



# Extended Project Qualification



## Curriculum Intent

The focus of the taught learning portion of the course will be on building skills to apply to the students' research project. Initially the lessons will focus on choosing a viable question and thinking about how they can create debate within their topic. Then the students will be taught about good research practice and will get a sense of the variety of sources they need to access.

The students will finally be taught presentational skills. Firstly, presenting an essay with footnotes, appendices and an abstract. They will also work on their in person presenting skills. The overall intent of this curriculum is therefore to enable students to develop skills that allow them to create a worthy and viable research question, to be able to identify and research relevant sources, before presenting their findings both in the form of an academic essay and a presentation; skills highly sought after at university and in the workplace.

*"Research is formalized curiosity. It is poking and prying with a purpose." Zora Neale Hurston*

### Students will learn:-

- Researching
- Note taking
- Referencing
- Presenting
- Reflecting
- Question crafting
- Judging the nature of sources.
- Using feedback to improve work.
- Answering questions
- Evaluating the progress of their work.
- Data analysis
- Data Collection
- Construction of an artefact.

### What does excellence look like?

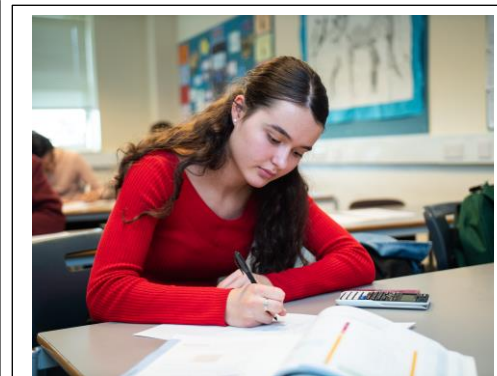
- Students identify their project and produce an effective design and thorough plan.
- They carry out their project in a highly organised fashion, showing excellent independent working skills and clear evidence of responding very effectively to guidance given.
- They use a wide range of resources critically, analyse data effectively and apply findings to good effect.
- They show clear links between sources of information and the themes of their project and fully explore the complexities of the topic.
- Problems and/or issues are identified, fully explored and addressed.
- Students select and use a range of skills including, where appropriate, new technologies, to achieve high quality outcomes that fully realise the intentions of the project and to draw conclusions.
- Students carry out full, in-depth evaluations, showing a high level of insight into how they conducted their project and the limitations of the resources at their disposal.
- They select and use a range of communication skills to present outcomes and conclusions clearly, in an appropriate format with excellent supporting evidence.

### Knowledge, understanding & Skills

Students are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a non specialist audience
- provide evidence of all stages of project development and production for assessment.

Students show a deep and extensive knowledge of the project area of study through their responses to questions



## How will we assess impact?

Regular progress meetings set out in the progress log.  
Meetings will discuss and assess:

- Record of initial ideas
- Candidate proposal
- Planning review
- Mid-project review
- Project Product review
- Presentation



## International Opportunities

### Visits Programmes

The Sixth Form visits international visits programme offers many students the chance to carry out both primary and secondary research for their chosen project question during their exchange programme.

Students in the past have used this resource effectively to carry out interviews with those directly linked to the research question, or to gain access to secondary resources first hand.

### Within the curriculum

Students are encouraged to develop a research question that not only has a comparative aspect to it, but potentially involves the analysis and evaluation of differing approaches to an issue across national borders, allowing them to explore linguistic and cultural influences upon their topic of choice.

### Wider Reading

#### Ethical considerations guidance

[https://wellcome.ac.uk/sites/default/files/wtp057673\\_0.pdf](https://wellcome.ac.uk/sites/default/files/wtp057673_0.pdf)

#### New Specification for 20201

<https://filestore.aqa.org.uk/subjects/AQA-W-7993-SP-19.PDF>

### How can you enhance your learning at home?

Most the course will involve the students seeking out their own resources. They have a number of starting points/options:

- School library
- Local library
- Departmental expertise.
- Departmental subscriptions e.g. HA
- JStor
- Google books
- Newspapers
- British Library
- Original research e.g. surveys
- Online journals



*"The more important reason is that the research itself provides an important long-run perspective on the issues that we face on a day-to-day basis. " -Ben Bernanke*