

**EPQ at Samuel Whitbread Academy**  
**Curriculum Sequencing**

Year 12:

Course	Year	Term	Big Ideas	Subject Learning Checklist
<i>AQA EPQ</i>	<b>12</b>	<b>Term 1</b> 6	Taught Skills	<ol style="list-style-type: none"> <li data-bbox="1420 328 2123 555"><b>1. Introduction to EPQ/ Role of Supervisor, Co-ordinator and Student</b> To introduce the process nature of the qualification. To emphasise the research focus of the qualification. To explain that the qualification is regulated with strict JCQ guidelines.</li> <li data-bbox="1420 563 2123 831"><b>2. Keeping a record/ research journal. How to use the logbook.</b> The importance of notes/records as 'aide memoire'. Emphasise the need to evidence autonomous decision-making throughout project process. Ensure students are aware that the journal is a working document to support production log</li> <li data-bbox="1420 839 2123 1066"><b>3. Choosing a topic/ Devising a title</b> Explain differences/ similarities carefully between the types of product. Emphasise that both are assessed using the same set of assessment criteria, ie this is a process-based research qualification.</li> <li data-bbox="1420 1074 2123 1300"><b>4. Ethics and risk assessments</b> To make clear that all research activities should be assessed for potential harm to self or others. To understand the need for consent/right to withdraw/ debriefing etc. To understand that research involving human beings might have unintended harmful consequences.</li> <li data-bbox="1420 1308 2123 1457"><b>5. Planning</b> Look at different ways to plan a Project. Introduce critical path analysis and contingency planning. Use of Gantt charts/planning sheets/action plans.</li> </ol>

				<p><b>6. Research methods</b> To understand what is meant by 'primary' and 'secondary' research. To understand that there is a wide variety of potential resource types and possible relevant sources. To understand the issues involved when using people as resources (refer back to Ethics). To learn skills related to collection of primary data from human beings.</p>
		<p><b>Term 2</b> <b>6</b></p>	<p>Taught Skills</p>	<p><b>1. Evaluating sources</b> To explain that not all published material is reliable or relevant. To raise awareness of newspaper/ media/political/ religious bias.</p> <p><b>2. Collecting and presenting data</b> To develop appropriate statistical methods and learn about tools that may be used for data collection. To learn about the differences between quantitative and qualitative data.</p> <p><b>3. Referencing</b> To explain the importance of being consistent with referencing. To explain what plagiarism is and how to avoid it.</p> <p><b>4. Mid project review</b> Revisiting the importance of evidencing decisions, ideas and reflections in the Log.</p> <p><b>5. Analysing arguments</b> To learn how to extract key ideas from documents and identify themes and arguments.</p> <p><b>6. Writing, proof reading, editing</b> To understand that different projects suit different report styles. To understand key aspects required for introduction and conclusion. To understand what an argument is and what makes a good argument. To understand how to draft and edit work.</p>
		<p><b>Term 3</b></p>	<p>Taught Skills</p>	<p><b>1. Presentation</b> To help students understand what a Project presentation should include. To introduce different styles of presentation. To help students</p>

				<p>understand what makes a presentation boring or unsuccessful. To help students understand the need for a practice presentation, to gain confidence in answering questions 'on the spot'.</p> <ol style="list-style-type: none"><li><b>2. Reflection and evaluation</b> To ensure objective evaluation of completed projects and of students' learning while undertaking their projects.</li><li><b>3. Report submission</b> To understand the difference between appropriate materials for inclusion and inappropriate materials. To understand the importance of naming, labelling and indexing materials.</li></ol>
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