



BEECHEN CLIFF

**EPQ - Extended Project
Curriculum Booklet
2025 - 2026**

Head of Faculty: Ms K Mather

Head of Subject: Ms K Mather

Subject Curriculum Intent:

The Extended Project Qualification (EPQ) is intended to provide the opportunity for every student to develop and realise an advanced level project devised entirely by their own interests and decision making.

The EPQ offers the chance for students to gain independence and initiative in their academic pursuits, along with resilience and maturity in tackling an extended essay or project set to their own goals and timeframe. To enable this, Beechen Cliff supports students in developing a project title entirely of their choice, with the condition that it is academically challenging, aspirational and goes beyond their GCSE or A Level curriculum.

Students will develop key academic skills that will prepare them well for future projects or university dissertations, for example. Skills developed include researching secondary sources, online database use, academic referencing, project planning, decision-making, setting targets, evaluation and critique of their own work, and presentation skills. The EPQ also develops ICT proficiency.

The EPQ is a chance for students to explore a particular interest of theirs that is not covered in the classroom. This is a great way for students to demonstrate their enthusiasm to future employers or university admissions departments.

Subject Curriculum Implementation:

EPQ students begin the course in Term 2 of Year 12 and will have one lesson a fortnight until the end of the school year. In these lessons, their 'supervisor' will support them by delivering key skills sessions (planning, research methods, referencing, essay technique, evaluation etc.), give them advice on the suitability of their project, and provide assistance in completing the required Production Log - a document which accompanies the final project as evidence of the planning and decision making processes the student has undertaken.

Skills taught by the EPQ supervisors are done so in an order that tracks the point in the project each student is expected to be at. The teaching aspect of the course is 'front loaded', allowing time after Easter for students to focus on finalising research and writing their project.

Initial sessions in Term 2 include formulation of ideas and titles, recording research and engaging with sources, time management and target setting - all crucial to the start of any independent project. In Term 3, we move on to essay planning, tracking and justification of changes, research tools and referencing techniques. In Term 4, students learn about primary research methods such as questionnaires, interviews and experiments, along with analysis of data. In Term 5, students are introduced to the key aspects of academic writing and dissertation skills such as introductions and conclusions, along with how to synthesise and analyse sources. In Term 6, students focus on writing their projects, including bibliographies and reflections.

Students finish their projects over the summer holidays and in Year 13, finalise their Production Logs, culminating in an EPQ presentation evening where they are able to showcase their research and findings to teachers and peers.

Students are expected to complete the majority of their projects independently outside the fortnightly lesson time. This enables each student to tailor their deadlines according to their own projects and needs.

The EPQ is assessed holistically, with students gaining marks from their final product, their Production Log and their presentation. Success criteria are based around four core areas: planning, research, implementation and evaluation. This holistic approach ensures that students put the time and effort into the qualification across the whole year and cannot simply guarantee a good mark by writing an essay – they must document the process as evidence.

Allocated Curriculum Time:

	Lower Sixth	Upper Sixth
Fortnightly lesson allocation	1	0

Course Information

Exam Board: AQA

Specification: Level 3 Extended Project Qualification 7993 (QN: 60095349)

Lower Sixth

Term	Curriculum Foci Areas	Assessment
2	Introduction to EPQ <ul style="list-style-type: none">• Getting an idea• Creating a good title• Recording research and engaging with sources	
3	Planning and research <ul style="list-style-type: none">• Role of supervisors• Planning and scheduling• Tracking changes• Research tools• Introduction to referencing	
4	Developing the product <ul style="list-style-type: none">• Checking proposed titles with supervisor• Essay planning• Further research• Data collection methods - questionnaires, interviews, experiments	
5	Finalising Plans <ul style="list-style-type: none">• Academic writing skills• Synthesising and analysing sources• Writing introductions and conclusions	
6	Writing Up and Implementation of Plans <ul style="list-style-type: none">• Start assimilating the research into an essay or artefact• Give extracts or drafts to supervisors• Compile bibliography	
	Summer break - completion of essay or artefact	

Upper Sixth

Term	Curriculum Foci Areas	Assessment
1	Presentations and reflection <ul style="list-style-type: none">• Essays are finalised and critiqued• Presentation skills learned and utilised to create a presentation on key findings and research• Presentation delivered to peers and supervisors	

Reading List

Due to the nature of the course, there is no required reading, however there is a significant amount of independent reading through research that will need to be done. Students are encouraged to use online libraries and databases such as Google Scholar and JSTOR to find and read their secondary research on their chosen topic.

Studying/Revision Information

Ongoing Studying

Students are expected to spend around 120 hours on their project over the year. Some of this is spent in the classroom with the supervisor, but the majority of work is completed independently.

It is expected that all students spend a minimum of an hour a week on their EPQ research, which may increase during their 'write up' stage. Students are able to set their own timeframe and deadlines within the generic structure of the EPQ course.

Students who do well in the EPQ keep thorough and meticulous records of their research and all planning documents. The requirement to complete a Production Log is essential, and this should be updated regularly with any progress or decisions made towards completing the

Revision

There are no examinations in the EPQ but the culmination of the project is a presentation to peers and staff, where students must stand up and present their overall findings. This can take some time to prepare and practise to ensure students are confident in their own knowledge so that they can answer questions from the audience.

Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
NEA	100	Holistically marked project based on production log, essay (or artefact/report) and presentation.	Hand in evidence of final project in January

Please see Exam Board websites for up to date information: [Level 3 Extended Project Qualification 7993 Specification](https://www.aqa.org.uk/qualifications/level-3/extended-project-qualification) ([aqa.org.uk](https://www.aqa.org.uk))