Year 12 EPQ Taught Programme Curriculum Map

The taught programme takes place before, and alongside, students undertaking their personal project

Term	Topic/Unit title	Essential knowledge and skills (what students should *know, understand and be able to do*)	Tier 3 vocabulary
Lesson 1	Welcome to EPQ: an introduction	Know what an EPQ is and what it consists of: ☐ Means <u>E</u>xtended <u>P</u>roject <u>Q</u>ualification ☐ Worth ½ an A Level: UCAS tariff points A* - 28, A - 24, B - 20, C - 16, D - 12, E – 8 ☐ A 5000-word research report or ☐ An artefact + research report up to 5000 words, covering your design brief, how you measured its success, and the research you carried out. Understand how an EPQ is marked. Understand what they need to bring to their EPQ lessons Know what an EPQ looks like Understand the benefits of completing an EPQ including: ☐ Cross curricular study skills ☐ Enhance your project management skills/research etc. Especially important at university/apprenticeship level ☐ Makes you stand out ☐ A chance to really take flight. It can be what you want it to be. You can explore your interests ☐ Some universities will offer a lower entry level with an EPQ ☐ Gives you something to talk about in an interview Know the different sections which make up an EPQ: ☐ Production Log ☐ Research Report/actual Artefact or evidence of this (photos/USB stick/digital link ☐ Bibliography and or Reference List (list of resources: can include people, videos, websites, questionnaires, emails, interviews etc) ☐ Appendices (to include) ☐ Oral Presentation slides and notes ☐ Hours Log ☐ Source Evaluation Sheet ☐ Other relevant evidence Know what the 4 assessment objectives are: ☐ AO1: MANAGE (planning and organisation) *10 marks* ☐ AO2: USE RESOURCES (research and referencing) *10 marks*	EPQ Artefact Production Log Hours Log

		□ AO3: DEVELOP & REALISE (bringing it all together: the project) *20 marks* □ AO4: REVIEW (Evaluating how it went; strengths and weaknesses) *10 marks*	
Lesson 2	Deadlines, Production Log, JCQ, and the Taught Skills 2021-22	Understand the Keswick School EPQ deadlines. Know the different elements of AO1: MANAGE: □ identify the topic □ identify project aims and objectives □ produce a project plan □ complete the work applying organisational skills and strategies to meet stated objectives Understand how a *Production Log* works and its importance. Understand the importance of the *JCQ Regulations*. Understand how the *Taught Skills element* of EPQ work. Understand the Assessment – mark band – assessment criteria	AO1 Manage JCQ Conducting Coursework Regulations Taught skills
Lesson 3	Choosing a Topic, Using & Evaluating Sources and the Record of Initial Ideas	Know how to choose a suitable EPQ topic: □ not know much about the topic. □ not have strong personal opinions or beliefs related to this topic as this might affect ability to remain objective and impartial. □ The topic must encourage *analysis/ comparison/ criticism/ evaluation* rather than just describing something. □ Resources related to this topic must be available and understandable. □ must not derive directly from any 6th Form studies or even past GCSE subject content, including EBL. □ consider practicalities of cost, specialist equipment, time etc. □ Don't be too broad or ambitious, □ allow you to access all the marks - shows management, research, bringing it all together and reviewing it afterwards. □ gives scope to work independently • Understand the A02 Use Resources criteria: □ obtain and select from a variety of resources □ analyse data □ apply information relevantly □ demonstrate understanding of appropriate links	Analysis Comparison Evaluation Criticism Dual accreditation AO2 Use Resources Reputable CRAAP Test Resource Log Source Evaluation sheet Record of Initial Ideas

		Understand how to record and evaluate sources. Know that reputability often leads to reliability and thus validity Know what reputable sources include Understand the next steps in the EPQ process, i.e. completing the *Record of Initial Ideas*. Know what a resource log, bibliography and reference list are. Can use the *CRAAP Test* to evaluate sources.	

Lesson 4	Aims and Objectives, LOTS/HOTS, Essay Titles and Artefacts	Know that a project aim is what you want to achieve by the end of your project and a project objective is how you are going to achieve it
		Know how to create suitable *Aims and Objectives*
		Know what a SMART target is and can create them
		Understand LOTS and HOTS, in relation to *Blooms Taxonomy*.
		Know that Bloom's Taxonomy is a classification system used to define and distinguish different levels of human cognition—i.e. thinking, learning, and understanding
		Understand the importance of an EPQ employing HOTS. Higher Order Thinking Skills rather than LOTS Lower Order Thinking Skills
		Understand the necessary criteria for artefacts.
		Know how to use suitable vocabulary in your EPQ title to access the highest marks.
		
		  ☐ Using question words like HOW and/or WHY.
		  ☐ Using question words like "Do", "Should", "Are" or "Is"?
		  ☐ Using a title to invite comparison:
		  ☐ Using an opening phrase with a question
		  ☐ Using the phrase "To what extent…"
		
		Know what a brief should contain for an artefact:
		  ☐ What the artefact is and what it needs to do.
		  ☐ How you will measure its success:
		  ☐ What research you will do to create/design your artefact.
			Aims and Objectives
			SMART objectives
			Bloom's Taxonomy
			HOTS (Higher Order Thinking Skills)
			LOTS (Lower Order Thinking Skills)
			Artefact (revisited)

Lesson 5	Time Management & Action Plans	Evaluate their EPQ planning and organisation so far. Know about the importance of Action Plans and can trial one version. Understand Gantt charts, the Urgent and Important Matrix and the ORP Method. Reflect on their own time management and devise time management strategies for their EPQ journey.	Action plan Gantt chart Urgent and Important matrix ORP Method

Lesson 6	Using Resources	Know what counts as a resource
		Understand the difference between primary and secondary research
		    ☐ Primary data is information observed or collected directly from first-hand experience (eg photographs, maps, original literary works and works of art, letters, emails, eyewitness accounts and original official records).
		    ☐ Secondary data is information used in a research study that was collected by someone else or for a purpose other than the current one (eg most books and journals, newspaper articles, etc).
		
		Understand the difference between quantitative and qualitative data.
		    ☐ Quantitative: Data that is measurable with numbers
		    ☐ Qualitative: Data that involves information that is not measurable by numbers, including information about people's beliefs or opinions for
		
		Understand the importance of risk assessments and ethics in their research.
		Know how to formally contact people who might be able to help them with their research.
		    ☐ *signed consent* from all participants
		    ☐ *parental consent* for ALL those under 18
		    ☐ all participants informed of how their *information will be stored and shared*
		    ☐ *showing your supervisor* your participant briefing and debriefing sheets, as well as precise details of all aspects of your research method including risk assessments.
		Understand GDPR (General Data Protection Regulations) cannot be taken lightly.
		Know about different types of resources and understand some of their pitfalls and how this can be checked through triangulation.
			Primary and secondary research
			Quantitative and qualitative data
			Ethics
			Risk assessment
			GDPR (General Data Protection Regulations)
			Triangulation

Lesson 7	Reminders, Part A: Candidate Proposal and Note-Taking	Understand how to produce questionnaires correctly, avoiding different pitfalls. Evaluate their progress so far in EPQ. Understand how to complete the *Part A: Candidate Proposal and Hours Log* in-depth and with at least 4 columns.	Part A Candidate Proposal
Lesson 8	Note-Taking & Finding Resources	Understand how to effectively take notes, with particular reference to the Cornell method. Know that a journal is an academic magazine covering a particular subject. Know that Journals have an 'abstract' right at the top to tell you everything you need to know about it and then you can decide if it's worth reading on or not. Know how Google Scholar and Google Books can be used to support academic essay writing Can access EPQ support pages on university websites. Know how break their research questions down into key words. Can use the best ways to navigate search engines using search operators. Know how to find open access academic resources. Keep all records of resources in a Resource Log	Cornell note-taking Key words Google operators Behind a pay wall Open access resources e.g. Google Scholar, Google Books, JSTOR, PURE Journal An abstract

Lesson 9	Reminders, Titles, Planning Review & Table of Contents	Know how to improve their Production Log entries and titles.
		Understand how to best structure their projects.
		Understand how to make a start on their EPQ.
		Know the *Planning Review* is setting out what you are going to do now that your *Candidate Proposal* has been accepted.
		Know the components of AO3 Develop and Realise
		    ☐ problem-solving
		    ☐ decision-making
		    ☐ creative thinking
		    ☐ to achieve planned outcomes
		
		Know how to make a Table of Contents
			Sign-posting
			SPaG
			Planning Review
			Table of contents

Lesson 10	Reminders, (including Planning Review & AO3), Updated Deadlines & Lessons So Far	Know where they are in their EPQ journey. Update some EPQ deadlines. Recall information from previous EPQ lessons and the content of each one.	

Lesson 11	Referencing and Plagiarism	Know what referencing and citation are
		    ☐ When you take information (facts, opinions, statistics, figures etc) from one of your sources, this is called a citation and must be referenced in the body of the text. The source must be listed in the reference list, which is a list of the sources you refer to in your essay/report.
		
		Know that a reference list is an alphabetised list of the sources referred to in an essay/report,
		Know that a bibliography is an alphabetised list of all the sources referred to, in the whole of the research in the topic.
		Understand the correct way to use citations and to reference their work.
		Know there are a number of different systems of referencing:
		    ☐ in-text citation
		
		    ☐ footnotes (citations, in order, at the bottom of each page)
		    ☐ endnotes (a list of your citations, in order, at the end of your essay/report, and before the Reference List)
		    ☐ 2 of the most popular systems are *Harvard* and *MLA*. These both use in-text referencing.
		    ☐ *Chicago* and *Oxford* use footnote/endnote-type referencing.
		
		Use the Harvard system of referencing for 'Animal Farm'
			Citation
			Reference list
			Referencing
			Intellectual property
			In-text citation
			Plagiarism
			Bibliography
			Footnotes
			Endnotes
			Harvard referencing (and Chicago, Oxford & MLA**)**

		Understand that plagiarism is passing off someone else's work as your own. It is a form of theft, theft of intellectual property. ☐ Know that plagiarism can be avoided: ☐ Don't cut and paste chunks of information. ☐ Don't copy someone else's or part of someone else's Production Log, essay, artefact, oral presentation – anything! ☐ Don't copy someone else's ideas, and write them up in your own words.	
Lesson 12	EXTEND	Know that EXTEND is an alternative EPQ route specific to Keswick School. Understand the similarities and differences between EPQ and EXTEND Know what to do if they would like to move across	
Lesson 13	Reminders, Artefacts, and the Mid Project Review	Recap what they have learned so far in their EPQ journey, including those completing an artefact. Complete the *Mid Project Review*.	Project Product design brief (for artefact) Mid Project Review

Lesson 14	Writing Your Essay	Understand how to write their EPQ/EXTEND essay/written report, to include structure, referencing and formatting conventions.
		Know that a successful essay is supported by having:
		☐ A clear plan with the main themes clearly identified. (Your *Table of Contents* helps this)
		☐ Comprehensive research with good notes that have been categorised (consider using a mind map)
		☐ Clear essay structure with a clear line of thought
		☐ Good academic writing technique
		
		Know the differences between weak and strong essays:
		   Weak Essay
		• Does not answer your question
		• Poor paragraph structure and sentence structure
		• Biased: taking only one point of view
		• No depth and analysis
		• Paraphrases what you have read
		• Poor reasoning
		   Stronger Essay
		• Answers your question
		• Clear and sound argument with supporting evidence
		• Compares and contrasts different viewpoints
		• Demonstrates reflection
		• Drawing conclusions
		• Well structured
			Essay structure
			Formatting conventions
			Font (for academic writing)

		• Appropriate selection of information
		Know that most essays follow a simple structure: Introduction – Body - Conclusions
		Know how to make an essay <u>easy to read </u>and how to use signposting to help:
		    ☐ Use block paragraphing. (i.e. miss a line and start at the margin).
		    ☐ Use headings and sub-headings if appropriate.
		    ☐ Use numbering, bullet points, bold and italics if appropriate.
		
		Know that formatting is the way the essay/research is set out on the page and how to alter margins
		Understand the difference between serif and sans serif fonts and appropriateness of use.
		Know other tips and conventions for fonts, essay title page, table of contents and use of pictures /diagrams.	

Lesson 15	Spelling, Punctuation and Grammar	Understand the importance of spelling, punctuation and grammar in their EPQ's.
		Understand the AO4 Review components:
		    ☐ communication skills
		    ☐ convey and present evidenced outcomes and conclusions
		    ☐ evaluate own learning and performance
		
		Know common spelling and punctuation errors including comma splicing and how to avoid them	

Lesson 16	Your Oral Presentation	Understand how to prepare for their oral presentations. Know how to complete the Presentation Part A part of their Production Logs. Know the requirements for their oral presentation: Students studying EXTEND should know the differences for their oral presentation Know how to give an effective presentation and avoiding distractions by: Know examples of open (and confident) body language. Know how their PowerPoint should <u>enhance</u> the presentation. Know how to use note cards effectively in a presentation:	