

EPQ Bridge: Focus, Project Plan & Activity Logs

Your Project Plan and Activity Logs are assessed in AO1 and are worth 9 of the 54 marks.

LOWER SIXTH

WEEK	DATE	Focus	My Project Plan	What I actually did/Activity Log
			<i>In this column, describe all of the main tasks to be completed in an appropriate order and in detail with an appropriate time span allocated for each task.</i>	<i>In this column, maintain clear and detailed records of activities undertaken during the project, including problems encountered and steps taken to overcome them. Monitor your progress against the plan column and adjust the plan where necessary.</i>
Example	WB Mon 27 April	<ul style="list-style-type: none"> ➤ Introduction to the Project Qualification ➤ Writing Activity Log entries 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Find out about EPQ <input checked="" type="checkbox"/> Start Activity Log <input type="checkbox"/> Decide on unit ➤ Decide on unit next week 	<i>This week we had our first lecture and found out about the Project Qualification. I am interested in doing either a History or Psychology related project but am unsure about which unit outcome to go for.</i>
1	WB Mon 27 April 2020	➤ Introduction to the Project Qualification	<ol style="list-style-type: none"> 1. Look at the PowerPoint provided by tutor. 2. Start to make a note of any ideas for my EPQ question. 	This week I was introduced to the EPQ via a Microsoft TEAMS platform using online tutoring. It provided a clear overview of what I am expected to do over the course of an EPQ. At this stage I am thinking about several areas that I'd like to research which include topics on Hitler, cloud brightening, university fees, wildflower meadows and Y6 SATs. I'm not sure yet which area to choose so I looked online to get a better idea of how much information was available. I used Google Scholar as the articles are more academic. Submitted my ideas to tutor.
2	WB Mon 4 May	➤ Generating ideas - Explore	<ol style="list-style-type: none"> 1. Carry out some wider reading around the topic question you have chosen. 2. Go online to look at Explore to generate topic ideas if struggling. 3. Complete and submit the research page on wider reading. 	Via TEAMS platform I looked at the PowerPoint provided on wider reading. This was really useful because it taught me about using Boolean logic when searching for information online. It explained about using keywords and the 'AND', 'OR' 'NOT' words to narrow, join and exclude words/phrases from a search. This will help to search for relevant information only. I looked at the Explore website https://explore.org to see if it could provide any further ideas for the EPQ topic. The website is designed by Oxford University and models how to build arguments/counter arguments which will be useful. After doing some more reading/research I submitted my research

				page which include 9 sources including information from the BBC, TES, Guardian and Michael Bassey who is a well –known academic who writes about education in the UK.
3	WB Mon 11 th May	➤ Looking at past examples of projects WAGOLL	1. Explore exemplar materials on Edexcel website to establish the good from the not so good.	On TEAMS I looked at the Edexcel website using the link the tutor had made available. I read through 3 different EPQs. <i>How has football developed? What are British perceptions of America and why? and Evil.</i> I was able to see that the title needs to be focussed and that clear arguments for and against should be presented. The need for consistent referencing, making connections between ideas, use of sub-headings, primary as well as secondary sources are all recommended. I can use this to help me when I research and write my own EPQ.
4	WB Mon 18 th May	➤ Getting off the start line ➤ Where to find sources	1. Continue reading/listening/watching sources to support your EPQ ideas. 2. Monitor progress and complete Activity log. 3. Watch PowerPoint provided by tutor on places to search for good information.	This week I've a lot of Chemistry to do and it has taken me quite a bit of my time to get through this work so I have not been able to spend much time looking at the information for my EPQ but I allocated an hour on Friday 22nd to look at it. I continued to look at sources online as we are still in lockdown and not physically able to go to school to use resources so I began this week by watching a TED talk which I thought would be useful. After searching using several different keywords, I came across a talk by Sir Ken Robinson called 'Do schools kill creativity?' which looks at the way in which our education system has not changed in over 50 years, when students failed then as some do now. This he attributed to the way in which students are taught to complete tests, rather than to have freedom to explore their own creativity, skills and imagination which is not part of any official testing. This was an interesting start for my argument on abolishing SATs in primary schools. The idea that

				<p>creativity in schools is as important today as literacy.</p> <p>I made a note of this source in case I want to return to it and include in the bibliography.</p> <p>I'm not sure that this choice is the one I will finally choose but I think there will be enough argument/counter arguments to use.</p> <p>I'm going to continue to research for information so that I can get more information about my chosen topic.</p>
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HALF TERM

WEEK	DATE	Focus	My Project Plan	What I actually did/Activity Log
5	WB Mon 1 June	➤ Project Proposal Form and Activity Logs (make sure the proposed outcome is well defined and clearly focussed).	<ol style="list-style-type: none"> 1. Complete the Project Proposal Form. 2. Complete the Activity log/plan so that it is up to date. 	Using TEAMS I looked at the PowerPoint and the attached documents that were provided by the tutor for this lesson. The powerpoint was useful as it showed me what the grade boundaries are for the EPQ and provided guidance on the different bands 1 –3 of evaluation. It showed what I have to score for each part of the project if I want to achieve a good grade. I spent time filling in my project proposal form, although I was not certain about the timeframes involved. I also spent time on completing the Activity log as I hadn't been doing it each week.
6	WB Mon 8 June	➤ How to reference		
7	WB Mon 15 June	➤ How to structure the project		

8	WB Mon 22 June	➤ How to transfer research into each of the project sections		
9	WB Mon 29 June	➤ How to structure an argument or what to include in a portfolio		