



# **Extended Project Qualification Level 3 1 year course**

# This Pack – 10 Tasks

• This pack contains 10 tasks for you to complete. Each task has an introduction to the task. The tasks are:

1. Thinking maps
2. Analysing written sources
3. Note taking nightmare
4. Spinning the web
5. Prioritising actions
6. Creating a Gantt Chart
7. 12 steps for planning
8. Essay Planning
9. Writing better paragraphs
10. Planning you essay introduction (Abstract)

What is the EPQ?

The EPQ is a research project. You will pick a topic that interests you, devise a question related to this topic, research, revisit your question, write an essay and detail your work as you going in the CRF – Candidate Record Form. You will then give a presentation about your essay and findings and write an evaluation.

# The (essay-type) project

- Minimum of 5000 words (no upper word limit)
- Formal essay/report with introduction, footnotes, structured discussion of the topic, conclusion
- Detailed bibliography required



Examples from previous years;

Does the method of teaching affect how well a class of students learns information?

Colchester Zoo's place in Animal Conservation.

Stem cell research; What is it? Is it ethical?

The feasibility of High Speed Rail Links in the UK.

Heart surgery from it's inception to modern techniques

# The Topic

- Ideally an area of which you have some background knowledge but have not studied in depth
- A topic related to your proposed career or future studies
- There should be sufficient and appropriate information/materials available
- You may need to do some initial research

**CHOOSE SOMETHING YOU ARE INTERESTED IN!!!!**

# What to avoid



- ▶ The topic **CANNOT** be covered by any of your A' Level subjects
- ▶ You **CANNOT** use the same research being used for another research project e.g. History
- ▶ Socially sensitive topics
- ▶ Topics where you have a personal axe to grind
- ▶ A topic which is too narrow/broad

# More ideas

- Liam studies Maths, English Literature and Dance. He wants to become a professional dancer and is interested in the history of different dance styles
- **Possible project** : To what extent has hip-hop remained true to its roots? (*essay*)
- Sam studies Chemistry, Biology and Geography. She is really interested in animals and would like to study Ecology at university.
- **Possible project** : To what extent do invasive species have a negative effect on a country and is it right to kill them? (*essay*)

# How is it assessed (out of 50)

- **Planning** thoroughly throughout = **10 marks**
- Making use of your **resources** is worth = **10 marks**
- Clearly showing **problems/solutions** and **modifications** to your plan = **20 marks**
- Reflectively evaluating **strengths/weaknesses** of sources/yourself = **10 marks**

## APPROX. GRADE BOUNDARIES

A\* = 45

A = 40

B = 35

C = 30

D = 25

E = 20

# Task 1 Thinking Maps

- Can I create a concept/mind/thinking map for ideas I am interested in?
- Remember – at this stage, you might do a few to narrow down your project area.



# Task 1 – Thinking Maps

## Thinking maps

A mind map is a hierarchical diagram that starts with one central idea. Mind maps use key words or short phrases written along the branches. Each branch flows into the next like a tree, with thicker central branches leading to thinner peripheral branches. A mind map is organised visually, using different images, colours and styles to show distinctions. Mind maps are useful for taking notes and learning information related to a single topic. As they are non-linear they are also useful for figuring out aspects of an idea and generating levels of detail before organising them into a linear essay plan.

Mind maps and concept maps are visual ways of representing the relationships between ideas. This activity helps you to practise using mapping techniques to explore your topic and to start figuring out a structure for your project.



A concept map is slightly different. It is non-linear again, but it does not necessarily start with a single central idea, so it may have several inter-connecting nodes. Like the mind map it does usually show hierarchical relationships – with more general concepts usually placed at the top of the page – but it can also show sequences, interconnections and so on. Each concept is expressed in a key word or phrase, enclosed within a box or circle with connecting lines to related concepts. Arrows can specify the direction of hierarchy or flow between ideas. Each concept is connected to the next via a link word on the line that specifies the relationship between the two. These features make the concept map more useful for unpicking complex interconnected topics than the mind map, because it explains the nature of all these different relationships rather than just connecting ideas in a hierarchy. It can be organised with different colours and styles if needed, but this is not necessary.

Mind and concept maps can be drawn by hand or with mapping software. Wikipedia lists some at [http://en.wikipedia.org/wiki/Mind\\_mapping\\_software](http://en.wikipedia.org/wiki/Mind_mapping_software). The mind map overleaf was produced with MindNode – a free mind map application for Mac OS that can be downloaded at <http://www.mindnode.com>. The concept map was produced with IHMC CmapTools – a free concept map application that can be downloaded at <http://cmap.ihmc.us/>.

## Task

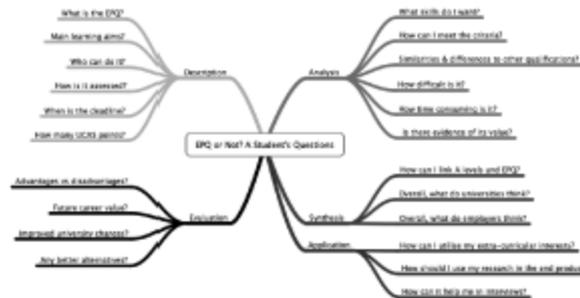
Look at the example mind map and concept map overleaf and decide which technique most appeals to you. You could research other examples to see how the maps can be used in different ways. Then create a concept map or mind map for your own project idea.

There is no 'right' way to organise the map – its value as a thinking tool is in how you make sense of the connections between different ideas for yourself. You can use the map to help you build an overview of a topic, to help you generate a project question, or to help you plan and structure your writing. You could organise your map with categories such as the Extended Project assessment objectives, project sections, topic content or themes, types of question, thinking skills (as in the mind map overleaf) or link words (as in the concept map overleaf).

## Thinking maps

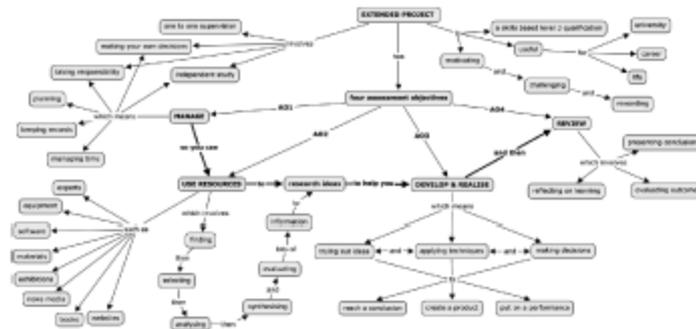
### A simple mind map

The mind map below has been used to generate some questions a student might ask when deciding whether or not to do an Extended Project. The questions have been categorised according to the different thinking skills they illustrate. The Extended Project Qualification requires all these thinking skills, so they are useful to know. Note that the questions are shortened. It is best to use key words and short phrases as far as possible to keep the map visually manageable. You could also use images to show ideas, colour to show distinctions between sections and vary the length and thickness of lines and text to indicate the importance of ideas.



### A more complex concept map

This map shows a range of different ideas about the Extended Project, including what it is and what it is useful for, what type of work it involves and how the assessment objectives are organised. It includes hierarchies, interconnections and process sequences and shows the nature of the link between each concept. The main process through the four assessment objectives is shown in bold.



# Task 2 – Analysing written sources

- Can I develop my analysis of written sources?
- Validity is how reliable a source is. How do we know texts are reliable? Why is this important when doing EPQ research?



# Task 2 – Analysis Written Sources

## Analysing written sources

When researching a topic we often spend a lot of time looking for sources. Finding useful sources is a very important part of the process, but spending time actually making notes and analysing our sources is equally important. For example, the subject and purpose of the text need to be identified and you also need to consider whether you are looking for a narrative of events or evidence of a particular argument.

**AIMS**  
This activity will help you use sources effectively in your project by taking you through the analysis of a specific piece of text. It will help you to consider the messages communicated through the text and to think critically about its content.

Read the article below and then complete the following tasks:

1. Write a few sentences describing what the article is about.
2. Comment on the author. Who has written the article? Are they an expert in their field? Do they work for a reputable institution or organisation?
3. Comment on how up to date the information is. When was it written and on what information is it based?
4. Comment on the publisher. Where was it published and by whom? Why would that be important?
5. Comment on the target audience. Who is the article aimed at? Is it a general audience or more specialised? How can you tell?
6. Write a few sentences summing up the conclusions of the main argument in the article, making sure you look up any words you don't understand.
7. Is the evidence based on fact or on subjective opinion? Find any evidence used in the article to back up the argument that is being made.
8. Finally, to what extent do you think the author is objective and impartial? Can you identify any alternative opinions in the article?

If you have access to a computer you could do more background research on both the author and publication.

## These rioters are Tony Blair's children

**Nihilism and disorder have been fostered by the state**

Three years ago I interviewed black Caribbean and white working class boys around the country – the very boys who recently took charge of our streets – for a think-tank report on why these boys are failing. During my investigations, I got to know one south London gang in particular. Am I surprised these riots have taken place? Not at all. I am only surprised they did not happen sooner. In fact so convinced was I of the danger that I stocked up on tinned food, fixed my old fashioned, wooden shutters and bought a baseball bat. I am glad I did. Last night a gang carrying machetes were on patrol only two streets away.

The young men I interviewed had very obviously failed to make the transition to manhood and a successful adult life. Their failure leaves them disengaged from society and its values. The majority find themselves trapped in an extended, semi-criminal adolescence well into their 20s and 30s. The former Mayor of London, Ken Livingstone, has been quick to blame this sudden explosion of violence on Conservative tax cuts. He has a nerve. These young men came of age during the thirteen years of Labour. They are Blair's children and the Left's creation. It is not deprivation that has stunted their lives, but the policies of the previous government in three key areas – school, work and home. As one boy said to me, 'I did not want this life. It just happened to me.' Here is how.

P.T.O. >>

## Analysing written sources

To understand the mayhem on our streets look no further than a set of figures on literacy rates that came out a week before the riots began. Teaching a child to read and write is not difficult or expensive. Poorer countries than ours manage to do it. The statistics in the UK are staggering. A full 63 per cent of white working class boys and just over half of black Caribbean boys at the age of 14 have a reading age of seven or below. How does that translate to violence on our streets? Humiliated in lessons, the young men I interviewed either dropped out or were excluded. They then spent their time hanging around on the streets – only turning up to school to sell drugs or stolen goods.

...The second factor is the change in Britain's job market. Forty years ago a young man could leave school at 16 with few, if any, qualifications – then get a job in a factory and at 19 support a wife and child. Now there are far fewer such jobs in our economy. This leaves working class black and white boys particularly vulnerable to the other major change in the job market – immigration. Under Labour, the arrival of large numbers of skilled capable immigrants willing to work for low pay has hit them hard and left them sidelined. According to the ONS, of the 1.8 million new jobs created over the Labour years, 99 per cent went to immigrants. Since David Cameron came to power, the figure is 82 per cent.

The third place where government intervention has been so disastrous is the home. Politicians are now appearing on TV demanding parents to keep their children under careful watch. I wonder what planet they are living on. Certainly not the same as the boys I know, for whom grown-ups have been absent or ineffectual. The boys do not even get fed properly, let alone supervised. They are not alone. In a recent survey 49 per cent of British parents did not know where their children were in the evenings or with whom. Some 45 per cent of 15 year old boys spent four or more evenings a week hanging about 'with friends' compared to just 17 per cent in France. Tuggy Tug, the leader of the gang said of his friends, 'I get more from them than I ever did from my family.' His recent jail sentence was his first experience of spending time with adult males.

Nearly every one of the young men I interviewed had a young single mother. Britain has the highest rate of teenage pregnancy in Europe. Despite the huge amount of evidence of the harm this causes children (mothers of children on the 'at risk' register, for example, are five times more likely to be single, teenage mothers – boys are more likely to join gangs and commit crime) the Labour government made single motherhood an attractive proposition. Since 1997, a single mother of two children has seen her benefits increase by a staggering 85 per cent.

To accuse these young girls of being feckless is unjust. They are merely responding to the economics of the situation. They are as much victims of the crisis in our schools and the perverse influence of benefits as teenage boys. They have grasped the consequences of our poor education system. Whereas boys take to crime, girls get pregnant. The government have put young girls in a position where the only care open to them is to have children, whether they want to or not and regardless of whether or not they are good mothers. The state has taken over the role of both husband and father and, as it is all too clear, have failed at both. We can watch the effects of that policy play out on our streets every night this week.

Adapted from 'These rioters are Tony Blair's children' by Harriet Sergeant, fellow for the Centre for Policy Studies

Source: The Spectator online 17th August 2011: <http://www.spectator.co.uk/e/says/17157318/web-exclusive-the-rioters-are-tony-blair-children.html>

## Note

"The Centre for Policy Studies believes in freedom and responsibility ... The Centre develops and promotes policies to limit the role of the state, to encourage enterprise and to enable the institutions of society – such as families and voluntary organisations – to flourish ... Its role in developing the policies of privatisation, low-tax government and support for the family, is recognised across the world."

Source: adapted from the website of the Centre for Policy Studies  
[http://www.cps.org.uk/index.php?option=com\\_content&view=cparticle&id=365&Itemid=18](http://www.cps.org.uk/index.php?option=com_content&view=cparticle&id=365&Itemid=18)

# Task 3 – Note Taking Nightmare

- How do I take effective notes from a source?
- Remember, on this course you will need to keep evidence of your research through your note taking to gain marks.



# Task 3 – Note Taking Nightmare

## Note-taking nightmare

We have all made notes from a book or in a lesson and then got home and thought, what does that say, why have I written that down or what does that mean? Keeping good notes when doing the Extended Project is extremely important as you are assessed on the way you collect information and use resources in your research.

Taking notes is useful as it helps you to concentrate on the topic, aids understanding, helps you to remember important details (like authors and publishers) and gives you a permanent record that you can reflect back on.

This activity will help you understand the importance of taking clear, detailed and accurate notes. By comparing three sets of notes on the same piece of writing you will be able to see which ones you think will be the most useful and why, helping you with your own note-taking technique.



## Task

Read the two extracts and the three sets of notes. Then assess each set of notes by writing down what is good and bad about them. When you have completed the activity, start thinking about how you could improve your own note taking.

Passages taken from Guttmann, A. (2002) *The Olympics: a history of the modern games* (2nd Edition) (Champaign: University of Illinois Press)

### Page 1 extract

Politics, however, in the broadest sense of the term, has always been a part of the Olympics. The modern games were, in fact, revived to propagate a political message. In the eyes of Pierre de Coubertin and the men who succeeded him as president of the IOC, the political purpose of the games – the reconciliation of warring nations – was more important than the sport. They were merely the competitive means to a cooperative end: a world at peace. The games, wrote Coubertin in his *Mémoires Olympiques*, 'are not simply world championships, they are the quadrennial festival of universal youth.'

The brighter the dream, the darker the despair when the dream is disappointed. The most horrific episode in Olympic history – the ghouliah murder in the Olympic village of eleven Israeli athletes and officials by Palestinian terrorists was obviously the synthesis of what Coubertin wanted, but the horror perpetrated in 1972 has to be understood against the background of idealism. The nightmare of nationalistic hatred was the terrorists' answer to the dream of international harmony.

Since most sports spectators are more interested in the athletes and their performance than they are in Olympism as a social movement, the notion that the games are inherently political might seem odd, but a brief consideration of the symbolism of the Olympics is instructive.

### Page 2 extract

The interlocked Olympic rings were designed by Coubertin in 1914 as a representation of the five continents and the colours of their many national flags. The Olympic torch, lit at the site of the ancient games and carried by thousands of relay runners from Greece to the host city, is intended to dramatise connection and continuity through time and space. The parade of national teams, beginning with Greece and concluding with the host country, is another symbol of international cooperation.

## Note-taking nightmares

### Notes A

Allen Guttmann (2002) *The Olympics: a history of the modern games* (2nd Edition) Champaign: University of Illinois Press

- The Olympics have always been political
- According to Guttmann, Coubertin thought the political aspect of the games was more important than the sport
- The games are not simply world championships, they are the quadrennial festival of universal youth
- There was a terrorist incident – 11 killed – terrorist answer to dream of international harmony
- Most people interested in sport
- Rings represent continents
- Lots of symbolism linked to international cooperation

### Notes B

*The Olympics: a history of the modern game*

#### Page 1

- The Olympics have always been political
- The games were a 'competitive means to a cooperative end.' - politics more important than the sport
- The games, wrote Coubertin in his *Mémoires Olympiques*, 'are not simply world championships, they are the quadrennial festival of universal youth.' (Need to look up what quadrennial means!)
- 1972 Palestinian terrorists killed 11 Israelis at the games - 'antithesis' of Coubertin's dream.
- Author states that you can see the Olympics as 'political' by looking at

#### Page 2

- Symbolism: 5 Olympic Rings = continents, colours = Flags, torch relay = continuity through space and time, opening parade = international cooperation

### Notes C

Allen Guttmann *The Olympics: a history of the modern game*

Olympic games are political.

According to Guttmann, Coubertin thought the 'reconciliation of warring nations' was more important than the sport.

'The nightmare of nationalistic hatred was the terrorists' answer to the dream of international harmony,' Guttmann

'The interlocked Olympic rings were designed by Coubertin in 1914 as a representation of the five continents and the colours of their many national flags'

# Task 4 – Spinning the web

- How do I take effective notes from a source?
- Can I assess internet sources for credibility?



# Task 4 – Spinning the web

## Spinning the web: assessing internet sources

Every day more information appears online. The problem is that this huge bank of material is of massively varying quality.

This activity will help you to assess the credibility of internet sources. By answering a set of questions on a website of your choice, you will understand more about its credibility and whether or not you should use information from that source in your project.



### What you need to do

Find a website, blog or other online source that contains information useful to your project and assess its reliability using the following questions.

1. Is there an identifiable author?
2. Is the author an expert/qualified or linked to an established organisation?
3. What does the domain name tell you about the organisation?
4. Are there any links to more information about the author or is there an 'About Us' section?
5. What do other people say about the author or organisation?
6. Has the work been edited? Is there an identifiable editor on the website?
7. Is the information given objective and impartial?
8. Does the page have a date and when was it last updated?

### Example

Here is a brief assessment of an article called 'Kenya: Provide Land for New Refugee Camps', an article stating that the Kenyan Government should do more to help refugees from Somalia. It is available on the Human Rights Watch website:

<http://www.hrw.org/news/2011/07/28/kenya-provide-land-new-refugee-camps> (Accessed August 2011)

There is no identifiable author of this article other than the organisation Human Rights Watch. The organisation is well known and in their 'About Us' section they state that they are one of the world's leading independent organisations dedicated to defending and protecting human rights'. The domain suffix .org suggests it is a non-governmental and non-commercial website; in fact it is a charity/pressure group.

There is a section on the website with comments from many different government officials: from all over the world, praising the work of the organisation and stating they often rely on some of the information gathered by Human Rights Watch. There is no editor named, but as the author is Human Rights Watch generally, there is an assumption it will be edited by the organisation. The information is not impartial as this organisation is dedicated to defending human rights and this particular article contains no direct response from the Kenyan Government. The page is constantly being updated and the article is recent.

In general, information on this website is likely to be fairly reliable but the political ideology behind the organisation needs to be taken into consideration.

# Task 5 – Prioritising actions

- Can I effectively prioritise my ‘to do list’?



# Task 5 – Prioritising actions

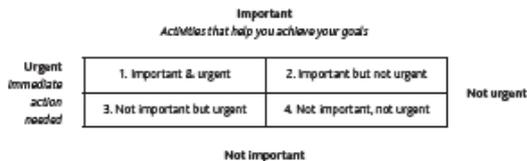
## Prioritising tasks: Urgent/Important matrix

Start using this technique to reflect on your habits early in your project, use it to prioritise as you go, return to it when deadlines are looming and the pressure is on. You can also use the completed matrix as evidence when you come to evaluate your time management skills.

This is a really useful technique for thinking about your work patterns and prioritising effectively so you can deal with urgent day-to-day work and deadlines as well as making progress towards your long term goals.



### An Urgent/Important matrix



### Task 1: Using the Urgent/Important Matrix to reflect on your working habits

#### Week 1: Keeping a study diary

- Identify your long-term goals for your time in the sixth form (e.g. achieving specific grades, developing skills for a particular career, gaining confidence in your communication skills, getting the grades you need for a higher education course).
- Keep a study diary for one week. Write down everything you do while studying, and an estimate of the amount of time spent on each activity. Aim to update it daily. Be honest and include everything that takes up any of the time that you allocate to studying, including time spent on social networking, reading emails etc.
- Alternatively, you could include all your free time (i.e. time that is yours to choose what you do) and keep records of all your social activities and any part-time work or family commitments alongside your study time.

#### Week 2: Reflecting on your working patterns

- After one week, draw out an Urgent/Important matrix as shown above.
- Using your diary, allocate each activity listed to one of the four boxes in the chart.
- Calculate the total time spent on each box. Which box did you spend most time on?
- Ask yourself – was this really the best strategy? Did you spend enough time on the important things – the tasks that will help you to achieve your long-term goals?

How might you need to prioritise activities differently to achieve those goals?

### Prioritising tasks: Urgent/Important matrix

### Task 2: Using the Urgent/Important matrix to help you prioritise more effectively

- Write a to-do list using the Urgent/Important Matrix. This could be for the next two weeks or so. Include all commitments for all your courses, such as long-term coursework assignments that you will need to work on during this period and if you like, any other necessary commitments such as part-time work or family responsibilities.
- Number the items in each box in priority order (1 is top priority). If you like, redraft the matrix with all the lists in the correct order to make it clearer.
- Talk your categorising and prioritising decisions through with someone else such as your project supervisor or a friend. If you do this as a paired activity, the first person to speak should fully explain their decisions to the listener, and the listener should ask questions about those decisions to help the speaker decide whether these activities are all positioned in the right place. Then swap over.
- Now that you have categorised and prioritised your to-do list, work out a schedule which allows you to prioritise as follows:

Box 1: MANAGE these so that you keep to important deadlines.

Box 2: FOCUS on these regularly so you can make progress on the important long-term projects. Build time into your schedule for them and stick to your plan.

Box 3 & 4: AVOID these, do them last, or fit them into scheduled break periods.

#### Tips for managing workload

Email and social networking can be very distracting if messages pop up constantly when you are working on something that needs full concentration. These are usually box 3 and 4 activities! Allow yourself specific times for getting up to date on these and then log out while you work on other things.

In managing your Extended Project, you need to be aware of the way that new homework and coursework tasks will constantly drop into box 1, and if you are not careful, they will prevent you from focusing on box 2 activities. Revision for exams and work on your Extended Project will start off in box 2 but will slip suddenly into box 1 if they are not dealt with regularly. These tasks are so big that if you let them become urgent by leaving them to the last minute, you will be putting yourself under an enormous amount of pressure and won't achieve your potential.

There are two types of box 1 activities – foreseen (originally in box 2) and unforeseen (crises). If you schedule box 2 activities regularly, you can prevent these from becoming urgent. Your schedule is there to guide you but you need to be flexible too. Allow some in the schedule for unexpected but important issues. You may not be able to control all the crises that happen in your life, but you can minimise the impact of some of them.



# Task 6 – Creating a Gantt Chart

- A Gantt chart is an organisations device where you list the tasks to be done in order of which needs to be done first and how long the task will take. e.g. you can't start your essay until you have read the book. You can't read the book until you have a copy of it. You can't get a copy of it until you have decided the book is right for you etc...
- In the EPQ you get valuable grades for creating and sticking to a Gantt Chart



# Task 6 – Creating a Gantt Chart

ACTION PLAN / GANTT CHART																
<b>NAME: Joshua Barry</b>																
<b>EPQ PROPOSED TITLE: To what extent is human impact responsible for the demise of The Great Barrier Reef in the last 20 years?</b>																
	WEEK BEGINNING															
TASK	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	
Research human factors affecting TGBR e.g. pollution	█															
Organise statistics about human factors e.g. rate of pesticides running into the ocean		█														
Research articles about biological factors affecting TGBR e.g. rising acidity			█													
Organise statistics about biological factors e.g. how long tubular and staghorn corals can survive in rising temperatures				█												
Research articles about environmental factors affecting TGBR e.g. cyclones					█											
Organise statistics about environmental factors e.g. how many cyclones in last 20 years						█										
Research different types of marine life and coral reefs in TGBR							█									
Read and take notes on 'Reef in Time'								█								
Find documentaries about TGBR e.g. Blue Planet									█							
Take notes on documentaries										█						
Find case studies of TGBR											█					
Take notes on case study 1												█				
Take notes on case study 2													█			
Take notes on case study 3														█		
Organise research into sections according to factors															█	
Conclude which factor is most contributing according to research																█

Research what TGBR was like when it was first identified e.g. colour, size etc																
Gather before and after images of TGBR to compare how it has been affected																
Research organisations that help TGBR e.g. Great Barrier Reef Foundation																
Research in what ways does TGBR benefit the world																
Plan questionnaire																
Carry out questionnaire																
Conclude questionnaire results as statistics e.g. 30% of white males said they don't care about TGBR																
Separate all paperwork and documents into human, biological and environmental factors																
<b>Time scales</b>																
Main deadline mid-april																
All research completed by January-February																
Write report January-February																
Final draft in March-April																
Presentation April-May																

ACTION PLAN / GANTT CHART															
<b>NAME: Jade Taylor</b>															
<b>EPQ PROPOSED TITLE: Can the NHS cope with the increasing demands on mental health services?</b>															
	WEEK BEGINNING														
TASK	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####
Research statistics about mental health since 2015 eg number of sufferers and types of conditions	█														
Research different types of treatment for mental health provided by the NHS		█													
Research treatment for mental health outside the NHS			█												
Compare treatment provided from the NHS and outside the NHS				█											
Research different organisations dedicated to mental health					█										
Read The Guardian newspaper article 'MHS mental health crisis: There is an huge fear people like me' and make notes						█									
Read the Guardian newspaper article 'What hope is there? Five readers on being failed by mental health services' and make notes							█								
Research actions as positive signs of the NHS mental health provision and make notes								█							
Compare positive and negative news stories									█						
Find out funding for mental health within the NHS from the past 5 years										█					
Research the change in research for mental health over the past 10 years											█				
Research how treatment for mental health has changed within the last 10 years												█			
Create a questionnaire about mental health and the NHS													█		
Carry out questionnaire														█	
Evaluate questionnaire eg compare findings from the questionnaires and other questionnaires															█
Research the factors that have influenced the increase in diagnosed cases of mental health															█
Watch documentary called 'MHS Frontline: Mental health community rehabilitation and make notes															█
Watch documentary called 'Failed by the NHS mental health' and make notes															█
Read the book 'Psychosocial, The NHS and mental health work today'															█
Speak to a carer about mental health within the NHS															█
Write a conclusion on if the NHS can cope with increasing demands on mental health services															█
<b>Main deadline mid April</b>															
All research completed by January															
Write report January-February															
Final draft in March-April															
Presentation April-May															

Try to create a Gantt chart of your own based on your chosen topic – remember to put dates along the top (here they appear as ### but you need to put in dates.

# Task 7 – 12 steps for planning

- **Remind your self of how to plan. Once you have read the 12 Steps, revisit your Gantt Chart and make any adjustments needed.**



# Task 7 – 12 steps for planning

## Twelve steps for planning and structure

Writing a long essay of your own choice might seem daunting but it needn't be difficult when you break it down into twelve simple steps.

This activity takes you through the process of planning and structuring a piece of writing for your own Extended Project.



1. Decide on a topic and do some introductory research to build an overview.
2. Ask lots of questions about your topic. Let your mind think freely and explore all the possibilities. Do some more research if needed.
3. Once you have explored the topic, you are ready to make a shortlist of 4-5 alternative project questions/titles.
4. Analyse your project questions shortlist. Most importantly, you need to define the content terms, i.e. explain precisely what the essay is going to be about; and you need to identify any instruction words that express what you intend to do with the content (e.g. analysis, evaluation, question structures such as 'to what extent is...?' or 'is it right that...?')
5. Choose the question that you think shows the most promise and that will enable you to demonstrate analysis, synthesis/application and evaluation in your project. (Note: you will need to talk this through with your supervisor.)
6. Identify sections for the project. Define aims and plan an estimated word count for each section. A 5,000 word written project is likely to need around 5-7 sections including introduction, research, development/discussion, product/conclusion and evaluation. A practical project will have a similar structure but will have less written content and shorter sections.
7. Create a concept map or mind map, using key words. This will help you to understand how your ideas fit together.
8. Next, plan your detailed research to answer all the questions you have identified. Be systematic with your note taking. You could head up a separate page for each question and add notes to relevant questions as you read through each source. This is a much more efficient way to take notes than just summarising sources one by one. You will probably refine your questions and concept/mind map as your research material expands.
9. When you think you have enough material to answer the question, you need to work out a logical order for the content of each section. You could convert the edited map into a flowchart or hierarchy chart or use the outline view in your word-processing software. You could draft an outline with three levels of detail:
  - Overview/sections: as described above.
  - Subsections: For example, a discussion section might have: introduction, arguments for x, discussion of these arguments, arguments against x, discussion of these arguments, conclusion and justification.
  - Ideas/points: for example, a list of the main arguments against x. When written out fully, points are typically one or two paragraphs in length.
10. Next you need to write the paragraph points. You don't necessarily need to write in order and it is often easier to write the introduction after you have written the middle section. So just start where you feel confident and flesh out the structure, adding linking sentences and cross-references as you fit points together.
11. Having written all the points, you can check for the logical flow of ideas from start to finish, paying particular attention to the fit between the arguments you have presented and your conclusion. You can do this by distilling each paragraph into one point and checking that the outline still makes sense. You may want to re-order some of the points and you might identify some gaps in your reasoning that will need to be filled if your conclusion is to be fully supported.
12. Of course, once you have written the project, you'll need to reference, edit, re-draft and proofread too.

# Task 8 – Essay Planning

- Like the Gantt chart, your essay plan is vital to your organisation and forms part of the EPQ marks. So much so that if your planning is strong, but your essay is not so strong, you will still get marks, so it is really important to get the essay plan right. As you are writing your essay, you can then refer back to it and make sure you are on track.



# Task 8 – Essay Planning

Modifications I have made as a result of my discussion with my supervisor at this stage  
I have gathered all my research and have devised it into categories in which I plan to write about. I have written this essay plan to help me structure my essay.

## Mental Health

- What are the different types of mental illnesses?
- How many people suffer with mental illness?
- Has there been an increase in diagnosed mental health sufferers?
- What factors have had an influence on mental health problems?

## NHS

- How many people get professional help for their illnesses?
- How much funding gets spent on mental health?
- What treatments are available for those with mental health problems?

## Experiences

- What are individuals' experiences with mental health treatment?
- What are professionals' experiences with working with mental health sufferers?
- How has mental health disorders affected the lives of parents and careers of sufferers?

My final title and agreed form of project product

Can the NHS cope with increasing demands for mental health treatment?

I have spoken to my supervisor and I have devised an essay plan

## The Great Barrier Reef

- What is it? - Pictures
- How did it form? (History of its evolution)
- The importance of it
- Introduction of the different factors I will be talking about

Human, Environmental and Biological factors – with diagrams

- Tourism
- Explosives
- Plastics
- Over-fishing
- Urban and agricultural run-off/cane farming leading to nutrient and pesticide run-off/grazing leading to sediment run-off – poor water quality
- Overstocking
- Fossil fuels – increase in greenhouse gases – acid rain/decreased aragonite/climate change – coral bleaching/rising sea levels/tropical storms/poison zooxanthellae algae/ocean acidification – low calcification rates/decreases growth in marine-life – reduced biodiversity
- Non-native species/predators
- Extreme weather – cyclones/floodwaters – reduced-salinity plumes laden with chemicals etc

Human conservation

- Eye on the reef – Tourism Weekly Monitoring Programme
- Reef Rescue Plan
- Crown-of-thorns starfish management programme
- Other strategies etc

Conclusion

**These are examples of students essay plans. See how they are broken down into sections.**

**Aim for 3-4 main sections with sub-sections and/or questions to each heading, plus an intro and conclusion.**

**HIGH B GRADES OVERALL**

# Task 9 – Writing better paragraphs

- **Structuring your essay with relevant paragraphs will help you to focus your ideas. Work through the worksheet to remind yourself how to do this.**



# Task 9 – Writing better paragraphs

## Writing better paragraphs: the PEEL approach

Paragraphs are the fundamental building blocks of good writing. A paragraph encapsulates an idea and creates the links between that idea and the rest of the article. Paragraphs enable readers to grasp an idea in its entirety and check that it is understood before moving on. They help the reader to follow the flow of ideas – essential in a long and complex argument.

There is no set length for a paragraph, although most will end up somewhere between 50 and 200 words. Short paragraphs and short sentences can create impact, but longer paragraphs are needed for expressing complex ideas. Most importantly, there should be unity – you should be able to summarise the paragraph into one main point.

To remember paragraph structure, you can use the acronym PEEL:

**Point** → **Explanation** → **Evidence/Example** → **Link**.

The main point or thesis statement sets up the paragraph. Supporting explanation clarifies the idea. Specific evidence or examples help to illustrate it. The closing sentence should tie the paragraph together and expand the writer's thesis by linking to either the next paragraph or the conclusion of the argument – so setting up the flow of ideas.

The paragraph does not have to start with the main point, however. Sometimes a paragraph starts with a counter-argument or counter-claim against the main thesis (C-PEEL). Occasionally, the paragraph will start with a linking statement – a 'signpost' which links two or more following paragraphs together e.g. 'There are two problems with this viewpoint. First...' (L-PEEL). So PEEL is a guide rather than a rule.

A note on formatting paragraphs: you should either leave a space between paragraphs, or indent the first line. Don't use both techniques together.

This activity should help you understand the importance of well-constructed paragraphs for coherent extended writing. It shows you how to use the PEEL technique for identifying paragraph structure.



Topic sentence

Media coverage of youth often emphasises the negative effects of peer groups, focusing on their links with violence, drug-taking and anti-social behaviour.

This example illustrates the key point of the paragraph

For example, newspaper and TV coverage of the riots that took place in British cities in the summer of 2011 often focused on the role of peer groups in using social networking to exchange information about where groups were gathering and which shops were being looted. Arnatt's research on American heavy metal fans shows how underage sex, rebellion and drug taking can be encouraged within the heavy metal subculture – or peer group.

This sentence provides a link to the next paragraph which will focus on positive aspects of the peer group.

However, there is also evidence that the peer group can be a positive influence, giving young people a sense of belonging when they find themselves with an unclear status and identity.

This reference to research findings provides evidence that supports the key point

Writing better paragraphs: the PEEL approach

## Task

1. Can you identify the paragraphs in this argument? Read through and mark where the paragraph breaks should go.
2. In each paragraph, highlight/annotate the different parts in different colours, so you can see the PEEL/C-PEEL structure.
3. Work with someone else to check through the paragraphing in your own project drafts. Remember that the point of paragraphs is to help the reader to grasp the structure and flow of ideas through the whole piece. If your reader finds this difficult, you may need to work on your paragraphing.

## An argument for vegetarianism

*Slavery has stopped. Women have been emancipated. Apartheid, in all its human forms, has been roundly condemned. But the abuse of animals has accelerated.*

One of the most obvious reasons for the abuse of animals in modern society is intensive farming. Intensive farming causes severe stress to animals. Intensively farmed chickens, for example, are forced to grow abnormally proportioned bodies at an unnatural speed by being pumped full of growth hormones and calories. The birds live in squalid, overcrowded conditions, where they attack and mutilate each other through stress and cannot support the weight of their over-developed bodies on their undeveloped legs. After a few weeks, machines execute them. It is a vicious life and a cruel death. Some people might argue that farming animals for food is instrumentally wrong, but not intrinsically wrong. By this they mean that intensive farming methods are wrong, but if we were to give animals happy, healthy lives and quick, painless deaths then eating meat is justifiable. Eating 'ethically produced' free range and organic meat is acceptable to some people because it can be seen as creating the best outcome for humans whilst reducing the cruel treatment of animals. This is known as a utilitarian argument. There are two problems with this position. The first is that it is a minority view. The reality is that many people would prefer to eat 'ethically' produced meat but see it as a luxury they cannot afford, so they rely on intensively farmed meat. This problem remains and is likely to escalate. Rising food prices due to factors such as limited land, rising populations and supermarket dominance all mean increasing pressure to reduce prices through intensive methods. Intensive farming is not going to go away. Secondly, the ethical meat production viewpoint is inconsistent because its proponents argue for animal welfare but they still feel it is acceptable to take away life prematurely, which is not in the animal's interests. Animals have the desire to seek out pleasure and avoid pain just like us. A boar like us, they have the motivation to live and survive. We should treat other animals in the same way that we treat our own species. Intentionally killing animals for food when we have other sources of nutrition is fundamentally immoral. A common counter-argument to this is that predators in the wild do not stop to consider the wellbeing of other species – or even in cases such as the lion, the individuals within their own species. So, it is argued, why should we act differently? But this is irrelevant. Nature 'red in tooth and claw' should not obscure the human ability to reason and empathise. We can think logically and we can empathise with the pain of farm animals, so unlike lions, we can judge the morality of our own actions. Peter Singer, a philosopher, suggests that the human capacities bestow us with rights that animals do not have. With these rights come responsibilities to treat other, less powerful species. We have a duty to act as moral beings and therefore we should not kill and eat animals.

# Task 10 – Planning your essay introduction (abstract)

- You will not be able to write your essay, as there is a lot of research that needs to be done before this can start, but you can have a go at an introduction or abstract, where you explain to the reader what you hope to explore in your essay and how you intend to do this.



# Task 10 – Planning your essay introduction (abstract)

- An abstract is a short summary of a larger work, such as a dissertation or research paper. It allows potential readers to quickly identify what your paper is about and decide if it's worth reading. For someone who doesn't have time to read the whole text, the abstract offers a condensed overview of your most important points.
  - All abstracts should include:
    - A statement of your main topic, purpose and [objectives](#)
    - A brief description of the [methodology](#)
    - An overview of the most significant [findings](#) or arguments
    - A summary of your [conclusions](#)
- The abstract appears at the very beginning of a document, but it should be the last thing you write. In a [dissertation or thesis](#), include it on a separate page, after the [title page](#) and [acknowledgements](#) but before the [table of contents](#).
- Most abstracts are around 150-300 words, but the length depends on the requirements of your assignment—often you will be given a strict word limit.