**THE EXTENDED PROJECT QUALIFICATION (EPQ)**

**WHAT IS THE EPQ?**

* The EPQ is equivalent to half an A level.
* It is graded A\* to E and carries 70 UCAS points
* There are four different types of project. Students can choose to write a dissertation, carry out an investigation, give a performance or create an artefact
* The Extended Project has been widely welcomed by universities since it helps students develop skills in thinking and independent learning.
* It is fast growing in schools, with 35000 entries in 2015
* Dr John Taylor, Cranleigh’s Director of Learning, Teaching and Innovation is one of the pioneers responsible for the national development of the EPQ..

**WHY DO AN EPQ?**

The EPQ is fun, challenging and exciting and it is excellent as a preparation for university and working life. It promotes the development of capacities for independent learning, research and critical thinking. It also gives students an exciting and enjoyable opportunity to work on topics which are related to their personal interests and plans for the future. Students have a free choice of title for their project and are encouraged to pick topics which they find interesting and helpful as a pathway to their future.

**WHAT DO UNIVERSITIES THINK?**

EPQ gives students a taste of what university life is like whilst they are still in the Sixth Form. They learn to take charge of the direction of their studies and are taught how to carry out a large scale project with support from a supervisor. It is highly valued by many universities as it provides an excellent preparation for life beyond the Sixth Form.

**Birmingham:** “Applicants who offer the EPQ and meet our offer criteria will be made the standard offer for their programme of choice and an alternative offer which will be one grade lower plus a grade A in the EPQ. For example where our standard offer is AAA, the offer would be AAA or AAB plus A in the EPQ”

**Cambridge**: “We welcome the Extended Project and would encourage applicants to undertake one as it will help to develop independent study and research skills valuable for higher education.”

**Southampton**: ”The University of Southampton believes the EPQ offers an unparalleled introduction to the skills needed for students to thrive at leading UK universities like ours. We were the first university to introduce a dedicated admissions offer for students who excel in the EPQ.”

**WHAT DO STUDENTS SAY ABOUT EPQ?**

“A refreshing break from the narrow confines of the A level syllabus!”

“I was just writing to let you know how useful the EPQ was in setting me up for any sort of systematic review and extended research. Although I still felt thrown in at the deep end with this job I am sure that..

I would not have had as good chance of even getting an interview let alone getting the job without the background I had in extended research and.. I would have not been able to cope anywhere near as well had I not done my project…” (EPQ student working for Nestle 2009).

**WHAT WILL IT INVOLVE?**

* During the first term of the Sixth Form, all students will follow a **Perspectives course**, designed to teach skills in independent learning, thinking, research, discussion and debate.
* The **Perspectives on Science** course explores questions about knowledge, truth, the nature of the mind, freedom and personal identity, and debates about beliefs and values in a modern, scientific, technological society. It is a good starting point for project work in the fields of Science, Philosophy & Ethics, Business Studies, Economics, Maths, Geography or PE.
* The **Cultural Perspectives** explores questions about meaning, truth, beauty, art, language and history, and is a good starting point for project work in subjects such as English or Modern Foreign Languages, Classics, Music, History, Politics, Art and Design and Drama.
* The taught element of the EPQ will take place in the Michaelmas term of the Lower Sixth. Most of the lessons will be in the form of seminars in which students will take part in discussion and debate. There will also be lessons designed to prepare for project work by developing research skills or specific technical skills.
* Project work will last from January of the Lower Sixth and will be complete before the end of the Lent Term of the Upper Sixth.
* Students will work with a project supervisor who will oversee all aspects of the project process, meeting weekly to discuss progress.
* Having completed their projects, students give a short (10 minute) oral presentation in which they review their project and discuss its main points.

**SAMPLE TITLES**

* Should religion and politics be separate?
* What is the best alternative to the use of fossil fuels?
* Does personality type make a difference to sporting performance?
* Do dogs dream?
* Is there such a thing as a real hero?
* What sort of training regime is best for improving my sprint times?
* Is the pen mightier than the sword? An exploration of 3 influential novelists.
* Should liberty be sacrificed to security?
* How does perception of flood risk affect households in Cranleigh?
* Is idealism in international relations feasible in the modern world?
* Are serial killers born or made?
* Create an amplifier for an electric guitar.
* Repertoire for a concert at Cranleigh Arts Centre.
* Does tragedy still have a meaning in the modern world?
* Is it possible to synthesize aspirin in the laboratory?
* A podcast to highlight sporting achievement at Cranleigh School.
* Who am I? A film to exploring personal identity.
* A performance of scenes from Hamlet for the Fourth Form.
* Creating an online advertising campaign for a drinks company.