EXTENDED PROJECT EVALUATION (COHORT 2)
Student Information

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INTRODUCTION

In November 2007 the second cohort of students were awarded grades for the pilot Extended Project Qualification (EPQ). In a continuation of the pilot evaluation, entry data has been combined with grade outcomes and, where available, project proposal information, to provide a deeper insight into the EPQ. Where appropriate, comparisons have been made between the first and second cohort entry and performance.

Student questionnaires were sent to the EPQ coordinators for each of the fifteen centres with registered entries. The coordinators were asked to administer their distribution and subsequent return to AQA. As with the questionnaire sent to students in the first cohort, the response rate was low and a decision has been taken to combine all quantitative student responses from each pilot cohort for analysis and reporting as part of the final evaluation. Some of the qualitative responses have been collated towards the end of the report and a copy of the questionnaire is included in Appendix A. It differs slightly from the questionnaire dispatched to the first cohort of pilot EPQ students in that there is an additional section at the end asking about the use to which they plan to put their EPQ.

THE SECOND COHORT CHARACTERISTICS

Entry Details

There were 337 project proposals received from 15 centres for the second cohort of the EPQ pilot which represented a 50% increase from the first cohort. Once again the attrition rate between project approval and final certification was high (Table 1). Only 166 students were awarded a grade and, of these, nine students had not submitted project proposals in advance of certification.

TABLE 1   Summary of student entries

Final Status	Project Proposal	Project Proposal & Entry	Entry
Grade Awarded	157	157	166
Not Entered or Withdrawn	180	0	0
	337	157	166

Six of the centres who initially submitted project proposals for the second cohort of the pilot failed to enter any students for certification. These centres represented a small proportion of the potential entry; all had planned to offer the EPQ for fewer than ten students. The vast majority of the certificating entry was from six sixth form colleges (85%). The remainder attended one of three secondary comprehensive schools.

The Students

All but seven of the students awarded an EPQ in the second cohort of the pilot would be 18 years old by the end of the academic year. In this respect the profile of the entry differed markedly from that of

the first cohort where more than half of the students were 17 years old. The difference between the two cohorts extended to their prior achievement. The mean GCSE result[1], where available, for the first cohort was 4.74 which is equivalent to an average of grade C and grade D awards for the contributing GCSEs. The same statistic for the second cohort was 7.03; just above a grade A for all GCSEs. It may be no coincidence that there is such a disparity in the entry. Indeed it may be a pattern that would persist into the finally accredited qualification. The year 13 students entered for the second cohort were exploiting the remainder of their year 12 teaching time available after AS examinations to start the EPQ. It is probable that they were chosen as a group of students who were capable of independent learning and could therefore continue their investigations throughout the summer holidays. The time available for their investigation was much shorter than that for the first cohort. The first cohort had a more conventional end point in the summer and so teaching and support could be given over the whole academic year.

The project proposal form allows for the collection of information regarding each student's current programme of study. Students were following a wide range of programmes including qualifications such as A Levels, AS, BTEC Nationals, BTEC Firsts, Key Skills, Citizenship and NVQs amongst others. For nearly two thirds of the certificating students (61.9%), the highest stakes[2] qualification in their programme was an A Level examination. Many students were entered for A Levels alone, taking up to five. There was only one centre which was offering BTEC qualifications alongside its EPQ and this was a secondary comprehensive school. Within the limitations of the small set of data derived from the second cohort, the retention rate did not vary greatly by programme of study. In the first cohort there was a suggestion that the retention rate was lower for BTEC students. Although the pattern has not continued through to the second cohort, these students might still be identified in the future as in need of extra support.

The distribution of concurrent subjects of study for second cohort EPQ students appeared relatively similar to an A Level cohort (Figure 1). There were slightly more student entries for the Mathematics, Languages and Science subject areas than in the A Level population and slightly fewer in the Humanities and Social Science subject area. This perhaps reflected the entry population who may well have comprised a high proportion aiming for entry to Russell Group universities. The distribution of areas of concurrent study was also reasonably similar to that seen in the first cohort.

The EPQ was conceived to develop and extend one or more of a learner's study areas or an area of personal interest outside his or her main programme of study. In stark contrast to the first cohort, where over 60% of the projects which were finally graded were in the area of Citizenship, fewer than one in six of the second cohort students attempted work in this field. Although many of the projects appeared to cross several areas of study, for the purpose of further investigation they were crudely allocated to a single subject area to allow comparison of the project content with concurrent area of study. Table 2 cross-tabulates this information. In the area of Science in particular, there seems to be some evidence that concurrent study influences choice of project. However there is a preponderance of EPQs which fall loosely into the category Humanities & Social Science. Many of these projects are in the areas of history, ethics and politics. A full list of the project titles is given in Appendix B. There are no students who have tackled a project in the area of Mathematics without concurrent study in that area too.

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[1] GCSE grade was converted to points (A*=8, A=7, ..., U=0) and these points were combined to give the mean GCSE statistic for each student.

[2] Where highest stakes was defined by reference to levels on the national qualifications framework.

FIGURE 1   **Distribution of concurrent qualifications across subject areas for EPQ students compared with the AQA A Level population**
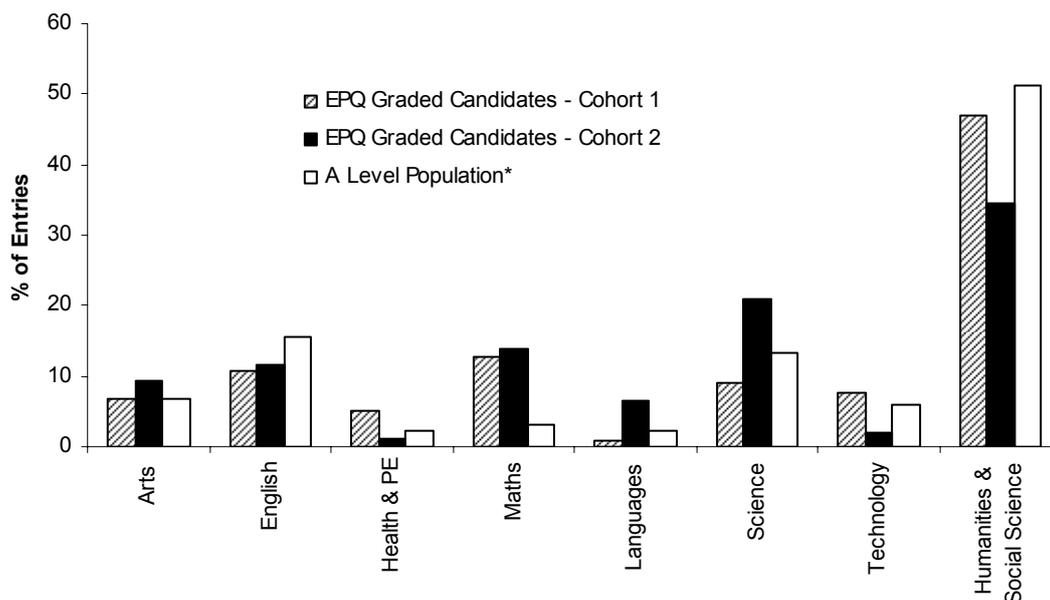
* Source: 2006 Market Share Statistics

TABLE 2   **Project subject area cross-tabulated against areas of concurrent study (column percentages)**

Project Area	Arts	English	Health & PE	Languages	Mathematics	Science	Technology	Humanities & Social Science	Total
Arts	**17.0**	10.1	0.0	5.7	2.9	3.8	15.4	7.1	7.4
English	10.6	**17.4**	14.3	22.9	2.9	1.3	0.0	11.8	9.9
Health & PE	6.4	2.9	**14.3**	0.0	5.7	2.6	0.0	3.9	3.8
Languages	0.0	0.0	0.0	**0.0**	0.0	0.0	0.0	0.0	0.0
Mathematics	0.0	0.0	0.0	2.9	**8.6**	6.4	7.7	2.4	3.6
Science	6.4	10.1	14.3	11.4	35.7	**37.2**	15.4	10.2	18.8
Technology	0.0	0.0	0.0	2.9	7.1	6.4	**7.7**	3.1	3.6
Humanities & Social Science	38.3	43.5	28.6	40.0	28.6	34.6	30.8	**40.2**	**37.2**
Citizenship	21.3	15.9	28.6	14.3	8.6	7.7	23.1	15.7	14.1
Missing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.5	1.6
Total entries	47	69	7	35	70	78	13	127	446

A single student may be represented in one or more of the columns.

Project Format

Within each centre the nature and format of the EPQ differed. Most of the students were supervised in an environment where individual project work was being undertaken. There were two centres where some students planned to submit joint work and some individual work. In one of the centres that withdrew before entries were made, all students had planned work in small groups. As in the first cohort, the drop out rate seemed to be at its highest for centres that offered group projects.

The projects were submitted in a variety of formats and in a variety of combinations of these formats. The project proposal form suggested that over three quarters of the graded projects had some written element. As written supporting evidence was required for all formats of EPQ, this statistic is likely to be an overestimate of those submitting an extended essay alone.

Perhaps unsurprisingly, the students from centres supporting group work were more likely to work towards a live performance (Table 3). Indeed nine out of the 21 projects with a live element involved group work.

TABLE 3   Format of EPQ submission (column percentages) for certificating students

Project Type	Written	Live	Electronic	Artefact	Total
Individual	85.82	33.33	53.33	86.67	86.75
Individual & Small Group	14.18	66.67	46.67	13.33	13.25
Total Entries	141	21	15	15	166

The work of a student may contribute to one or more of the columns.

EPQ Grades

The grade boundaries for the EPQ were determined in a grade award meeting which closely followed the practices and procedures used for all other AQA examinations. The QCA Code of Practice guided the award, as far as it could be generalised to cover a new type of qualification. The grade boundaries and cumulative grade distribution are reported in Table 4. Two students were awarded maximum marks. The first of these was entitled *'How are designer labels and high fashion used to influence status in society? Are young women too easily influenced by consumerism and celebrity?'* and the second, *'An investigation into the role of chance and chaos in the production of Art work'*. The mean mark was 34.1 and the distribution of marks was heavily skewed towards the top end.

TABLE 4   EPQ cohort 1 grade boundaries and cumulative grade boundaries

Grade	Grade Boundaries (Max Mark 50)	Cumulative Grade Distribution
A	38	37.95
B	32	68.67
C	26	86.14
D	20	92.77
E	14	97.59
U	0	100.00

Because of the small entry, there was limited scope for exploring or generalising performance across different subsets of the population. However, there was some evidence to suggest that students submitting a live work as part of their EPQ faired relatively poorly while those submitting artefacts faired relatively well. It is important that these discrepancies are a function of the differing ability of the candidature rather than an indication that students and supervisors lack the necessary guidance to produce work in certain media. This is particularly pertinent when the correlation between live work and group work is considered.

The projects for which the highest grades were awarded were in the Arts and Mathematics fields. Those in the Citizenship field were very poor in comparison with all other projects. Maybe more

thought is needed by those involved with the EPQ into facilitating the cross-over between Citizenship Studies and the production of extended work to suit the criteria of the qualification.

SUPERVISORS' COMMENTS

The supervisors' comments on the project proposal form were of more relevance to the approval process than to the evaluation of the EPQ. However, it is interesting to note that many of the supervisors who included a comment on project focus made reference to the student's personal interest in the topic.

STUDENTS' COMMENTS

Most of the comments provided by students who returned the questionnaire were positive. It seems that they relished the opportunity to work independently in a field of personal interest.

> *"It was an enjoyable and interesting experience. It was a challenge but I always like challenges."*

> *"I really enjoyed the independence and being able to personally control my topic, study time and end product. Excellent!"*

> *"I enjoyed doing it as I was able to choose a subject interesting to me and I felt I completed it thoroughly and as best I could. I dedicated much of my time to it learning valuable skills and presenting my project helped me in my confidence as I am terrified of standing up in front of people."*

There were no questionnaire responses from students that did not complete the EPQ but some of those students that responded did allude to the problems they encountered with their study. There were some that thought a higher level of support would be helpful.

> *"greater guidance should be given to teach students the research and analytical skills necessary to complete the project."*

> *"I think it would have been helpful if throughout the project there were more meetings with other mentors and students to help keep you motivated."*

Others lamented the time commitments and the pressure that the EPQ put on other work.

> *"It was admittedly very difficult to organise time and research into the project especially as we had only a month and it was the same month as all the UCAS deadlines and personal statements on top of school work."*

> *"found there was a lot of work and my A Level subjects did suffer sometimes."*

The only negative aspect of the EPQ, as far as the students who responded to the questionnaire were concerned, was the Production Log. This document was variously described as repetitive, a waste of time and irrelevant. One student suggested that this information might be better placed in the appendix of the final EPQ and another thought that sketch books and journals would provide better supporting information for the supervisor and moderator.

> *"Production log isn't all that helpful, perhaps maybe as an appendix may have helped slightly more"*

> *" … journals and sketchbooks of supporting work illustrate better the work a persons put into the project than the production log".*

CONCLUSION

The list of project titles included in Appendix B bears testament to the scope of the EPQ. In the second cohort, as compared with the first, there appeared to be a move away from using the EPQ to fulfil the Citizenship requirements of the curriculum. The draft framework and criteria set out in the consultation paper for the EPQ (QCA, DELLS, & CCEA, May 2006) stated that:

> *"students who carry out an extended project (level 3) will be following a variety of programmes of study."*

This vision is clearly being met by the pilot qualification. On the project proposal forms supervisors expressed the enthusiasm of their students, often commenting that the projects were in an area of personal interest.

> *"The proposal is well focused on a particular aspect - animated bird flight. This interest in animation is genuine, rooted in current A levels and future ambitions at university."*

> *"The topic does not relate to xxx's current A level studies nor her post 18 ambitions it is to her credit that she is determined to look at any areas of general interest ..."*

The supervisors' comments also illustrate that many of the high level aims documented in the consultation paper (QCA, DELLS, & CCEA, May 2006) are also being achieved. Among other things the qualification was designed to "reflect the opportunities, choice and flexibility that should be available at level 3 and encourage an individual approach to lifelong learning".

The unique access to both project proposal and entry data afforded by the pilot status of the qualification, shows that the issue of student retention remains a problem. Given the supervisor and student commitment that even project approval requires, the student attrition rate seems to be an area for improvement. Indeed, the QCA consultation paper included a clear statement that completion of the EPQ should require persistence. At the start, help in identifying students with potential to complete the project could be provided and throughout greater levels of pastoral support could be offered; the latter suggestion being endorsed by comments made in the student questionnaire responses and reported upon in the Students' Comments section above.

Finally, the differing entry pattern between the first and second cohort may be instructive for the management and awarding of the finally accredited qualification. The second cohort of students seemed more able and were largely comprised of year 13 A Level students. It is likely they were chosen as a group of students who were capable of independent learning and could therefore start their projects at the end of year 12 and continue their investigations throughout the summer holidays. The first cohort of students had a more conventional end point in the summer and so teaching and support could be given over the whole academic year. The disparate entry for each of the two cohorts could be regarded as evidence in support of multiple certification opportunities.

REFERENCES

QCA, DELLS, & CCEA. (May 2006). *Consultation on the extended project (level 3).* Available: http://www.qca.org.uk/libraryAssets/media/qca-06-2705_EP_background.pdf [2007, 27th September].

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APPENDIX A

Extended Project Pilot
Candidate Questionnaire

AQA

As you are one of the first students in England to work on an Extended Project, we would be interested in what you think about the qualification. We would be grateful if you could complete this questionnaire as honestly as possible. There are no right or wrong answers and we would like to know about your experiences so that we can continue to make improvements to the qualification. All the things that you tell us will be treated in the strictest confidence and will be made anonymous.

Your school/college name: ....

Your name (or candidate number): ....

Section A – Questions about the Extended Project, the Production Log and the Presentation

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
A1. I enjoyed studying for my Extended Project.	☐	☐	☐	☐	☐
A2. I gained nothing from having to present my work at the end of the Extended Project.	☐	☐	☐	☐	☐
A3. The Production Log accurately reflected the effort that I put into the Extended Project.	☐	☐	☐	☐	☐
A4. I think that an Extended Project qualification will be a valuable addition to my Curriculum Vitae (CV).	☐	☐	☐	☐	☐
A5. The whole of my Extended Project was rushed.	☐	☐	☐	☐	☐
A6. I learnt things from my Extended Project that I would not have learnt otherwise.	☐	☐	☐	☐	☐
A7. I enjoyed presenting my work to others once I had completed my Extended Project.	☐	☐	☐	☐	☐
A8. The Extended Project took up too much of my spare time.	☐	☐	☐	☐	☐
A9. I enjoyed completing the Production Log.	☐	☐	☐	☐	☐
A10. The Extended Project was harder than the other courses I am studying at the moment.	☐	☐	☐	☐	☐
A11. I would have liked more time with my supervisor.	☐	☐	☐	☐	☐
A12. I did not gain any new skills by studying for the Extended Project.	☐	☐	☐	☐	☐
A13. I had enough time to complete the Extended Project.	☐	☐	☐	☐	☐
A14. I think that employers, universities and colleges will be impressed by my Extended Project.	☐	☐	☐	☐	☐

Section B – Questions about the way you studied for the Extended Project and your views on studying

	Never or only rarely true of me	Sometimes true of me	True of me about half the time	Frequently true of me	Always or almost always true of me
B1. Doing the Extended Project allowed me to relate what I have learnt in one subject to what I have learnt in other subjects.	☐	☐	☐	☐	☐
B2. I saw no point in gathering material which was not likely to form part of my final Extended Project.	☐	☐	☐	☐	☐
B3. I feel that nearly any topic can be highly interesting once I get into it.	☐	☐	☐	☐	☐
B4. I am discouraged if I get poor marks and so I worry about how I will do on the Extended Project.	☐	☐	☐	☐	☐
B5. I worked hard on my Extended Project because I found the material interesting.	☐	☐	☐	☐	☐

(Please turn over)

	Never or only rarely true of me	Sometimes true of me	True of me about half the time	Frequently true of me	Always or almost always true of me
B6. I like constructing theories to fit odd things together.	☐	☐	☐	☐	☐
B7. Even when I have studied hard, I worry that I may not be able to do well.	☐	☐	☐	☐	☐
B8. As long as I felt I was doing enough to pass my Extended Project, I devoted as little time to working on it as possible.	☐	☐	☐	☐	☐
B9. I try to relate new material, as I am reading it, to what I already know on that topic.	☐	☐	☐	☐	☐
B10. I have found that studying for the Extended Project made me feel really happy and satisfied.	☐	☐	☐	☐	☐
B11. Whether I like it or not, I can see that doing well in school is a good way to get a well-paid job.	☐	☐	☐	☐	☐
B12. I generally restricted my work on the Extended Project to what was specifically needed as I thought it was unnecessary to do anything extra.	☐	☐	☐	☐	☐
B13. When I read something, I try to understand what the author means.	☐	☐	☐	☐	☐
B14. I intend to pass my Extended Project because I feel that I will then be able to get a better job.	☐	☐	☐	☐	☐
B15. I find it is not helpful to study topics in depth. You don't really need to know much in order to get by in most topics.	☐	☐	☐	☐	☐
B16. I found I was continually going over my Extended Project work in my mind at times like when I was on the bus, walking, or lying in bed, and so on.	☐	☐	☐	☐	☐

Section C – Questions about the way you plan to use the Extended Project

	Further or Higher Education	Employment	Other
C1. What do you plan to do after you have finished your Extended Project and current programme of study?	☐	☐	☐

	Yes	No
C2. When you have filled out UCAS or job application forms, have you mentioned the Extended Project?	☐	☐

C3. If you did **not** mention the Extended Project on your UCAS or job application form, could you explain why?

	Yes	No
C4. Have you taken your Extended Project to a Further/Higher Education entry interview or to a job interview?	☐	☐
	Go to C5	Go to C6

C5. Which phrases best describe the interviewer's response to your Extended Project (tick all that apply and add any other responses)

Impressed by my Extended Project	☐
Never heard of the Extended Project	☐
Not interested in the Extended Project	☐
Wanted to know more about the Extended Project	☐
More interested in my other qualifications	☐

Other responses ....

C6. Have you got any other comments that you would like to make about the Extended Project?

....

....

....

....

Thank you for completing the questionnaire.
Please could you return it to your tutor/supervisor.

APPENDIX B   Cohort 2 EPQ grade followed by title

(As transcribed from the project proposal forms)

A   A geostrategic comparison between the international relations of the great powers of the 19th and 21st centuries
A   A study of nirvana across differing Buddhist Traditions and Cultures
A   An analysis and comparison of British kinship networks and that of other cultures in Asia
A   An exploration of the contrasts and contacts between Buddhist and Western Philosophical views of the concept of illusion
A   An exploration into the conceptual role of textiles in Greek mythology
A   An exploration of Jane Austen's work and her presentation of the role and status of women in the Regency period with particular reference to Mansfield Park and Persuasion
A   An investigation into different modes of tuning a fixed pitch musical instrument
A   An investigation into the role of chance and chaos in the production of Art work
A   Art and the subconscious. What is the relationship between surrealism and Sigmund Freud?
A   Changes in tradition of humour in different situations and circumstances
A   College life. Is it healthy?
A   Compare adoptive Tcell therapy and radiation therapy used to treat cancer
A   Cryptography
A   Did German foreign policy from 1870-1914 increase or decrease the likelihood of a major war?
A   Does communism still have a role to play in Russia in the 21st century?
A   Fuel of the future
A   Generational language - A study of the language used by three generations within one family
A   Healthy eating 2007
A   How are designer labels and high fashion used to influence status in society? Are young women too easily influenced by consumerism and celebrity?
A   How can an illustrations style, media and genre affect the audience it attracts and mood it creates?
A   How did the representation of female liberation compare in film and literature from the 60s and 80s?
A   How do a number of masses floating in free space interact with each other?
A   How do performance enhancing drugs work?
A   How does sound expressed as language acquire meaning?
A   How far did Hitler's relationship with Eva Braun and Magda Goebbels reflect Nazi attitudes to the role of women in Germany?
A   How have companies responded to changing perceptions of ethical consumerism?
A   Jurassic Coast activity book
A   Metamorphosis of meaning: recycled objects in sculpture
A   Museums and cultural conflict
A   Nano medicine and its future
A   Political Scapegoat or inconvenient truth? Global Warming
A   Quantum Cryptography
A   Regionalism and Literature in the South West of England
A   Rolle College. What happens next?
A   Rolle College. What happens next?
A   Space; created or evolved
A   The causes of the growth and impact of Black Metal music
A   The chemical reactions that occur in the brain, causing autism
A   the concepts of freedom fighter and terrorist lack clarity and exactitude. To what extent has the British medias portrayal of Osama bin Laden exploited this ambiguity and with what consequences?
A   The culture of art, design and media had a profound effect on British society in the sixties; is the imagery of that period still relevant in today's society 40 years later
A   The impact on Human Rights of the UK and US legal response to terrorism
A   The problems of proposed solutions to the urban regeneration of the Greenwich peninsula
A   The relationship between man and nature
A   The religious philosophy of William James
A   The use of solar power as a renewable energy source
A   To design an online products listing and ordering facility suitable for businesses
A   To what extent are British teenagers aware of politics and what potential consequences could this have?
A   To what extent can the first crusade be considered a success?
A   To what extent may it be claimed that while Churchill was an incredibly successful wartime leader, he failed to be as successful as a peace-time Prime Minister
A   to what extent was the rise of the labour party responsible for the decline of the liberal party in the years 1906-1930
A   To what extent was the upsurge in witchcraft in Europe due to the Reformation?
A   Travel diaries from Europe
A   Was the war in Iraq inevitable as a result of the courses and outcomes of the 1st Gulf War?
A   What are the impacts of global warming on the environment?
A   What is the extent to which English Literature has been influenced by Classical Latin?
A   What makes a fractal
A   What progress has been made by the healthcare system in combating MRSA?
A   Why do people follow fashion?
A   Why do people in the United Kingdom convert to Buddhism?
A   Why is the incidence of allergies on the increase?
A   Would it have been better if Paris had been awarded the 2012 Olympics? Would this have been of greater benefit to French society?
B   A comparison of romantic heroines in Mansfield Park by Jayne Austen and Jane Eyre by Charlotte Bronte
B   A discussion into arming Britain's police
B   Alternative Energy

B   An investigation into the social phenomenon of tween (8-12) consumer culture
B   Analysis of sporting role models effect on the general public
B   Are Robotics Britain's way forward?
B   Are stem cells the answer to treating paralysis?
B   Are there gender differences between the management styles of male and female managers?
B   Can gene therapy revolutionise the treatment of genetic diseases?
B   Cerebral Palsy: Medicine & Society
B   Changing of feminine beauty
B   Comparison of political speeches of Cicero nearing the end of the Roman Republic and Churchill during World War Two
B   Contemporary Political Satire in Italy and the UK
B   Dealing with murder. Differing approaches to murder in the legal systems of Florida and England and their impact on society
B   Does the human rights act (1998) sufficiently protect the UK citizens rights and freedoms or should a bill of rights be entrenched into the constitution?
B   Explore the changes to Royal burials in ancient Egypt
B   How and to what extent are stem cells a cure for Alzheimer's Disease?
B   How and why did Africa become colonised by European powers in the late 19th century?
B   How and why to manage and conserve the pink dolphins in Hong Kong and the Cassowary bird in Australia
B   How far can Shakespeare's plays Richard III and Macbeth be considered as historical and political commentaries on the nature of Elizabethan and Jacobean society?
B   How has suicide been represented in the art and literature of 'modern' western Europe?
B   How important was Martin Luther King to the success of the civil rights movement 1955-68?
B   How our bodies and brains are affected by the twenty-four hour society we live in
B   How significant was technology in Britain's victory in the Falklands War?
B   How small can we go? The future of computing.
B   Hurricane Katrina - why did the flood defences fail and what is being done to prevent another catastrophe?
B   I shall always be a priest of love. Examine D H Lawrence's statement with reference to selected novels, poems and paintings
B   In the satirical plays of Aristophanes, Wycherley and Sheridan show how each dramatist selects and shapes their satirical techniques to suit audience and context
B   is gene therapy the way forward for treating Parkinson's disease?
B   Is history reducible to literature
B   Male or female; what decides?
B   Mathematical models used in financial systems
B   Maths & Music: unrelated or one and the same?
B   Nature makes catalysts better than any chemist
B   Should the law on abortion be reviewed?
B   The Cutting Edge - an analysis on knife and offensive weapon crime and law and what changes it has gone through
B   The effect of today's society on eating disorders
B   The expression of existentialism in literature
B   The influence of Eva Peron over society and politics in Argentina
B   The role of complimentary therapies and faith in palliative care
B   The use of maths in cryptography
B   To create a MIDI interface for a musical keyboard
B   To what extent did the design and development of gliders give military advantage to German and allied forces
B   To what extent has cases of autism increased over the past few decades and how has society responded to this challenge?
B   To what extent has the 1980's debt problem affected the development of the argentine economy?
B   Was there a link between the medieval witch hunts and the consumption of Ergot in rotten rye crops?
B   What were the consequences of the collapse of Grand Banks fishing in Canada and Newfoundland?
B   Why bother voting?
C   A modern perspective on Quantum Entanglement
C   Aspirin: the benefits and disadvantages of taking it daily
C   Can genetic engineering significantly improve quality of life?
C   Can obesity be classed as a social disease?
C   Computer evidence: in and out of court
C   Global warming in the Arctic Circle and its effects on flora and fauna
C   Healthy eating 2007
C   How and why did the Labour Government of 1945-51 decolonise?
C   How do young people worship?
C   Metal detectorists destroy archaeology sites
C   Owain Glyndwr: the man behind the myth
C   Perceptions of Shakespeare
C   Production of Winstanley TV
C   Repression in literature focussing on 'Oscar Wilde' and 'Gide'
C   Rome's Britannia vs Rule Britannia: examining the nature of two great empires
C   Should we have a national DNA database?
C   The effect of chiral pharmaceuticals on biological molecules
C   The impact of China on the global economy
C   The impact of media and size zero models on women's body image
C   The many faces of Jerusalem
C   The medias portrayal of space
C   The production and storage of antimatter
C   Understanding particle physics
C   What is the ecology in a tropical rainforest in Cairns, North Queensland, Australia
C   What is the F distribution and how reliable is this?

C   Why were the Germans defeated at the Battle of Stalingrad?
C   Will culling badgers in Britain help prevent the spread of TB to cows?
C   Will the smoking ban be beneficial for the NHS?
D   A comparison of approaches to architecture and building construction in Britain and Africa (with an option to consider a case study)
D   An exploration of the significance of the Art Nouveau movement in particular the Glasgow Four and Mackintosh
D   Are Police still racist and sexist?
D   Corporations and their legal status
D   Eating disorders
D   Fundraising for the NSPCC
D   How far is Israel's victory in the six day war responsible for current tensions in Palestine?
D   How has Marx affected the development of philosophy?
D   What are the right techniques for teenage males to attract women?
D   Why did the first holocaust take place?
E   CCTV: Protection or Control?
E   How far does the common morality influence law making?
E   Recycling Benefits
E   Recycling Benefits
E   Steam powered boat or train
E   The influence of literature on pre Raphaelite art
U   Planting Trees
U   Raising money for the NSPCC
U   Raising money for the NSPCC
U   Rights to self-defence - you are the jury