



TUXFORD  
— ACADEMY —

# Extended Project:

## GCES to A-level transition booklet

## **Welcome to your Extended Project bridging unit!**

It is very rare at school or college to be told you have the freedom to study exactly what you want. The Extended Project Qualification (EPQ) gives you that chance. Maybe there is something that you are really interested in but you have had no opportunity to pursue further because it is not on the specification of the subjects you are studying. Perhaps you love Shakespeare, care about human rights issues or want to learn more about the British Empire. This activity will help you to learn more about a qualification that lets you take charge of your own learning

### **What is EPQ?**

Extended Project is a 5000 – 6000 word project in the form of a dissertation. A dissertation involves you reviewing people's research, evaluating their work by analyzing the strengths and weaknesses as well as finding evidence to support the author's argument.

You will choose a question of your choice that you would like to investigate. The question needs to be something you're interested in and something that allows you to look at multiple arguments.

During the course you will;

- Identify, design, plan and complete an individual project applying organisational skills and strategies to meet stated objectives;
- Obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic;
- Select and use a range of skills to solve problems, to take decisions critically, creatively and flexibly, and to achieve planned outcomes;
- Evaluate outcomes including own learning and performance and select and use a range of communication skills to convey and present evidenced outcomes and conclusions

**\*Important\*: your question cannot be on a topic that is directly related to one of your A levels as this will result in dual accreditation and you will fail.**

**For example, if you study Psychology A Level, you cannot do it on memory as this is directly studied. If you are unsure about how your question links to your A levels, go to the edmodo website and use the class code 25ac7n - We'll be able to help you from there**

**Previous questions that have been studied:**

1. Will Brexit be beneficial or harmful to Britain's economy?
2. How do technological devices impact a primary aged child?
3. How can veganism effect your health, society and animals?
4. Bipolar and Psychopathy: is it caused biologically or environmentally?
5. Which educational system is more effective? China vs UK.
6. Does gender effect your accessibility to become a judge in the UK?
7. Should the media take responsibility for crime trends?
8. Can the lack of medical consent ever be justified?
9. Can testing on animals ever be justified?
10. What are the positives and negatives of Instagram on 11-18 year olds?

### **How does it work on my timetable?**

If you choose to take EPQ you will have 1 hour a week of it on your timetable. You will have a supervisor who will guide you and create deadlines for each piece of work. Your supervisor is responsible for creating your deadlines, marking your work and over seeing your organisational skills.

EPQ is taken usually as a fourth option on your timetable to boost UCAS points or to enhance your CV. It is not recommended to take four subject as well as EPQ as you will be overwhelmed with workload.

You must be extremely motivated and organised if you take EPQ, as well as the written project you will also be completing other activities throughout the year therefore you must meet all deadlines.

### **Why should you take Extended Project?**

Extended project allows you to learn many skills that will be beneficial to you in the future. For example, you will:

- Learn how to manage deadlines
- Learn how to present your work in an academic style
- Assess other people's research
- Learn how to reference
- Learn how to create a Bibliography
- Become an expert on a specialised topic
- Present your work in a confident manner

As well as this you can **achieve up to a maximum of 28 UCAS points**, therefore it will open up more university choices for you. Secondly, EPQ looks fantastic on your CV because employers can see that you are a motivated, independent and organised individual.

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### **Activity one**

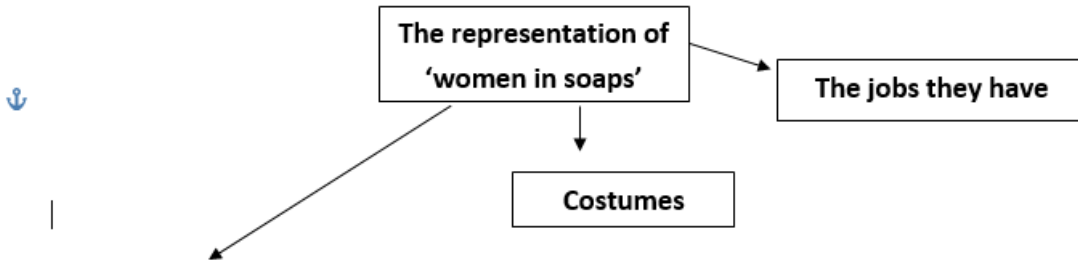
Bullet point 7 things that are of interest to you. E.g Stories in modern day soaps

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

It is a good idea to select a narrow focus within the topic to make the exercise more manageable.

Pick your two favourite areas and try to narrow down what exactly you want to look at. Give yourself two areas from above and then divide them into three narrower options. For example:

**For example:**



**The different representations in different soaps. Look at Coronation Street and Eastenders**

Area one:

1:

2:

3:

Area two:

1:

2:

3:

too

too

### **Where am I going to find my information to help with my question?**

When you conduct your research you need to look at a wide range of sources, this includes books, magazines, online blogs and youtube channels. One source that you will use a lot are journal articles and you are probably not as familiar with these. This activity will get you familiar with how to access articles.

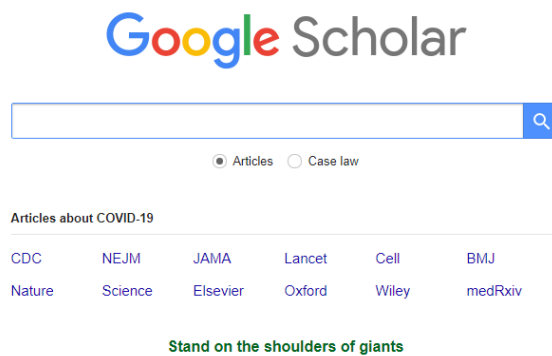
### **What are journal articles?**

**Journal articles are pieces of research conducted by people who are specialised in that particular area. These people usually have a PHD and their research is well acknowledged as it is has been placed into a journal.**

### **How can I access journals?**

The main way you can access journal articles is through Google Scholar.

1. Google 'Google Scholar'. A page should come up that looks like this



2. Then type in part of your question or anything to do with your question. This example will use the question 'What are the strengths and weaknesses of the death penalty use in the UK?'

**A page will be bought up like this**

Google Scholar search results for "death penalty in america". The interface includes a search bar, a filter sidebar on the left, and a list of search results on the right. The filter sidebar contains options for "Any time" (with sub-options: Since 2020, Since 2019, Since 2016, Custom range...), "Sort by relevance" (with sub-option: Sort by date), and checkboxes for "include patents", "include citations", and "Create alert".

The search results list includes:

- [BOOK] The death penalty in America** by HA Bedau - 1998 - books.google.com. Description: InThe **Death Penalty in America**: Current Controversies, Hugo Adam Bedau, one of our preeminent scholars on the subject, provides a comprehensive sourcebook on the **death penalty**, making the process of informed consideration not only possible but fascinating as ... Cited by 747.
- Persuasion and resistance: Race and the death penalty in America** by M Pefley, J Hurwitz - American Journal of Political Science, 2007 - Wiley Online Library. Description: Although there exists a large and well-documented "race gap" between whites and blacks in their support for the **death penalty**, we know relatively little about the nature of these differences and how the races respond to various arguments against the **penalty**. To explore ... Cited by 212.
- Black man's burden: Race and the death penalty in America** by CJ Ogletree Jr - Or. L. Rev., 2002 - HeinOnline. Description: Nearly 120 years ago, Frederick Douglass, the former slave and great African American leader, described the American criminal justice system as follows: "Justice is often painted with bandaged eyes. She is described in forensic eloquence, as utterly blind to wealth or ... Cited by 95.
- [BOOK] From lynch mobs to the killing state: Race and the death penalty in America** by A Sarat - 2006 - books.google.com. Description: Since 1976, over forty percent of prisoners executed in American jails have been African ...

Annotations with arrows point from labels to specific parts of the results:

- AUTHORS** points to the author names in the second result.
- SUMMARY** points to the descriptive text of the second result.
- TITLE** points to the title of the second result.

You can use the handles on the left side to adjust the date of when your research was published.

Google Scholar filter sidebar:

- Articles
- Any time
  - Since 2020
  - Since 2019
  - Since 2016
  - Custom range...
- Sort by relevance
  - Sort by date
- include patents
- include citations
- Create alert

If you click on your article it will provide you with some information about your question. If an article asks you to buy it- DO NOT. Just ignore and find another. Here is an a

Read the full text >

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### Abstract

*Although there exists a large and well-documented "race gap" between whites and blacks in their support for the death penalty, we know relatively little about the nature of these differences and how the races respond to various arguments against the penalty. To explore such differences, we embedded an experiment in a national survey in which respondents are randomly assigned to one of several argument conditions. We find that African Americans are more responsive to argument frames that are both racial (i.e., the death penalty is unfair because most of the people who are executed are black) and nonracial (i.e., too many innocent people are being executed) than are whites, who are highly resistant to persuasion and, in the case of the racial argument, actually become more supportive of the death penalty upon learning that it discriminates against blacks. These interracial differences in response to the framing of arguments against the death penalty can be explained, in part, by the degree to*

**Have a go at finding five different journal articles that might contribute to your question. Briefly summarise what the article is discussing in relation to your question.**

1.

2.

3.

4.

5.

### **Activity three**

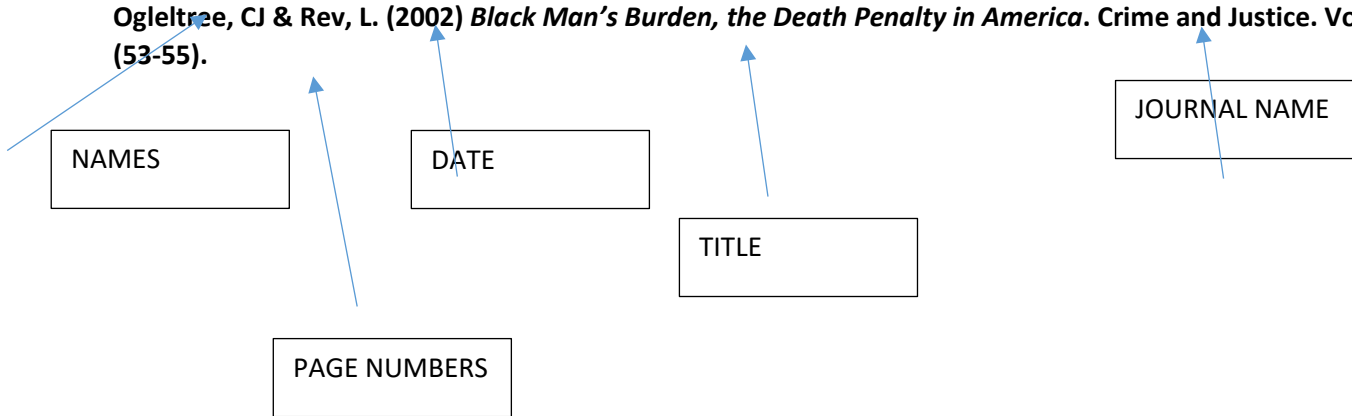
#### Referencing

During your EPQ project you will be using many sources. It is important that you keep track of what sources you have used. This task is going to demonstrate the specialised way that you keep track of your journal articles.

Take the article found previously above to do with the death penalty.

You start with the authors surname and initials,, the date, then the title of their article, then the title of the journal and the page numbers.

**Ogleltree, CJ & Rev, L. (2002) *Black Man's Burden, the Death Penalty in America*. Crime and Justice. Vol 2 (53-55).**



This is the only way to keep track of your resources. This is known as APA referencing.

**For the five journals that you have found, write down what their reference would be like the one above.**

- 1.
- 2.
- 3.
- 4.
- 5.

**Activity 4**

**Evaluating**



It is important that when you are reviewing people's journal articles that you look for the strengths and weaknesses of their work. When you do this look for:

- Are they an expert in their field?
- Do they work for a reputable institution or organisation?
- Comment on how up to date the information is. When was it written and on what information is it based?
- Comment on the publisher. Where was it published and by whom? Why would that be important? Comment on the target audience. Who is the article aimed at? Is it a general audience or more specialised? How can you tell?
- Is the evidence based on fact or on subjective opinion? Find any evidence used in the article to back up the argument that is being made.
- Finally, to what extent do you think the author is objective and impartial? Can you identify any alternative opinions in the article?

**Here is an example of an assessment on an article – put the link in your URL so you can read it first.**

Kenya: Provide Land for New Refugee Camps', an article stating that the Kenyan Government should do more to help refugees from Somalia. It is available on the Human Rights Watch website:  
<http://www.hrw.org/news/2011/07/28/kenya-provide-land-new-refugee-camps> (Accessed August 2011)

There is no identifiable author of this article other than the organisation Human Rights Watch. The organisation is well known and in their 'About Us' section they state that they are one of the 'world's leading independent organisations dedicated to defending and protecting human rights'. The domain suffix .org suggests it is a nongovernmental and non-commercial website; in fact it is a charity/pressure group. There is a section on the website with comments from many different government officials from all over the world, praising the work of the organisation and stating they often rely on some of the information gathered by Human Rights Watch. There is no editor named, but as the author is Human Rights Watch generally, there is an assumption it will be edited by the organisation. The information is not impartial as this organisation is dedicated to defending human rights and this particular article contains no direct response from the Kenyan Government. The page is constantly being updated and the article is recent. In general, information on this website is likely to be fairly reliable but the political ideology behind the organisation needs to be taken into consideration.

**Activity 5**

**Compiling your research.**

For the question you have chosen, try to find some journal articles and put everything you have found into the following format. This is known as a resource summary sheet.

**Resource summary sheet**

<b>Type of source:</b> is it an article/book/website?
<b>Author of source:</b>
<b>Title of source:</b>
<b>Date of publication:</b>

Publisher:

**1. Source summary**

Briefly describe what your source is discussing.

**2. Useful statistics and quotes (remember to write the page numbers)**

**Are there any useful stats/percentages and fractions?**

**3. Similarities and differences**

**Is this source similar or different to the other types of sources? May be better to fill this in when you have looked at a couple of sources.**

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**4. How reliable/useful is the source?**

**Think about date, subjectivity, when it was published, where? How credible is the author? Follow the points from the assessment on the Kenyan article if unsure.**  
**Bullet point your answers**

## **Resource summary sheet**

**Type of source:**  
**Author of source:**  
**Title of source:**  
**Date of publication:**  
Publisher:

### **5. Source summary**

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**6. Useful statistics and quotes (remember to write the page numbers)**

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**7. Similarities and differences**

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**8. How reliable/useful is the source?**

--

**Resource summary sheet**

Type of source:  
Author of source:  
Title of source:  
Date of publication:  
Publisher:

**9. Source summary**

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**10. Useful statistics and quotes (remember to write the page numbers)**

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**11. Similarities and differences**

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**12. How reliable/useful is the source?**

--

**Resource summary sheet**

Type of source:  
Author of source:  
Title of source:  
Date of publication:  
Publisher:

**13. Source summary**

--

**14. Useful statistics and quotes (remember to write the page numbers)**

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**15. Similarities and differences**

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**16. How reliable/useful is the source?**

--

**Resource summary sheet**

Type of source:  
Author of source:  
Title of source:  
Date of publication:  
Publisher:

**17. Source summary**

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**18. Useful statistics and quotes (remember to write the page numbers)**

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**19. Similarities and differences**

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**20. How reliable/useful is the source?**

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**Resource summary sheet**

Type of source:  
Author of source:  
Title of source:  
Date of publication:  
Publisher:

**21. Source summary**

--

**22. Useful statistics and quotes (remember to write the page numbers)**

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**23. Similarities and differences**

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**24. How reliable/useful is the source?**