWIMMING:</b> <ul style="list-style-type: none"><li>Front crawl for 25 yards</li><li>Elementary backstroke for 25 yards</li><li>Breaststroke for 15 yards</li><li>Back crawl for 15 yards</li><li>Butterfly for 15 yards</li><li>Sidestroke for 15 yards</li><li>Push off in streamlined position on back, then begin kicking</li></ul>	<b>SKILLS</b> <ul style="list-style-type: none"><li>Shallow-angle dive into deep water</li><li>Tuck surface dive</li><li>Pike surface dive</li><li>Tread water for 5 minutes</li><li>Tread water, using legs only, for 2 minutes</li><li>Sculling for 30 seconds</li></ul> <b>SWIMMING:</b> <ul style="list-style-type: none"><li>Front crawl for 50 yards</li><li>Breaststroke for 25 yards</li><li>Back crawl for 25 yards</li><li>Butterfly for 25 yards</li><li>Sidestroke for 25 yards</li><li>Backstroke flip turn</li></ul>	<b>SKILLS</b> <ul style="list-style-type: none"><li>Surface dive and retrieve object from the bottom, 7-10 feet deep</li></ul> <b>SWIMMING:</b> <ul style="list-style-type: none"><li>Front crawl for 100 yards</li><li>Elementary backstroke for 100 yards</li><li>Breaststroke for 50 yards</li><li>Back crawl for 50 yards</li><li>Elementary backstroke for 50 yards</li><li>Demonstrate open turns and front and back flip turns when swimming</li></ul>



Learning objectives:  
So you want to do the EPQ?



# An educational documentary on the history of Prime Ministers

- <https://youtu.be/RyS70Ye3WdI?si=9PMIjHP-Jqjlvv3>





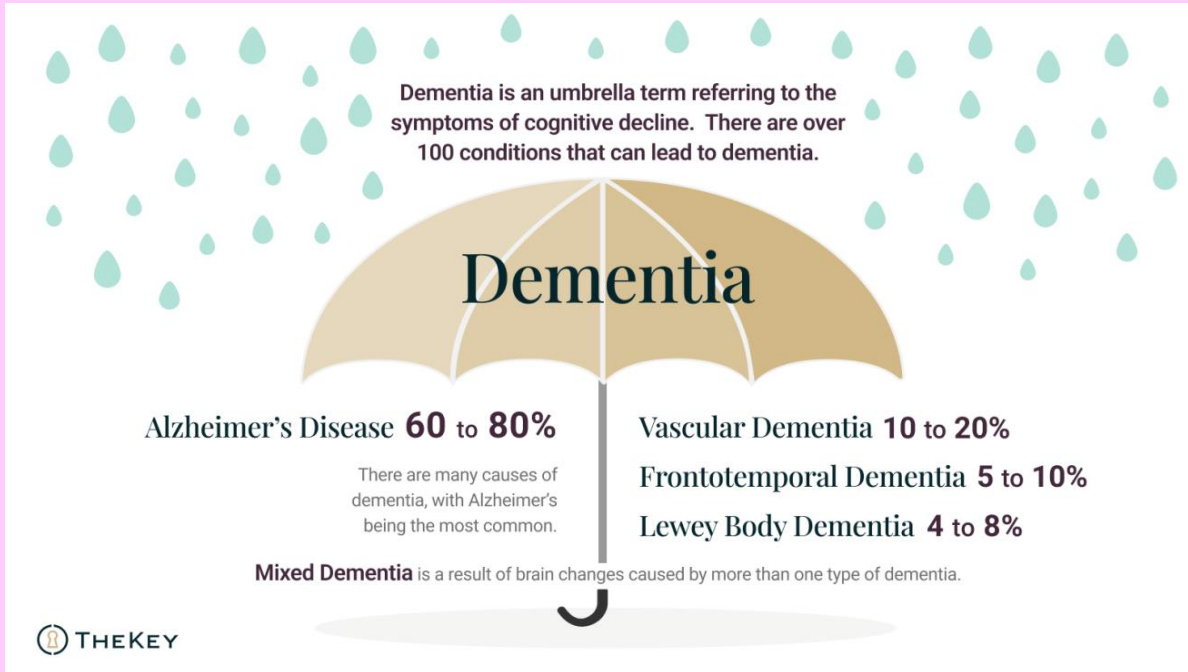
# Can I research, make and test a Boho dress?



Learning objectives:  
So you want to do the



# A short story about the impact of dementia on families



**The House on the Cliff**

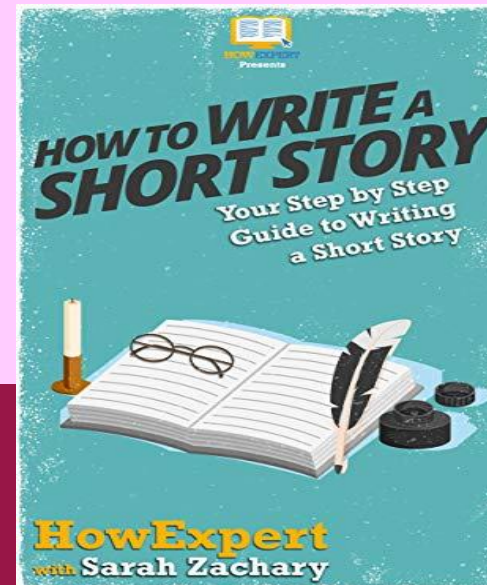
Sailing through the storm in the dead of night, three life-long friends were desperately trying to stay afloat. Ferociously waves crashed against the boat. The sail relentlessly whirled back and forth like the wind was playing catch.

"Land! I see land!" shouted Michael as the rain battered a face. The others could barely hear him over the thunder, which was booming overhead.

"Where?" bellowed Andrew, trying to keep his balance.

"Two o'clock! There's a house with a light," replied Michael, gesturing in the direction of the house.

Sarah sat in the corner, rocking with the swell of each wave, the quietest of the three. She didn't say much, but drank everything around her.



Learning  
So you

## Other EPQ ideas from 2023-25

- A model rollercoaster
- A series of lessons for primary school children with ADHD
- A training plan for dangerous dogs
- Creating a weather balloon
- Learning conversational Russian and getting through dinner with a Russian speaker!
- A piece of art on the mental health of paramedics



Learning objectives:  
So you want to do the EPQ?

# Things to know about EPQ

- It is effectively 100% coursework
- 4 contact hours a fortnight (Miss Green) – but lots of independent work.
- It is an AS level graded A-U
- Submit it 15<sup>th</sup> May 2025
- Several universities make lower offers to students doing EPQ.
- A chance to explore something of interest to you.
- A chance to maintain a subject that the blocks won't allow.



Learning objectives:  
So you want to do the EPQ?

EPQ is a *personal* research journey



# Summer task

[Mull over an idea for a project](#)

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

Video of ideas

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



Learning objectives:  
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## Explanation

A01 (10)	A02 (10)	A03 (20)	A04 (10)
Planning	Research	Development/outcome	Evaluation
Making a serious time based plan. Setting out what you are trying to do. Knowing before you start how you plan to evaluate it.	Interacting with the real world. Interviews with professionals. Site visits/observations Surveys with relevant people. Photographs of what you are up to.	Doing what you said you'd do. Changing direction with your project and justifying it. Making decisions and narrowing down options. Thinking aloud!	Getting feedback from professionals (or relevant people) on your work.

Notice there are limited marks for the quality of what you produce!



Learning objectives:  
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# Why do it?

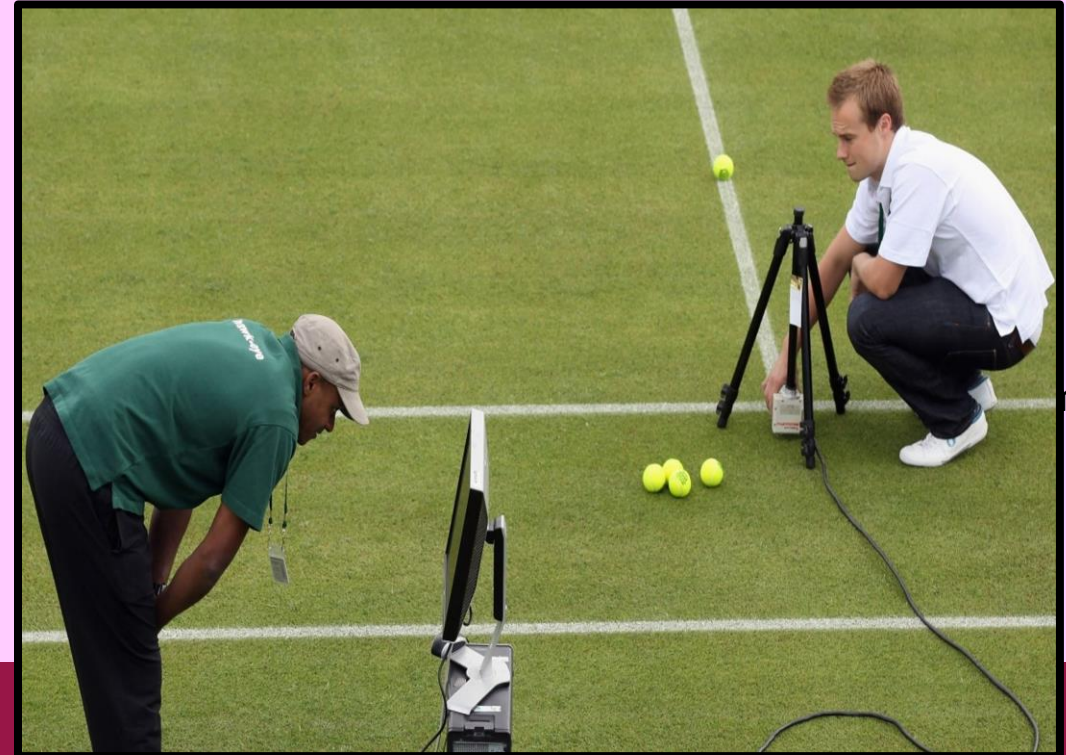
- It is associated with the most able students.
- Worth half an A-level.
- Some universities make alternative offers to students doing EPQ.
- A chance to explore something of interest to you.
- A chance to get more out of your teachers.
- <https://www.aqa.org.uk/subjects/projects/project-qualifications/EPQ-7993/why-choose>





# Successful HT project: The impact of technology in sport

Has the impact of technology in sports been positive?.



nents

# Successful essay based project titles at HT

*‘The roles of of POC in Hollywood film, with particular emphasis on Black panther’*



Learning objectives:  
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# Successful essay based project titles

- To what extent has the **me too** movement changed representations of women in Hollywood?
- What impact do performance enhancing drugs in sport have on mental health?
- Was Winston Churchill a war hero?
- Why do some countries cope better with natural disasters than others?
- Has the UK taxes and benefits system made the poverty trap worse?
- Should the law on joint Enterprise be abolished?
- Have athletes reached their full potential in terms of breaking world records?
- Should smokers be treated on the NHS?
- Is there life on other planets?



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# Successful essay based project titles

- To what extent has Roman law influenced modern British law??
- Is financial inequality in the premier league sustainable?
- Are those with mental health issues drawn to acting or does acting cause mental health problems?
- Why do we like to perpetuate cryptids?
- Should the UK be sharing vaccines?
- What is the main reason for the collapse of X company.



Learning objectives:  
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# I want to paint a picture of my favourite topic in a particular style.

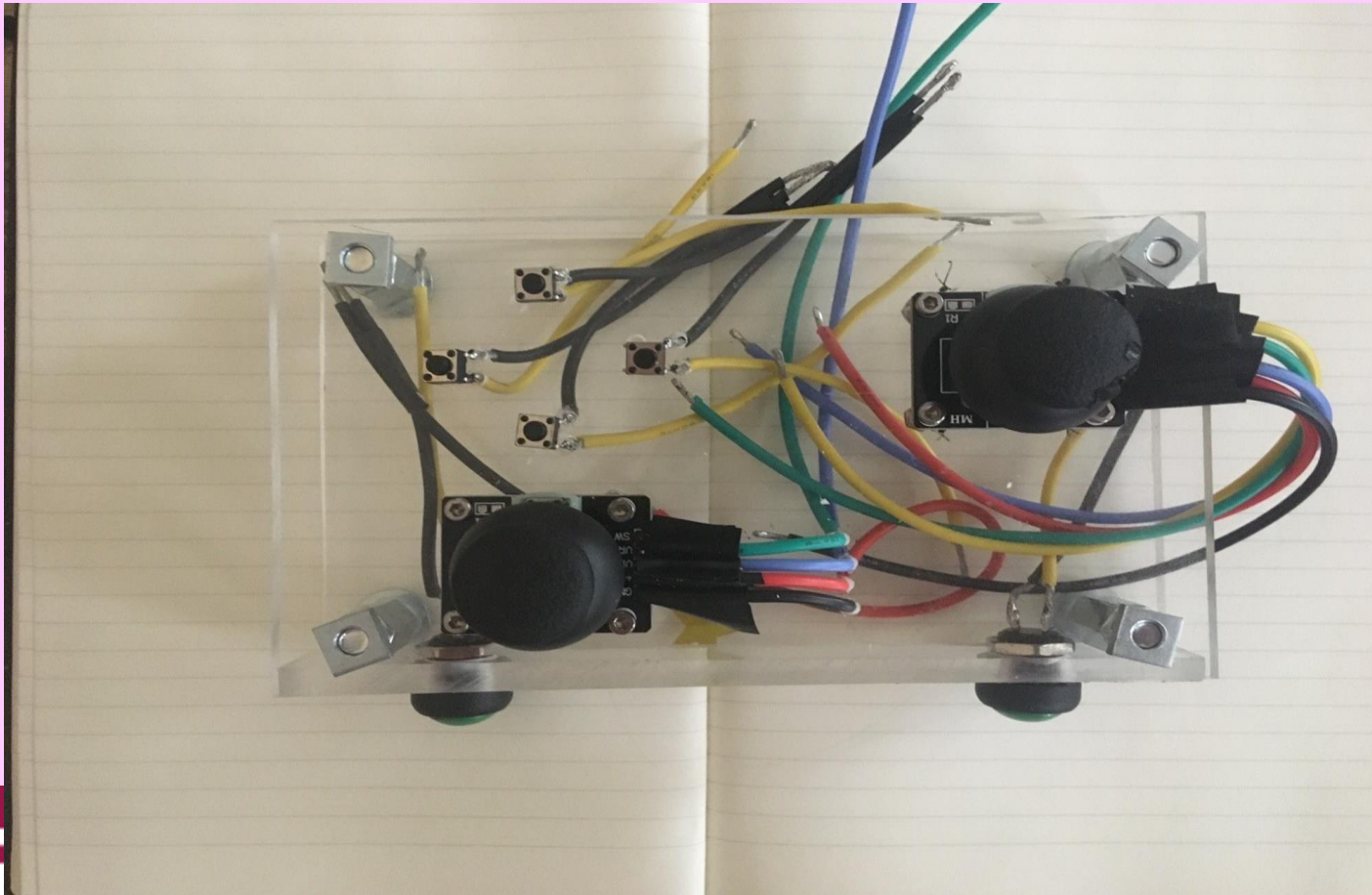
How does the concept of good and evil evolve throughout the marvel universe

Research –

Teaching yourself techniques/styles.

Watching marvel films!

Reading and watching reviews.



# I want to perform a science experiment



*Moments before release*

chosen when the calculated hold-back load was

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.

So you want to do the EPQ?





## Other artefact ideas

Write an play/short story on a topic of your choosing – to entertain or educate.

Create or write an amendment video game for a purpose or particular audience.

Make a film designed to get a particular point across.

Perform a science experiment

Design an app for a purpose



Learning objectives:  
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# Why do it?

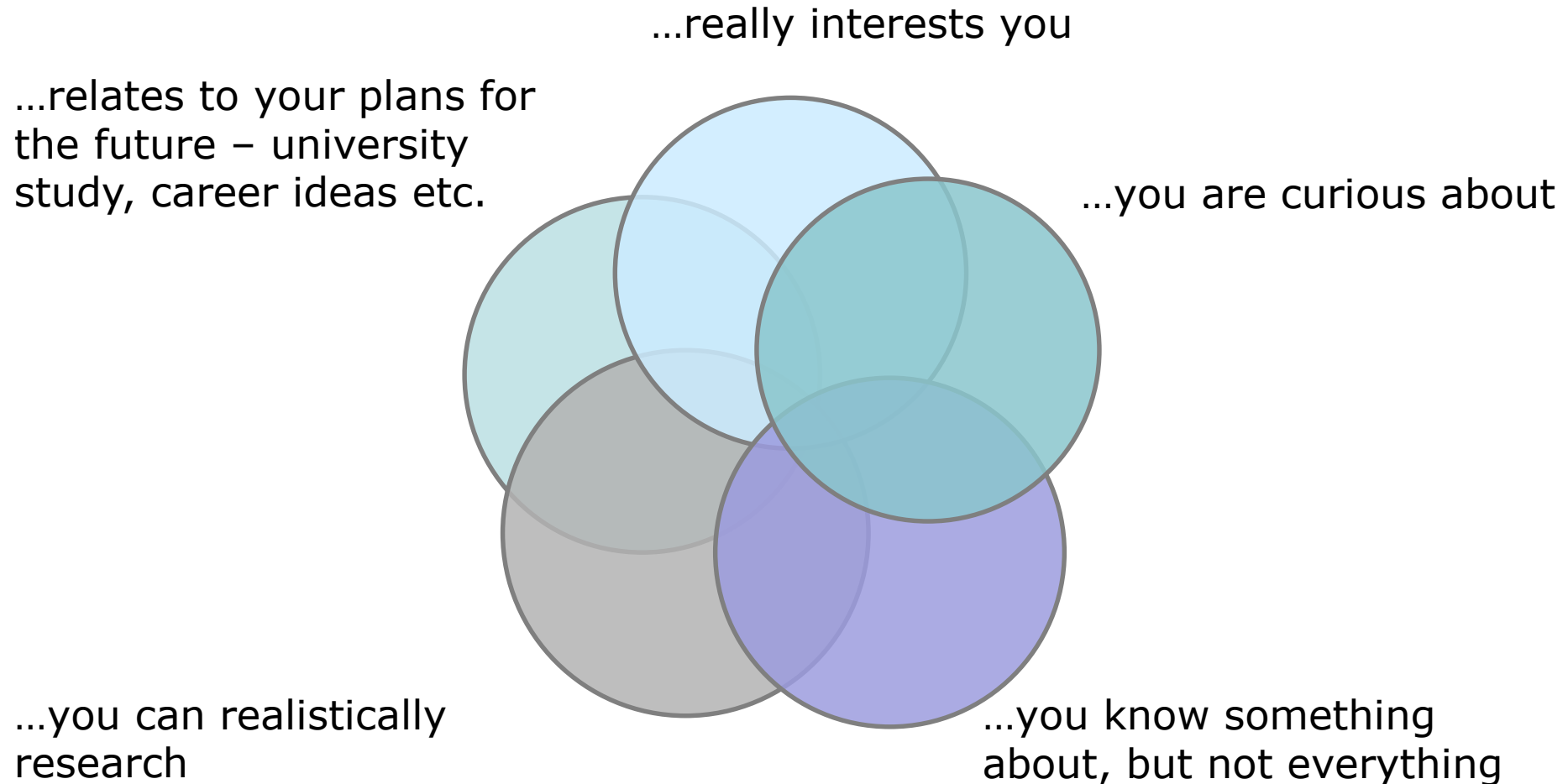
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Learning objectives:  
So you want to do the EPQ?

# Choosing your topic

## Identify a theme that...





# Activity 1



In pairs tear up a piece of paper into 5 pieces

Write one of the following on each piece

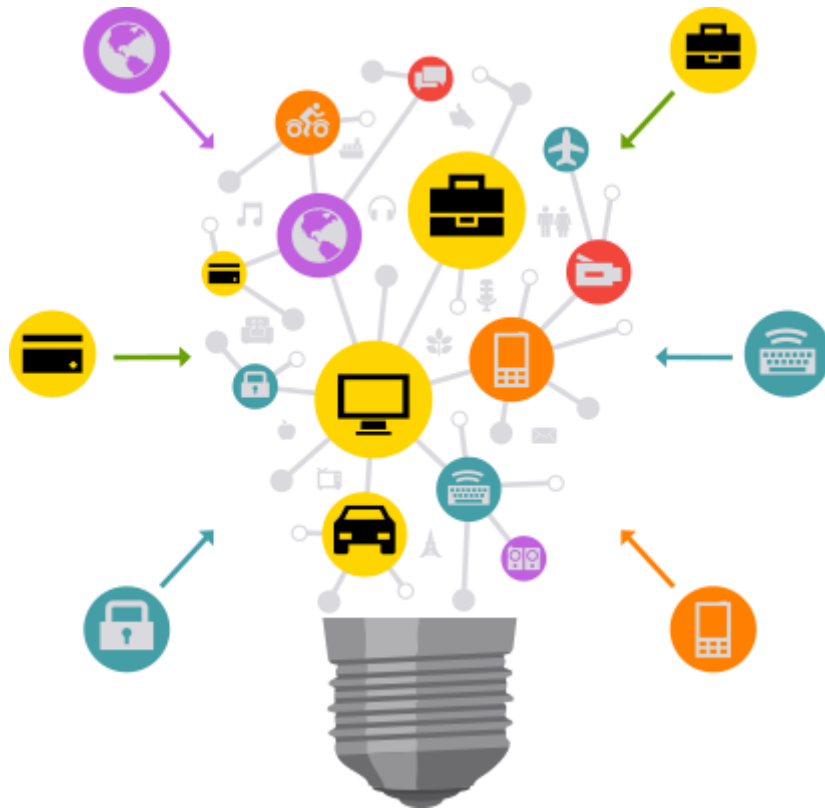
- Hobbies
- Career
- Further Study
- Subjects I really like
- Something that makes me curious

Screw up the pieces of paper and take it turns to pick one out and chat through your thoughts on each topic with your partner

Note down your ideas on post-it notes  
– one ideas per notes

# Activity 2

## Making Connections



Look through your answers to Activity 1

Lay out your post its in front of you on a large piece of paper

Look for possible links, overlaps or commonalities between your ideas

Move the post its around if you need to, then use arrows, line and notes to jot down your thoughts about possible connections

You should end up with a web of ideas and connections