
Summary and reflection

To be completed by the candidate

This page records your summary, reflection and evaluation when you have completed your project product and given your presentation.

Some questions you may wish to answer in this section include, what have I learned from completing this project? What new knowledge or expertise have I enjoyed or found valuable? What are the strengths and weaknesses of my project (including planning and organisation)? What skills have I improved? What changes would I make if I undertook such work again? What advice would I give to others undertaking such a project?

From doing an EPQ I have learnt so much about the type of worker and learner I am and the ways in which I like to complete projects to this magnitude. For me I prefer to stay ahead and keep to my own earlier deadlines rather than those that have been predetermined for me. I believe staying ahead means that when important events like exams or homework deadlines these can be prioritised as the work due for the next deadlines would be complete and other work can be prioritised. I have learnt how valuable it is to trust your gut instincts and don't compare yourself to other people's progress as each project is so personal and very subjective. Therefore, I believe the EPQ is marked holistically as no two products are the same. I have learnt how to plan for things and stay on top of my work. Being able to complete a project as such vast length I have realised takes a lot of planning and dedication. I have learnt how to set deadlines and stick to them and what it takes to do this. I have learnt how not to research and how to research properly and efficiently. I know now what to look for in a piece of research that I want to cite and to consider its reliability, content, author, publication date and the URL of the website. This I believe is very important as it can affect the validity of the conclusion that you are going to make.

Below I have illustrated strengths and weakness of the skills I have developed from various aspects of my project. The aspects of development I talk about below I believe that despite the weakness I have evolved significantly due to the EPQ.

I chose a topic that interested me but was not related to my A-level subject choices. It gave me a wide breadth of choices to delve into and I could have researched on it for weeks or months, but I found that I could narrow down my topic from the record of initial ideas to the candidate proposal. My choice of topic I found kept motivated as it was away from studies and was about the environment which I am very passionate about. I did not research enough about overpopulation in my preliminary research therefore a couple of weeks into my project I had to make amendments by adding in the idea of overconsumption. I wondered if I should have picked an EPQ that was more science based and targeted to what I want to do at university as I could talk about it on my personal statement and in potential interviews.

When I planned my EPQ, I made myself a plan with concise aims, and objectives in my candidate proposals. As a result, when researching I had a well-rounded idea of what I wanted to research in depth about. I wrote down from November what I did each week and would set myself aims for the next week to ensure certain targets were reached the next week. Alternatively, I was able to justify why they had not been completed on that week or day.

During the autumn term I think I should have implemented more time to researching as I had a lot to do during the Christmas holidays and the October holidays. I also wish that I would have set myself more aims in the later autumn term because I had lots to do in this time as I was not aware of deadlines. I felt like it was hard to see an end goal with my motivation down particularly in the third lockdown and what would be the final format of my project. In my planning review, I wrote that I wanted all my research finished by Christmas half term in hindsight this was not the best decision as I was unaware of how the research process was completed, what I had done so far did not have the greatest reliability or correspondence to my project but that is not to

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Lorraine Abbott



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Analysis Evaluation which are vital for performing well in the essay writing long evaluation answers in the AQA GCSE exam Written for the AQA GCSE RS Spec A covering Component 1 Religious Beliefs Practices Traditions comparing two religions and Component 2 Thematic Studies Covers all specification content across Components 1 2 for Christianity and Islam by topic Highly visual Knowledge Organiser format summarises all the key AO1 info that students should know by the time they tackle an exam Toolkit approach breaks down AO2 into easily understandable study skills that students can then learn to deploy when writing long answers in the exam Introduction to Evaluation section gives advice and support on how to identify different types of exam questions how to start and structure an answer how to build an essay and argument how to use evidence and how to evaluate successfully Two Sample Answers per topic show the different evaluation skills with examiner commentary and suggested content areas for student to bring into their trial answers Can be used to support classroom learning end of topic review or final exam revision as needed

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will provide you with a comprehensive creative and time efficient teaching pathway through the reformed specification Enable students to build their knowledge and understanding as they progress through clear explanations of the content engaging tasks and thought provoking questions Focus on the key themes of religious diversity influence and impact with in depth coverage of Christian Hindu and Sikh beliefs and practices verified by faith advisors Prepare students for assessment with skills building activities updated revision advice and practice questions Cater for students of varying learning styles through a visually engaging approach that uses diagrams and artwork to enhance subject interest and understanding Encourage students to take responsibility for their development using student friendly learning outcomes and quick knowledge check questions to track their improvement

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Lorraine Abbott, 2018-01-29 Exam board OCR Level GCSE Subject Religious Studies First teaching September 2016 First exams Summer 2018 Target success in OCR GCSE Religious Studies with this proven formula for effective structured revision key content coverage is combined with exam style tasks and practical tips to create a revision guide you can rely on to review strengthen and test their knowledge With My Revision Notes you can Plan and manage a successful revision programme using the topic by topic planner Consolidate subject knowledge by working through clear and focused content coverage Test understanding and identify areas for improvement with regular Now Test Yourself tasks with answers online Improve exam technique through practice questions and expert tips

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Table of Contents Aqa Reflection Isa

1. Understanding the eBook Aqa Reflection Isa
 - The Rise of Digital Reading Aqa Reflection Isa
 - Advantages of eBooks Over Traditional Books
2. Identifying Aqa Reflection Isa
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Aqa Reflection Isa
 - User-Friendly Interface
4. Exploring eBook Recommendations from Aqa Reflection Isa
 - Personalized Recommendations
 - Aqa Reflection Isa User Reviews and Ratings
 - Aqa Reflection Isa and Bestseller Lists
5. Accessing Aqa Reflection Isa Free and Paid eBooks

- Aqa Reflection Isa Public Domain eBooks
- Aqa Reflection Isa eBook Subscription Services
- Aqa Reflection Isa Budget-Friendly Options
- 6. Navigating Aqa Reflection Isa eBook Formats
 - ePub, PDF, MOBI, and More
 - Aqa Reflection Isa Compatibility with Devices
 - Aqa Reflection Isa Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Aqa Reflection Isa
 - Highlighting and Note-Taking Aqa Reflection Isa
 - Interactive Elements Aqa Reflection Isa
- 8. Staying Engaged with Aqa Reflection Isa
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Aqa Reflection Isa
- 9. Balancing eBooks and Physical Books Aqa Reflection Isa
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Aqa Reflection Isa
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Aqa Reflection Isa
 - Setting Reading Goals Aqa Reflection Isa
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Aqa Reflection Isa
 - Fact-Checking eBook Content of Aqa Reflection Isa
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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