



## **Extended Project 2015: Student Guide**

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## Assessment Objectives

Assessment objectives	Learning outcomes	Weighting	Maximum Mark
AO1: Manage Identify, design, plan and complete an individual Extended Project (or task within a group Extended Project), applying organisational skills and strategies to meet stated objectives.	1. Understand and take an active role in how a project is organised	20%	12
AO2: Use resources Obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of their topic.	2. Be able to plan and carry out independent research either individually or as part of a collaborative group	20%	12
AO3: Develop and realise Select and use a range of skills, including new technologies where appropriate, to solve problems, to take decisions critically and flexibly, and to achieve planned outcomes.	3. Be able to plan, organise, research and develop a project to progress it to a conclusion and evaluate the outcome, providing evidence of each aspect  4. Be able to <ul style="list-style-type: none"> <li>• select and use relevant techniques, tools, equipment and technologies</li> <li>• work with others including their mentor/supervisor</li> <li>• use problem-solving and project management techniques</li> </ul>	40%	24
AO4: Review Evaluate outcomes including own learning and performance. Select and use a range of communication skills and media to convey and present evidenced outcomes and conclusions.	5. Know how to, understand the reasons for, and demonstrate the ability to <ul style="list-style-type: none"> <li>• draw relevant conclusions</li> <li>• analyse project outcomes</li> <li>• evaluate the project</li> <li>• present the outcome effectively to a previously defined audience</li> </ul>	20%	12

### Key Characteristics of A\*

<p><b>AO1 - Manage 20%</b></p> <p><i>Identify, design, plan and complete an individual EP. Understand and take an active role in how a project is organised.</i></p> <ul style="list-style-type: none"> <li>• <b>Well managed</b></li> <li>• <b>Clear planning</b></li> <li>• <b>Detailed planning</b></li> <li>• <b>Strong sense of time management</b></li> <li>• <b>Well structured</b></li> <li>• <b>Good explanation of changes to plan</b></li> <li>• <b>Obvious independence shown in choice and development of topic</b></li> </ul>	<p><b>AO2 - Use resources 20%</b></p> <p><i>Obtain and select information from a range of sources. Analyse data, apply relevantly, and demonstrate understanding of any appropriate linkages, connections and complexities of their topic. Be able to plan and carry out independent research either individually or as part of a collaborative group.</i></p> <ul style="list-style-type: none"> <li>• <b>Excellent data, well-resourced and judged</b></li> <li>• <b>Very good range of resources</b></li> <li>• <b>Breadth and depth of research shown</b></li> <li>• <b>Rigorous research and extensive bibliography</b></li> <li>• <b>Critical analysis of evidence sources</b></li> <li>• <b>Appropriate analysis and sophisticated technique</b></li> </ul>
<p><b>AO3 - Develop and realise 40%</b></p> <p><i>Select and use a range of skills, including new technologies where appropriate to solve problems. To take decisions critically and flexibly to achieve the planned outcomes. Plan/organise/research/develop a project to a conclusion. Use relevant tools, techniques equipment and technology. Work with others, including supervisor.</i></p> <ul style="list-style-type: none"> <li>• <b>Shows real involvement in topic</b></li> <li>• <b>Evidence of learning and stretch is clear to see</b></li> <li>• <b>Comprehensive treatment of all the issues</b></li> <li>• <b>Develop and realise well executed</b></li> <li>• <b>Strong quality of outcome</b></li> <li>• <b>Wide range of skills developed for outcome</b></li> <li>• <b>Clear aim sustained throughout</b></li> </ul>	<p><b>AO4 – Review 20%</b></p> <p><i>Evaluate outcomes including own learning and performance. Select and use a range of communication skills and media to convey and present evidence outcomes and conclusions.</i></p> <p><i>Evaluate the project, analyse project outcomes, draw relevant conclusions. Present the outcome to an audience</i></p> <ul style="list-style-type: none"> <li>• <b>Evaluation of personal performance</b></li> <li>• <b>Critical reflection</b></li> <li>• <b>Synthesis</b></li> <li>• <b>Real evidence of evaluation</b></li> <li>• <b>Excellent provision of a critical review</b></li> <li>• <b>Identification of areas for further development</b></li> </ul>

## **A01: Planning**

### **Initial ideas:**

Make a note of your initial ideas as you will need this in order to be able to document the changes in your project. A good way to record this is through a detailed mind map, perhaps covering subjects you are studying, personal interests, ambitions etc.

A good website you can use for this is <https://www.text2mindmap.com>

### **Leave room for development in your project.**

Researching several ideas before settling on the final ideas is advisable, and where appropriate, the specifics for a final product should be kept vague, to allow for developments and learning to take place during the research and development phase of the project.

### **Final outcomes:**

The final outcome does not have to be decided at this stage. Cross-disciplinary outcomes should be considered e.g. an illustrated children's book about an historical event.

Ideally the final outcome will be determined by the research, as a possible solution will suggest itself through the type of research material used.

### **Possible outcomes:**

Many different approaches to the final outcome can be taken. Below are some examples:

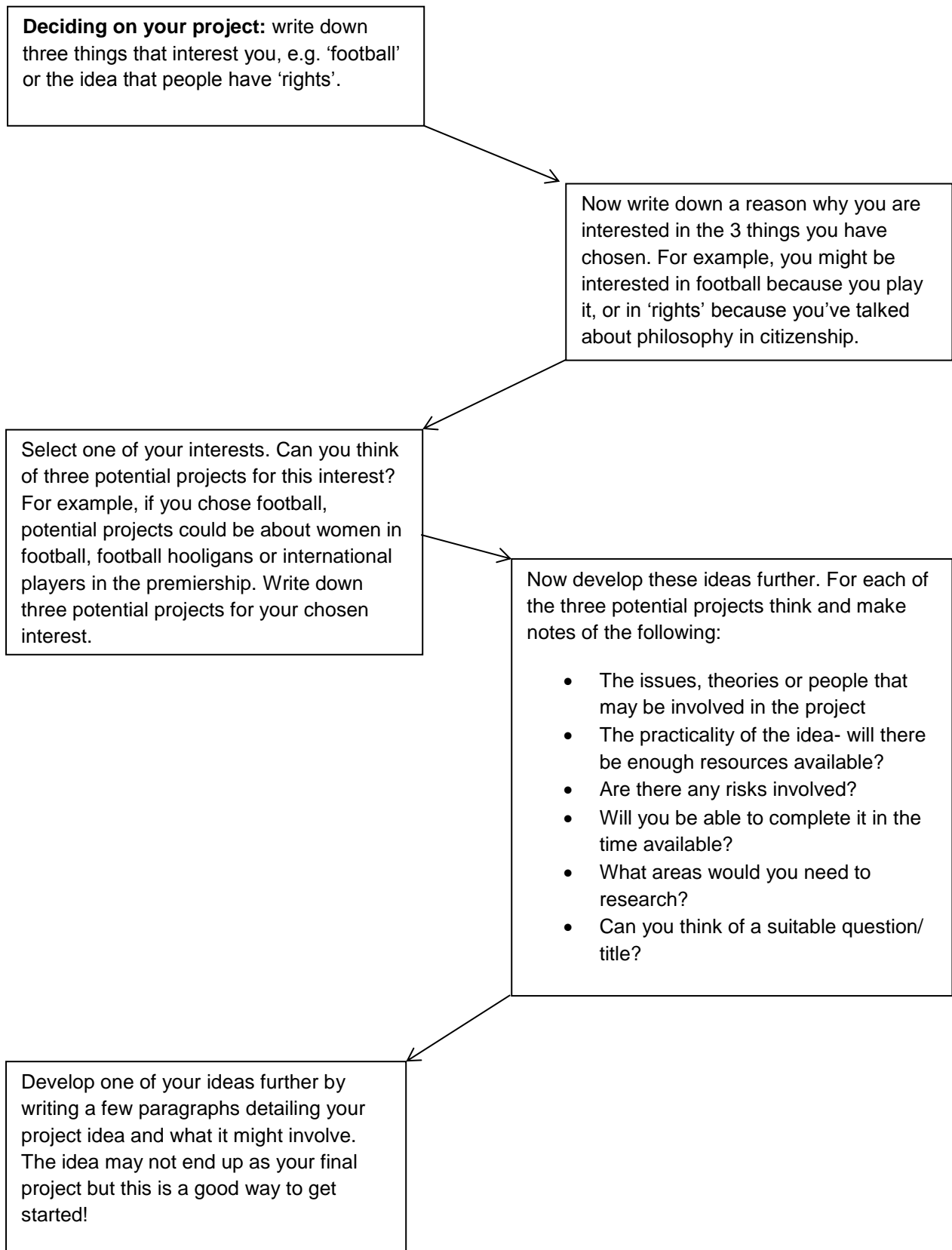
- **Artefact/ Design:** a sculpture, costumes for a play, design for a stage set or vehicle
- **Report:** documenting a business venture or science experiment
- **Performance:** concert/debate/sport/event
- **Dissertation:** critical analysis of the work of a film director or historical figure

### **Going out of your comfort zone:**

If you have chosen a subject that overlaps with subjects already studied you should consider how you are going out of your comfort zone and learning new skills during the EPQ. The EPQ should ideally involve the following:

- Broadening or developing new skills
- Widening perspectives
- Deepening understanding

## Mind- mapping your ideas



## Questions for planning your project

### Some descriptive questions:

- What do I understand by x?
- Where and when did/does x happen?
- What is the history of x?
- What is the purpose of x?
- What does x do?
- What are the characteristics of x?
- How can we categorise x?
- What theories of x are there?
- What techniques have been used to investigate x?

### How to use these questions:

Choose a topic you are considering for your EPQ.

Generate five questions from each section and use this to form the basis of your planning/research.

### Some questions for analysis:

- What evidence can we establish for x?
- What conclusions can we draw about x from this evidence?
- What other interpretations of x are there?
- How do the parts of x function together?
- How is x different from y?
- Who/what causes/is responsible for x?
- What are the factors that influence x?
- What are the effects of x on...?
- What images represent x, or what does x represent?
- What general principles or rules can we infer from x?
- What is the function of x in a system (such as an organism, an organisation, society, an ecosystem, etc.)?

### Some questions for synthesis/application:

- How does x combine with y?
- What is the likely impact of y on x?
- What new techniques could be used to investigate/represent x?
- What might be the future of x?
- What would happen to x if...?
- How might we use theory z to explain x?
- Overall, what does the literature conclude about x?

### Some questions for evaluation:

- What are the advantages/disadvantages of x?
- What criteria would be appropriate in order to judge x?
- Is x acceptable/fit for purpose? If so/not, why?
- What is the best form of x for this purpose?
- Is x better than y?
- How might x be improved?

### **Project planning: setting aims and objectives**

Initial planning may involve more than one idea if you are not sure which would be most successful. Your reflective journal should contain notes setting out clear aims- general themes and the form that the outcome might take.

### **Written proposal**

A detailed project proposal form should be submitted, explaining the project that will be undertaken (aims). This will also contain a rationale that should detail what work will be undertaken (objectives) and what you hope to gain from completing the project. The language used for this should be clear to a non-specialist.

It is really beneficial if you are able to set yourself some clear objectives at the beginning of the project. Although these might change and develop, it will enable you to evaluate how these have developed during the project against your initial intentions.

### **Planning the project:**

Once the Project Proposal Form has been written you can break your over-arching tasks into smaller, interim targets and see how and when these need to take place.

### **Work Breakdown Structure:**

The WBS is a way of focusing on what you need to do in order to achieve your goal. It includes the time each activity will take and the dependencies between them.

### **Project: To get England to win the World Cup**

	<b>Task</b>	<b>Duration</b>	<b>Dependency</b>
<b>1</b>	Get a team together	<b>Years</b>	
<b>2</b>	Get a good manager	<b>Years</b>	
<b>3</b>	Make the team good	<b>Years of practise</b>	<b>1,2</b>
<b>4</b>	Qualify for group stages	<b>18 months</b>	<b>3</b>
<b>5</b>	Qualify for the world cup	<b>12 months</b>	<b>4</b>
<b>6</b>	Win the world cup	<b>90 minutes</b>	<b>3,4</b>

## Gantt Chart

A Gantt chart is a type of bar chart that shows a project schedule. It shows the breakdown of the different elements of a project and, sometimes, the dependencies between them. Useful for showing the multiple strands that make up one coherent project

### Project: Comparing the impact of communism on Nepal and China

Task	Sub-task	TIMESCALE (weeks, days, years, minutes)									
		Aug		Sept		Oct		Nov		Dec	
Topic Title											
Research											
	Communism										
	Marxism										
	Leninism										
Dissertation											
	Plan										
	Writing										
	Edit										
Presentation											
	Powerpoint										

### Identifying skills and resources needed:

As you produce your plan, it should become clear what specialist skills are going to be developed over the course of the project (e.g. illustration skills, analysing data, academic writing etc).

You should highlight these in your plan and consider how you are going to develop these skills. This could include using online guides of books, approaching teachers with specialist knowledge or contacting external experts. You might also want to attend external events to broaden your knowledge base.

### Timeline

A detailed time plan is essential in order to create a successful project. Although the timescales and exact activities may change over time, this can be documented in your journal, in response to reflection and evaluation of progress.

Making the time plan very specific from the start will help you to show that you have managed the project well. It can be tempting to be vague when writing your plan, but successful projects tend to have precise time lines, even if these are changed as the project progresses.



## **Evaluation of objectives**

Think about the objectives you hope to achieve in your project. These could be numbered so that they can be referred to in evaluations written throughout the project in the reflective journal. New objectives can be added to the timeline as required during the project.

## **A02: Research**

Your project must lend itself to requiring some form of research. Finding a wide range of relevant, appropriate and academically sound resources will involve you visiting libraries, online academic journals, exhibitions, performances and films.

### **Primary Research**

Some projects will really benefit from including some appropriate primary research. Before undertaking primary research, it is very important to consider what you aim to find out by doing it.

Primary research might include:

- Science experiments
- Questionnaires
- Visits to galleries
- Museums or collections
- Drawing and taking photographs
- Contacting an “expert” in the subject and carrying out interviews or discussions with them.

The evidence produced could be in many forms, from emails to photographs to spreadsheets and graphs.

### **Secondary Research**

This will usually make up the majority of research done for a dissertation, and it is vital that this research meets the following criteria:

- It covers a broad range of sources, including print-based media as well as the internet (and not just Wikipedia).
- The research is selected critically, taking into account the credibility of the source (especially online)
- The research is evaluated at the time.
- Notes should be taken from the sources, and included as evidence, to avoid accidental plagiarism.

### **Recommended academic online sources:**

- Online academic journals (Cambridge and Oxford University Press)  
<http://journals.cambridge.org>
- <http://ukcatalogue.oup.com/category/academic.do>
- Open University Resources: <http://www.open.ac.uk/library/library-resources>
- Harvard University Resources: <http://library.harvard.edu/>

## Evaluation of sources

You will need to offer critical evaluation of online and print research sources. To do this, consider the following questions:

- **Timeliness:** when was the information published? Is the information current for your project?
- **Relevance:** Is the source relevant to your topic? Is the information at an appropriate level?
- **Authority:** who is the author? What are their credentials and professional affiliations? For online sources: does the URL reveal anything about the source eg: .com could be a commercial site, .edu and .ac.uk would be more reliable.
- **Accuracy:** Where does the information come from? Is the text free from spelling or grammar errors?
- **Purpose:** Why has the author put the information online? To inform? Teach? Sell? Entertain? Persuade? Does the language or tone seem unbiased and free of emotion?

The evaluation of research sources could be done in your reflective journal and a final summary of research should be written at the end of the project and submitted with the evidence folder.

You could use a table such as the one below to record your ideas:

Source	Date visited	Relevance	Importance	Reliability	Bias	Use or reject

## Analysis of research data

Critical analysis of information found during research is a vital part of creating a successful dissertation.

This will mean that you:

- Don't accept others' conclusions without question.
- Are able to present a balanced explanation of why certain opinions may be accepted and why some should be treated with caution.
- Confidently build your own argument or theory, with references to others' opinions and data.
- Show understanding of how your own work is limited (e.g.: by time, breadth of research, location etc).

## Connect, Extend, Challenge

This is a framework you could use to help you reflect on your research:

<b>Connect</b>	How are the ideas and information presented <b>CONNECTED</b> to what you already knew?
<b>Extend</b>	What new ideas did you get that <b>EXTENDED</b> or pushed your thinking in new directions?
<b>Challenge</b>	What is still <b>CHALLENGING</b> or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?

## Plagiarism

All work that is submitted will be checked using plagiarism software. Correct and thorough referencing will mean that work is not considered to be plagiarised. It is recommended that you write notes in your own words as part of the research process.

## Referencing

### What is referencing?

Referencing is a system used by academics to record the source of ideas and information used in their work. It is important that you use referencing in order to avoid being accused of plagiarism.

### Using the Harvard system

In order to cite a source of information within the text, you simply need to give the name of the author with the date of publication in brackets for example: **Smith (2009)**

*As Elias (2006) showed, status, competition and between upper class and rising middle class groups has played an important role in the civilising processes of Europe.*

If you are giving **direct quotations** you should give the page number as well. For example: (Smith, 2009, p.27).

In the words of John Smith:

*Over consumption of sport can be a significant factor in marital breakdown due to the demands of training schedules and the travel involved in competing at a national level. (Smith, 2009, p351)*

### Referencing a Source of Information in a Bibliography

#### Books

You should use the title page of the book as a source of information rather than the front cover. Include the following information in this order;

1. Author(s), editor(s) or institution responsible for the book.
2. Date of publication (in brackets).
3. Title and subtitle Underlined, **Highlighted** or *Italics* – whichever you choose must be used consistently.
4. Edition if it is not the first.
5. Place of publication.
6. Publisher.

#### Example:

Dunning, Eric (2008) *Sports Matters: Sociological Studies of Sport, Violence and Civilization*. London, Routledge.

Mohr, L.B. (1996) *Impact analysis for program evaluation*. 2<sup>nd</sup> ed. London, Sage.

### Online documents:

The following information should be included in this order:

1. Author(s), editor(s) or institution responsible for website.
2. Date of publication.
3. Title and subtitle Underlined, **Highlighted** or *Italics* – whichever you choose must be used consistently.
4. [Internet].
5. Available from: <URL> [Accessed date].

### Example:

BBC. (2010) . *School Sports Grant* (Internet) Available from:  
<<http://news.bbc.co.uk/1/hi/england/gloucestershire/3873013.stm>> (accessed 8<sup>th</sup> July 2010)

### Journal articles

The following information should be included in this order:

1. Author of the article.
2. Year of the publication in brackets.
3. Title of the article.
4. Title of the journal, Underlined or **Highlighted** or in *Italics* whichever you choose must be used consistently.
5. Volume and part number, month or season of the year.
6. Page numbers of article.

### Example

Smith, J, Jones, H & Gray, B. (1999) Ethnicity and Sport. **Journal of Sports Education**, 6 (2) June, pp. 27 – 35.  
Walker, David (2001) Gender issues in football **Sociology of Sport**, 7 (3) August, pp. 13 – 15.

### **A03: Presenting Evidence of planning and project management**

Producing evidence of how the final outcome of the project has taken shape is vital for the submission of the extended project. Assessment is based on the process that has taken place. You will be assessed based on the process that has taken place, and the management of that process, so it is vital to include as much evidence as possible of this.

#### **All projects will need evidence of:**

- Reflective journal entries in a folder, blog or book- recording key decisions that were made, how problems were overcome, how relevant skills were selected and how they have been learned or developed and how the time plan has been adjusted to achieve the final outcomes.
- Folder- containing evidence of the management and development of the project e.g. mind maps, time plans, research and/or evaluation of research, bibliography
- Written statements where appropriate

#### **Artefact- evidence provided could consist of:**

Sketchbooks containing mind maps, ideas generation, visual ideas development and annotation of these explaining the progression of ideas.

- Drawings, designs, material experiments, samples, prototypes, photos of work in progress in a sketchbook, portfolio or box.
- Contextual research in sketchbook or folder
- Photographs/video of final artefact
- Evaluations in folder or book
- Supporting written statement approx. 1500 words

#### **Dissertation project evidence:**

- Research notes in folder or book
- All drafts of dissertation in folder or book
- Final dissertation in folder

#### **Report- evidence provided could consist of:**

- Laboratory notes, as appropriate
- Project management information
- Minutes of meetings if working as part of a team
- Emails to relevant people, documenting contact with “experts”, or other external people involved with the project
- Graphs, charts and tables
- Evidence of appropriate use of technology- blogs, software or apps eg: to analyse and present data from science experiments or a survey
- Supporting written statement approx. 1500 words

#### **Performance or Event- evidence provided could consist of:**

- Rehearsal notes in folder or book
- Video footage of rehearsals, event, sport or other activity documenting work in progress, or as a “video diary”

- Evidence of appropriate use of technology- eg: blogs, social media sites, software or apps.
- Supporting written statement approx. 1500 words

### Problem Solving: Turn a problem into an opportunity

Use the SCAMPER technique

S	Substitute	Think about substituting part of your product/process for something else. By looking for something to substitute you can often come up with new ideas.  <i>Typical questions: What can I substitute to make an improvement? What if I swap this for that and see what happens? How can I substitute the place, time, materials or people?</i>
C	Combine	Think about combining two or more parts of your probortunity to achieve a different product/process. <i>Typical questions: What materials, features, processes, people, products or components can I combine?</i>
A	Adapt	Think about which parts of the product/process could be adapted to remove the probortunity or think how you could change the nature of the product/process.  <i>Typical questions: What part of the product could I change? And in exchange for what? What if I were to change the characteristics of a component?</i>
M	Modify	Think about changing part or all of the current situation, or to distort it in an unusual way. By forcing yourself to come up with new ways of working, you are often prompted into an alternative product/process.  <i>Typical questions: What happens if I warp or exaggerate a feature or component? What will happen if I modify the process in some way?</i>
P	Put to other purposes	Think of how you might be able to put your current solution/ product/process to other purposes, or think of what you could reuse from somewhere else in order to solve your own probortunity.  <i>Typical questions: What other market could I use this product in? Who or what else might be able to use it?</i>
E	Eliminate	Think of what might happen if you eliminated various parts of the product/process/probortunity and consider what you might do in that situation. This often leads you to consider different ways of tackling the probortunity.  <i>Typical questions: What would happen if I removed a component or part of it? How else would I achieve the solution without the normal way of doing it?</i>
R	Rearrange/ Reverse	Think of what you would do if part of your probortunity/product/process worked in reverse or done in a different order. What would you do if you had to do it in reverse? You can use this to see your probortunity from different angles and come up with new ideas.  <i>Typical questions: What if I did it the other way round? What if I reverse the order it is done or the way it is used? How would I achieve the opposite effect?</i>

## **A04: Evaluation and Critical thinking**

### **The presentation**

At the end of the project, you will undertake a short presentation to your supervisor and other EPQ students. This will cover various aspects of your experiences of undertaking the project including:

- A reflection on your project and how you have managed it.
- What have you learnt about learning?
- What skills have you developed?
- How the project fits in with your future goals or aims
- What went well what didn't
- What might you do differently next time
- The emphasis of the presentation should be on the process of managing the project and not solely about the final product

To meet this assessment objective you need to critically review your own learning and performance.

### **Questions to guide your reflection for the presentation:**

- Did your project achieve the intended outcome?
- How could it have been improved?
- Was it on time?
- What are the key lessons learned and can they be used for further work or study?
- What went right and what could have been improved?

It is important that you focus on process as well as outcome.

### **Additional questions:**

- What were the main strengths and weaknesses of the project?
- What new skills did you learn?
- What technologies did you use?
- In doing the project, what did you learn about yourself and the way you learn?
- Has the project helped you in terms of your future plans?
- If you were to start your project again what would you do differently and what would you keep the same?

### **Prompts for presentation:**

- Why did I choose this area of research?
- How did I develop my project title?
- What resources did I use?
- What did I learn from my research?
- What were the strengths of my project?
- What were the weaknesses of my project?
- What would I do differently if I were to do the project again?

### Format of the presentation

The presentation could be done as a conventional powerpoint talk, or be on video, animation or podcast; whatever is most appropriate to the subject. The presentation if done well, acts as a summary of your project and the journey you have undertaken. This can be invaluable in supporting the assessment process. There will be an opportunity for the audience to ask questions afterwards, and so you should be prepared for this.

### Recording the presentation

You will need to provide evidence of the presentation you give at the end of the course. To do this, you should print and submit the powerpoint slides, handouts and your notes and include them in your folder for assessment.

### Presentation feedback sheet

This will be completed by your supervisor during the presentation in December.

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The student applied excellent organisational skills and strategies to meet their objectives	<ul style="list-style-type: none"> <li>independently identifying area of research</li> </ul>					
	<ul style="list-style-type: none"> <li>managing time effectively</li> </ul>					
	<ul style="list-style-type: none"> <li>effectively adapting plans to changing circumstances</li> </ul>					
The student planned and carried out independent research	<ul style="list-style-type: none"> <li>using a wide range of sources</li> </ul>					
	<ul style="list-style-type: none"> <li>selecting and using data creatively and analytically</li> </ul>					
	<ul style="list-style-type: none"> <li>understanding links between disparate areas of knowledge</li> </ul>					
The student developed a project to an appropriate conclusion providing evidence of each aspect	<ul style="list-style-type: none"> <li>fully documenting the process</li> </ul>					
	<ul style="list-style-type: none"> <li>reaching an appropriate and fully realised final outcome</li> </ul>					
	<ul style="list-style-type: none"> <li>developing useful skills along the way</li> </ul>					
	<ul style="list-style-type: none"> <li>working effectively with others, including their supervisor</li> </ul>					
The student evaluated outcomes including own learning and performance	<ul style="list-style-type: none"> <li>using a range of communication skills and devices</li> </ul>					
	<ul style="list-style-type: none"> <li>analysing comprehensively the outcomes of the project</li> </ul>					
	<ul style="list-style-type: none"> <li>evaluating clearly the success of the project</li> </ul>					



## Documenting the learning journey: reflective journals

Much importance is put on the process and experiences that you go through during the extended project, and it is vital that there is evidence of the planning, problem solving, decision making and critical reflection which goes into the management of the project.

### Subjects for reflection

Evaluation can and should be done at all stages of the project: from initial research and ideas generation to the presentation of your final product.

For example:

- How the topic/title was decided
- The process of research: including evaluating the validity of each source
- How new skills were developed
- Experiences of working in a group
- What was learned from working on the final product.
- Strengths and areas for improvement of work in progress.
- Strengths and weaknesses of final product.

### What format should it take?

You should choose the format of your reflective journal. It could be a diary, sketchbook, notebook, online sound recordings or blog. The first priority is that it is easy for you to reflect. The reflective journal should be thought of like a journey; progress is not often made in a straight line, and the learning experiences are the most important thing to capture.

### Useful questions:

- What happened? This is a description of events, experiences or the working process.
- What went well, or was good about this experience?
- What did you learn from this? (new techniques, skills, abilities)
- What did not go well? It is vital that you learn to criticize your own work rigorously.
- What action could be taken to change the situation and why? Approach, technique, source help, etc.
- Is there a general principle here that you could learn from in future?
- If not, what could you try next and why?

### When evaluating the final project

If you have been reflecting regularly, you should be able to:

- **Look** – through the entries in your journal
- **Select** – the comments relevant to your final piece
- **Deepen** – your initial thoughts, reflecting on the experiences that you have had and how you approaches and skills have developed during the course of the project.

### Common problems with reflective writing to avoid:

- Writing is too descriptive and doesn't analyse what has been learned and what could be done differently in future.
- Written at the last minute and has not been used as an on-going journal.
- Too self-congratulatory, no discussion of what has not gone well

- When things have gone wrong, student does not take ownership of the problem, and sees others as being responsible.

**At the end of the project**

An in-depth final evaluation must be produced, which should draw on the on-going evaluation/reflection in the journal. This should cover all aspects of the project, from project management to research and realisation. This will form the core of the final presentation.

## Extended Project: Submission guidelines

### A: Written submission

#### What do you submit?

#### **CONTENTS PAGE IS ESSENTIAL BIND WITH TREASURY TAGS**

- The final product
- Commentary
  - If you are producing an extended piece of writing (essay, story, etc.), you must submit at least 5000 words
  - If you are producing an object you must also submit a 1500 word evaluation of what you have made
- Evaluation – reflective writing on project and process
- Supporting evidence – log book, records, notes, evaluative bibliography etc.
  - Blog
  - Evidence of time management
  - Evaluative bibliography
  - Evidence of presentation
  - First plan and final plan
- PPR – Project Progression Record

#### What should your Project look like?

- Whatever you want. Recommended word count around 5000, but no penalties either way.

#### What should your commentary and evaluation look like?

- Again, whatever you want. Your commentary and evaluation, and any supporting evidence you provide should all include elements of review and reflection (AO4). One way of fulfilling this is through the presentation – use PowerPoint and/or handouts in order to provide evidence
- Word count for commentary should be around 1500 words
- Commentary should outline your process, showing the journey you have taken including mistakes and dead ends
- Evaluation should show your own critical assessment of your process – what worked, what didn't, why, and how you responded
- Commentary and evaluation can be combined or separate
- Both can be included within the text of your project or separately

#### What should your supporting evidence look like?

- Comprehensive. You need to include all details of your planning and development, with dates and full details of even small or useless avenues of research. If you have spoken to anyone, include a record of it, and any emails can be submitted too.
- It can be rough, but if it is too rough, it may need annotated explanations (e.g. on Post-It notes).
- **Bibliography** should show critical assessment of books and other resources, not just a list.
- Please organise supporting evidence so it makes sense to the examiner – try using dividers in a folder, and arranging material according to the four Assessment Objectives.

#### What should your PPR look like?

- This is to support your evidence, not to replicate it. It does not need to be in massive detail

- Please fill out electronically, and then print. Electronic form is available on OCR website, or from your supervisor.

**How do you make sure you get the best grade?**

- Examine the marking criteria carefully. Make sure that you have provided evidence in your folder that proves you have fulfilled each Assessment Objective, and be ready to talk about it in your presentation, commentary and evaluation.
- Be critical. Evaluate everything explicitly, commenting on its effectiveness and usefulness, whether it is your own work or someone else's.

**When do you need to have all of this ready?**

- You need to submit all of this, in a coherent package – a folder, for example – to your supervisor, by the end of the Autumn term.

**B: Presentation**

**Why do you need to do a presentation?**

- The presentation event is when you will be assessed. Your supervisor will ensure that you are questioned rigorously about the process you have been through, and will then examine your submission to reach a mark that reflects how you have developed your ideas and whether you have been able to evaluate your own work effectively.
- You do not need to present in any one format, but you must come prepared with either a handout or an electronic document (e.g. PowerPoint) that you have also included in your written submission.
- 

**Where and when will the presentation take place?**

- In school with computer access available.
- In early December (dates to be confirmed and depending which supervisor you have), after school
- You will be presenting to each other and an audience, and questioning each other.
- You will have twenty minutes each, ten of which will be questioning. What you do in the other ten is up to you. If you need more time, just let me know.

**Who will watch the presentations?**

- Your supervisor
- Any interested teachers
- Your parents or another adult you would like to invite
- The parents or invited adults of the other students in your group

**Do you get any help with preparation?**

There will be training sessions where you will be given in depth training in presentation skills, and time to work out how best to present your work.