

# **Project Work**

## **Singapore-Cambridge General Certificate of Education Advanced Level Higher 1 (2020) (Syllabus 8808)**

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## INTRODUCTION

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This document explicates the intent and design of Project Work (PW) at the Higher 1 (H1) level, the expected learning outcomes of the candidates taking it as a course of study, and the means of appraising their performance upon completion of the course.

In today's dynamic and fast-changing world, candidates need to learn how to engage with issues, and process information that is often unmediated and not subject-specific. Candidates need to learn to work together on tasks that require a repertoire of skills and to apply what they have learned to complete a project in a group. This is the principle on which PW at the H1 Level has been anchored and developed.

## AIMS

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PW is a learning experience which aims to provide candidates with the opportunity to synthesise knowledge from various areas of learning, and critically and creatively apply it to real life situations. This process, which enhances candidates' knowledge, and enables them to acquire skills like collaboration, communication and independent learning, prepares them for lifelong learning and the challenges ahead.

## LEARNING OUTCOMES

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The learning outcomes identify the key areas of learning of the subject. Four learning outcomes are separately articulated: knowledge application, communication, collaboration and independent learning. While candidates learn to work in groups, they will also learn independently through self-reflection and evaluation of their own work processes. These learning outcomes exist in dynamic interplay rather than as compartmentalised and distinct categories. The following are the learning outcomes for PW:

- **Knowledge Application**  
Candidates will acquire the ability to make links across different areas of knowledge and to generate, develop and evaluate ideas and information so as to apply these skills to the project task.
- **Communication**  
Candidates will acquire the skills to communicate effectively and to present ideas clearly and coherently to a specific audience in both the written and oral forms.
- **Collaboration**  
Candidates will acquire collaborative skills through working in a team to achieve common goals.
- **Independent Learning**  
Candidates will be able to learn on their own, reflect on their learning and take appropriate action to improve it.

## ASSESSMENT OBJECTIVES

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The assessment in PW aims to measure the extent to which the candidates have achieved the expected learning outcomes. During the course, the candidates have to demonstrate their ability, individually and as a group, by applying the knowledge learned to develop a project task.

Candidates will be assessed in the following areas:

- **Knowledge Application**  
Candidates are expected to demonstrate the ability to generate, develop and evaluate ideas and information so as to apply these skills as they carry out a project task.
- **Communication**  
Candidates are expected to demonstrate the ability to present ideas clearly and coherently to a specific audience in both the written and oral forms.

**NOTE:** *Collaboration* and *Independent Learning* are not assessed.

## ASSESSMENT FRAMEWORK

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Candidates are assigned to work in project groups, with each project group having 4 to 5 members. The project groups are to work on a task that is designed to be broad enough to allow candidates to display their various skills and abilities. The groups are expected to complete the task within 28 weeks (recommended time of 60–75 hours, assuming an average of 2.5 hours per week) where they will define the project focus, analyse and evaluate the information gathered, prepare an oral presentation, submit a written report as well as a written reflection.

Candidates will be assessed on their performance both as members of the group and as individuals.

The performance of individual candidates and that of groups are assessed through the following means: Written Report, Insights and Reflections and Oral Presentation.

Table 1 shows the assessment framework, and Table 2 shows the assessment criteria.

- **Paper 1: Written Component**

- (a) **Written Report**

Each group is required to submit a piece of written work based on the task that they have completed. This component assesses candidates on their performance pertaining to knowledge application and written communication. Only a group mark is awarded for this component; this is to encourage the group to apply the skills that they have learned and to demonstrate their abilities collectively in a final product.

- (b) **Insights and Reflections**

Each candidate from the group is required to submit a written reflection. This component assesses individual candidate's ability to analyse and evaluate the ideas that have been generated as a group or individually in the process of completing their task. An individual mark is awarded for this component.

- **Paper 2: Oral Component**

- Oral Presentation**

Each candidate from the group is given an opportunity to present a part of the project orally to a target audience and answer a question posed to the individual candidate. The candidates will be assessed as individuals and as a group. Emphasis is placed on every candidate being able to display, individually, his ability to be clear and coherent in presenting his ideas and to address and engage an audience. A group mark is given to recognise the group's ability to be organised and coherent throughout the oral presentation.

**Table 1: Assessment Framework**

Component	Group	Individual	Total
<b>Paper 1: Written Component</b>			
(a) Written Report	40%	–	40%
(b) Insights and Reflections	–	10%	10%
<b>Total for Paper 1</b>	<b>40%</b>	<b>10%</b>	<b>50%</b>
<b>Paper 2: Oral Component</b>			
Oral Presentation	11%	39%	50%
<b>Total for Paper 2</b>	<b>11%</b>	<b>39%</b>	<b>50%</b>
<b>Total for Papers 1 and 2</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>

**Table 2: Assessment Criteria**

Components of Assessment	Individual	Group
<b>Paper 1: Written Component</b>		
<b>(a) Written Report</b> <ul style="list-style-type: none"> <li>Formal exposition of 2500–3000 words</li> <li>Sources must be acknowledged</li> </ul>		<ul style="list-style-type: none"> <li>Substantiation of Ideas</li> <li>Generation of Ideas</li> <li>Analysis and Evaluation of Ideas</li> <li>Organisation of Ideas</li> </ul>
<b>(b) Insights &amp; Reflections</b> <ul style="list-style-type: none"> <li>Formal exposition not exceeding 500 words</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and Evaluation of Ideas</li> </ul>	
<b>Paper 2: Oral Component</b>		
<b>Oral Presentation</b> <ul style="list-style-type: none"> <li>Max. 25 min. per group for groups with 4 candidates; max. 30 min. for groups with 5 candidates</li> <li>At least 5 min. per candidate</li> <li>May include group presentation not exceeding 5 min</li> <li>Q &amp; A session</li> </ul>	<ul style="list-style-type: none"> <li>Fluency and Clarity of Speech</li> <li>Awareness of Audience</li> <li>Response to Question</li> </ul>	<ul style="list-style-type: none"> <li>Effectiveness of Oral Presentation</li> </ul>

## Assessment Criteria

### Paper 1: Written Component

#### (a) *Written Report*

Assessment requirements:

- Formal exposition of around 2500–3000 words
- Sources must be acknowledged

Criterion	No mark	Approaching Expectation	Meeting Expectation	Exceeding Expectation
<b>Group</b>				
<b>Substantiation of Ideas</b>	Criterion has not been met	Main ideas are supported by few relevant details and examples	Main ideas are supported by relevant details and examples	Main ideas are well supported by relevant details and examples
<b>Generation of Ideas</b>		Ideas are largely rehashed with little or no modification	Ideas are appropriately modified and/or developed	Ideas are insightful and/or innovative
<b>Analysis and Evaluation of Ideas</b>		Ideas are analysed and evaluated in a limited way	Ideas are sufficiently analysed and evaluated	Ideas are thoroughly analysed and evaluated
<b>Organisation of Ideas</b>		Ideas are presented and organised in such a way that the report is difficult to follow	Ideas are presented and organised in such a way that the report is easy to follow	Ideas are presented and organised coherently

#### (b) *Insights and Reflections*

Assessment requirement:

- Formal exposition not exceeding 500 words

**Note:** Groups are required to submit the Group Project Proposal although this is not assessed. The Group Project Proposal will be submitted together with Insights and Reflections.

Criterion	No mark	Approaching Expectation	Meeting Expectation	Exceeding Expectation
<b>Individual</b>				
<b>Analysis and Evaluation of Ideas</b>	Criterion has not been met	Ideas are analysed and evaluated in a limited way	Ideas are sufficiently analysed and evaluated	Ideas are thoroughly analysed and evaluated

**Paper 2: Oral Component****Oral Presentation**

Assessment requirements:

- Max. 25 min. per group for groups with 4 candidates; max. 30 min. for groups with 5 candidates
- At least 5 min. per candidate
- May include group presentation not exceeding 5 min.
- Question and Answer session

Criterion	No. mark	Approaching Expectation	Meeting Expectation	Exceeding Expectation
<i>Individual</i>				
<b>Fluency and Clarity of Speech</b>	Criterion has not been met	Speaks haltingly and/or mumbles, and is difficult to understand at times	Speaks clearly and intelligibly most of the time	Speaks clearly and fluently throughout, at an appropriate pace
<b>Awareness of Audience</b>		Shows little awareness of audience	Shows some awareness of audience	Shows personal engagement with audience
<b>Response to Question</b>		Answers are limited with little or no elaboration	Answers are relevant and contain some elaboration of ideas	Answers are relevant, well thought out and elaborated on
<i>Group</i>				
<b>Effectiveness of Group Presentation</b>	Criterion has not been met	Presentation has limited effect due to lack of cohesion and organisation. Presentation aids do not enhance the presentation	Presentation is generally effective with some degree of cohesion and organisation. Presentation aids used appropriately to enhance presentation	Presentation is highly effective, cohesive and well-organised. Presentation aids used to effectively enhance overall effect