



# Extended Project Qualification

## Why take the Extended Project Qualification?

'Research is to see what everyone else has seen, and to think what no one else has thought.'

~Albert Szent – Gyorgyi (Nobel Prize in Physiology / Medicine in 1937)

The Extended Project Qualification affords students the opportunity to produce a research project on an area of interest that engages their interests and passion for learning beyond the curriculum. Students can decide on an approach that best suits their style and interest, with the possibility of writing to meet the demands of either a dissertation, filed study/ investigation, artefact or performance. Students are able to design research projects that support progression to university level or securing a degree apprenticeship.

*All* students are offered the opportunity to complete this qualification and are supported throughout the two years with regular fortnightly sessions, with experienced staff supervisors to offer expertise to research students. The qualification runs across 15 months, and is the equivalent of an AS level; it is one of the very few AS qualifications to be awarded A\*.

For students wanting to apply for university, this qualification is highly regarded by university admissions tutors and is, on many occasions, taken into consideration when issuing conditional offers to students; the EPQ can be the difference between securing a student's top university choice and narrowly missing out.

## Key features of the Level 3 Extended Project

Throughout this qualification, students will acquire and develop many academic skills that will be required of them at undergraduate level. Some of the key features of this qualification for students include:

- individually managing and designing an in-depth research project of their choice; showing independence and passion beyond the curriculum
- developing and improving performance as critical, reflective and independent learners
- applying decision making and, where appropriate, problem solving skills
- extending skills such as planning, critical thinking, synthesis and presentation skills
- improving as e-confident learners and applying relevant technologies in studies
- using different learning experiences to support personal aspirations for further education and/or career development.

## Assessment Objectives and Weightings

There are four assessment objectives for the Edexcel Level 3 Extended Project. These detail the knowledge, skills and understanding that the learner is required to demonstrate in each unit. Students

take part in guided EPQ sessions to cover the main assessment objectives that they are being assessed against. There is a palpable research community the Sixth Form, with a supportive and inclusive approach towards achieving success.

### Assessment Objective Marks available Weighting

#### **AO1 Manage (9 marks)**

Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.

#### **AO2 Use of resources (12 marks)**

Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.

#### **AO3 Develop and realise (24 marks)**

Select and use a range of skills, including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes.

#### **AO4 Review (9 marks)**

Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.

#### **TOTAL: (54 marks)**

Previous research questions have included:

**To what extent does the use of music in therapy alleviate the progression of Alzheimer's Disease?**

**Why are women not entering into STEM jobs?**

**To what extent can it be proven that the role of the mother and the father are both essential for child development?**

**To what extent are hearing-impaired people fully aware and engaging in politics in the UK?**