UNIVERSITY *of* CAMBRIDGE
International Examinations

Cambridge IGCSE Global Perspectives

Project Guide

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Project Guide

Contents

Welcome to Cambridge IGCSE Global Perspectives

Welcome to Cambridge IGCSE Global Perspectives and to this guide to teaching and assessing the **Project**. Our intention in this guide is to answer any questions you may have about the Project element of the Cambridge IGCSE Global Perspectives course and also provide an example of a Project.

In **Section A**, we look at how the Project fits into the Global Perspectives course, its structure and how you, as teachers and facilitators, might approach developing the skills your students need to complete their Project successfully and thereby achieve the learning outcomes.

In **Section B**, we look more closely at the Assessment Criteria and what you need to consider when assessing and submitting work for moderation. Also included within this section are forms which will assist with undertaking individual and group assessment.

In **Section C**, you will find a sample project for further guidance on how the various Project elements fit together.

Section A: Overview of the Project

The requirements for the Project

Aims of Cambridge IGCSE Global Perspectives

Cambridge IGCSE Global Perspectives aims to develop:

- Independent, active students who are empowered to take their place in an ever-changing, information-heavy, interconnected world.
- Students who have an analytical, evaluative grasp of key world issues, their causes, effects and possible solutions.
- Students who inquire into and reflect on issues and collaborate with others to find solutions.
- Students who direct much of their own learning with the teacher as facilitator.
- Students who consider important issues from personal, local and global perspectives and who understand some of the links between the personal, local and global.
- Students who critically assess the information available to them and develop lines of reasoning.
- Students who have a sense of their own, active place in the world.

Many of these aims will be met when undertaking the work for, and building, the **Global Perspectives Project.**

The Project requirements and assessment criteria are outlined in detail in the syllabus and Section B of this document. Students should understand what the Project requirements are and how their Projects will be assessed. This is to ensure that they fulfil the requirements and that their Projects are aligned to the assessment criteria. If not, they may disadvantage themselves by undertaking Projects that do not give sufficient opportunity to demonstrate the skills required in the assessment criteria.

Projects must be explicitly connected with an issue within an area of study *other than one of the four explored in the Portfolio*. It is very important that teachers monitor their students" choice of Projects to ensure that the area of investigation they choose for their Project has not already been investigated in their Portfolio submissions.

Structuring the Project

The syllabus gives teachers the flexibility to have their students work on Projects on an individual group or class basis. However, if the same Project is prepared by a whole class, the Project must still allow for groups of students within the class to achieve outcomes that are different from those of the other groups of students within the class. This is to ensure that the work of each group of students is different and not repetitive of other groups" work.

For example, a whole class could work on a very broad topic area, such as conservation, but the class should then be divided up into smaller groups working on different aspects of conservation, e.g. fuel conservation, heritage conservation, water conservation etc. Similarly, if a whole class is working on an investigation relating to, e.g. health issues, smaller groups could work on how different groups of people are affected by the issue under investigation, for example, children, the elderly, the disadvantaged etc.

Group size

The syllabus states that individual groups should be between four and six students. The scope of the Project selected by a group of students should enable all members of the group to play an active part in carrying out the project. Therefore, if a group is made up of six students, the scope of the Project should allow all six members the opportunity to be fully engaged in carrying out the Project over the 20-30 hours of time it takes to complete.

Cross-cultural collaboration

Cross-cultural collaboration is an integral part of the Global Perspectives syllabus. Students should understand the work they submit must show evidence that they have engaged in this. This could be, for example by the inclusion of e-mail correspondence or an account of the information the group has gathered from people from other countries/cultures. Students also need to understand the purpose of gathering information/opinions from people from other countries/cultures on a particular issue. It is not simply to mention in passing that they have gathered such information. The information should be used to help them understand (and demonstrate that understanding in the work they produce) the views and opinions of others. These views may be very different from the students" own, depending on their particular concerns in the context of their country or culture.

The role of the teacher

The work that the students submit should be their own and a true reflection of their own efforts. They should, however, expect support and guidance from their teachers.

Do:

- Explain what the requirements for the Project are, as stated in the syllabus document.

- Explain to students how their work will be assessed before they embark on their Projects and repeat the explanation at a later point if necessary as the Project progresses.

- Assist with the choice of topics or issues for investigation, ensuring that topics are not replicated in students‟ Portfolio submissions.

- Advise on the feasibility and/or manageability of proposed Projects and guide students in the scoping of their Project.

- Ensure that students have identified a specific outcome or outcomes for their Projects.

- Indicate possible sources of information.

- Advise on the proper conduct of information gathering.

- Give verbal feedback on work in progress.

- Facilitate group dynamics where necessary.

- Advise on the proper conduct of Projects, for instance avoiding plagiarism by citing sources of information and not „cutting and pasting‟ information.

- Closely monitor work in progress to ensure to the best of their ability that the work submitted for assessment is authentic.

Don't:

- Prepare or over-guide students to the extent that the students need to do little or no thinking for themselves (which includes producing templates or forms which may limit student response.

- Edit or correct drafts of students‟ work.

The Project content

Group submission

Each Project group must produce a collective representation of:

- The thinking behind the Project.

- The aims of the Project.

- The planning and progression of the Project (i.e. the activities undertaken).

- The outcomes of their Project.

This means that student groups must begin with the end in mind and specify from the outset what their intended outcome(s) is (are). Teachers need to advise students that information gathering should be a means to an end and not an end in itself. Students need to consider the most appropriate use for the information they have gathered, bearing in mind what their aim is in carrying out the Project.

For example, if a group is carrying out an investigation into, e.g. water conservation, with the stated aim of making people more aware of the importance of saving water, they might decide that an appropriate outcome for their Project might be a television or newspaper advertising campaign. The syllabus gives students the flexibility to submit their outcomes in different forms, which may or may not be in written form.

Whatever form is chosen, students must ensure that the form they choose allows them to communicate the aims and the planning and progression of the Project, as well as the outcome they have in mind.

Returning to the example of a Project on water conservation, if the student group had decided that their intended outcome was an advertising campaign and they had decided to make their submission in the form of a report, then the first part of the report would probably outline the nature of and rationale for the investigation and the group"s aims and intended outcome(s), along with their plans for carrying out the Project, individual group members" roles and responsibilities etc. The second part of the report would go on to elaborate on the details of their advertising campaign, or possibly show some sketches for their proposed advertisements. Alternatively, the group might decide that the most appropriate outcome for

their Project might be some kind of water saving device that they had developed, in which case, the second part of the report might be contain a blueprint for the design of the device, or a photograph of a model the group had made. Whatever they decide, students must remember that they need to explain the thinking behind what they produce and so sketches/designs etc cannot be assumed to speak for themselves, they must be explained and/or elaborated upon.

Some guiding questions student groups may need to consider when designing their Projects

1.   What area of study have we chosen and why?

2.   What do we hope to achieve by carrying out this Project and what is our proposed outcome?

3.   Will we be able to critically evaluate this outcome in terms of how far it's been successful or not in terms of the aims of our Project?

4.   What do we need to do/find out to come up with this outcome?

5.   Who is going to do what and when?

6.   Does our Project have enough scope for every group member to play a full part in the group work?

7.   Is the workload manageable within the timeframe we have?

8.   What plans do we have for gathering information and opinions/viewpoints that are drawn from personal, local/national and international sources?

9.   How can we ensure that we look at the issue from different angles so that we can show different perspectives?

10.   How can we make best use of the information and opinions/viewpoints that we've gathered and do we use some of it or all of it?

11.   How are the information and views gathered going to be reflected in our Project outcome?

12.   Does our outcome need to be accompanied by some additional explanation or elaboration?

Individual evaluation submission

Each student is also required to submit an individual evaluation of their own contribution to the Project, such as the information and ideas they contributed, as well as an evaluation of, and personal reflection on, the Project as a whole. To assist students in engaging in reflection and evaluation that is meaningful, teachers may wish to advise students to keep a brief, ongoing record of their contribution and their learning as they progress through the Project. This ensures that this important activity is not simply left until the end and then possibly dealt with in a fairly cursory way, but is actively prepared for along the way.

It is important that students recognise that their individual submission should be made up **two** distinct parts:

1.   Their own evaluation of the group‟s Project outcome (which is why it is essential that a specific outcome is articulated in the group‟s submission).

2.   An evaluation of their own individual contribution to the Project. This must include some evaluation of what they have learned from cross-cultural collaboration.

Developing your students' skills

Skills development is often the „invisible" part of a learning process. The Project component of Cambridge IGCSE Global Perspectives aims to help students achieve their full potential by helping them become independent learners and develop the skills to:

- Think for themselves.

- Take the initiative to come up with different topics/approaches

- Do research both online and using hard copies

- Communicate clearly with others.

- Analyse and evaluate information.

- Formulate their own opinions.

- Explain/synthesise ideas.

- Organise thoughts and findings into structured writing.

- Redraft work.

- Work in a trans-cultural capacity.

We are also developing individuals to think for themselves and work together. These skills are transferable and apply to school, higher education and the workplace.

Students are often keen to start work on their interest areas and a skilful teacher"s role is to ensure students produce a successful Project by ensuring relevant stages are covered.

Whole class activities – Why?

Involving the whole class in relevant activities may seem time consuming but it is time well spent, as good Projects regardless of content require:

Planning	Discussing	Time Management
Listening	Thinking	Preparation
Research	Drawing Conclusions	Revising
Editing	Proofreading	Evaluating
Decision-making		

Working together

Class activities such as drawing up guidelines and the students planning and outlining their own Project timelines (e.g. drawing up Gantt chart) can be helpful. A **Class Code** as a visual aid is one way of reminding students what they have agreed – so a teacher/student can point to the poster on the wall when a reminder of the class code is required.

Questions to ask the class

How are we going to ensure…

….everyone takes a turn?

…listens to others?

…values the contributions of others?

…catches up if absent?

…completes all stages of the Project (including group and self evaluation?)

Possible student responses to these questions may be…

…Put up hand when wants to speak.

…Different students chair discussion.

…Reminder of listening activities.

…Everyone‟s contribution valued.

…Draw up list/put on wall poster of points to remember.

…Work with a „study buddy‟ who catches you up if you are absent.

Developing Skills: Research

The following exercises allow students to consider the skills required to carry out research – either using the internet or hard-copy sources.

Activity 1: Researching a product	
Time	1 hour
Resources	Websites and computers OR pre-printed copies with information Pens/paper
Task	Students are given several websites/articles on laptops. Their task is to choose ONE laptop which they think is the best. They have 30 minutes and work in groups. • The laptop has to have more than 2gb memory and have a webcam • It must cost less than £600 or equivalent in local currency. • Students may wish to choose different websites. • They are to present their findings to the whole class in three/four minutes. • They have to say why their **group** choice is the best.
What to look for	This will give the teacher the opportunity to monitor and see who is demonstrating which skills/ who is good at ICT/ who has leadership skills in directing others/ who is shy/ is good at time management for example.
Class debrief	• What went well? • What didn't go so well? • What would you do differently another time? • Explain to students they have just completed a mini project.
Variation	This task could work just as well using trainers or mp3 players

Developing Skills: Listening

The following exercises allow students to consider the impact of listening to one another and give positive feedback to improve group work.

Activity 2: Listening in a group of three	
Time	2 minutes
Organisation	One person talks for two minutes One person listens One person observes
Task	The „observer" reports back to both on how they thought each person listened (body language/nodding agreement/saying yes etc.)
Debrief	With whole class – how did that feel? What have you learnt? What would you do differently as a result?

Activity 3: Simultaneous talking	
Time	2 minutes
Organisation	Two people talk simultaneously for 2 minutes – neither listening to what the other is saying
Debrief	With whole class – how did that feel? What would improve the experience of listening?

Activity 4: Disinterested listening	
Time	10 minutes briefing the groups 2 minutes talking
Organisation	• Class is grouped into pairs – „A" and „B" • A" students are taken out of the room and briefed – asked to pretend to be totally disinterested, look away/around the room, make little eye contact, do not say anything, no questions for clarification or nods of agreement when person B talks to them • B student are asked to talk without interruption on a subject they like for 2 minutes. Then reverse – take Group B out and repeat instructions as above. • Repeat activity with „B" taking „A" role and „A" taking role „B".
Debrief	With whole class in the form of a general discussion. How did that feel? What have you learnt? What would you do differently as a result?

Developing Skills: Planning and recording

A relevant analogy for students may be joining a social networking site and the various phases they go through to do this. Although it is straightforward, various stages are still required e.g.:

- Go to web page

- Register on the website

- Create a password

- Create your area

- Contact people and let them know you are online.

- Update your area and make some interesting posts – refreshing your area

- Troubleshoot any issues that may arise.

The same step-by-step approach is required in working on and completing a Project to deadline.

Planning a Project

The main elements of a Project are:

Plan $\longrightarrow$ Do $\longrightarrow$ Review $\longrightarrow$ Evaluate

Setting up the Project

'To fail to plan is to plan to fail'

The teacher should stress the importance of planning to students.

Using a series of questions is one way to approaching skills development and for students to be involved in their own planning.

Questions to ask
• How do you approach a topic?
• How are you going to do your research?
• How are you going to work together and decide who does what?
• What kind of planning are you going to do? By when?
• How will you know what you find out is factually accurate and relevant?
• How will you show personal/local/national/global perspectives on your chosen topic?
• How are you going to record your learning?
• How are you going to evaluate your **group** work and **individual** contributions, which are important for assessment?

At the end of each day (or teaching session), students should be encouraged to ask themselves:

- *What have I done today?*

- *What have I learnt today?*

- *What do I plan to do before/during next session?*

The answers to these noted down provides a useful "log" for students. It is important that students" attention is drawn to the final criteria in the mark scheme and teachers emphasise that unless they do keep an ongoing record, they will not be able to do themselves justice when being marked against these criteria. Also it is important that their reflections are honest and have some depth rather than be vague/superficial.

Developing Skills: Reading

The important skills connected with reading include **selecting, comparing and gathering information.**

Three ways of reading are useful in Project work:

- **Skimming:** quickly looking through material e.g. when doing web searches or reading a magazine article.

- **Scanning:** looking for specific points after an initial search, looking for evidence to give an example of points made.

- **Reading for detail:** often when new vocabulary/topics are involved and to gain a full contextual understanding the reader has to carefully go through information.

Note: It must be emphasised that „cut and paste" is NOT an option.

Activity 5: Scanning and reading for detail	
Organisation	- Ask each student to bring an article of their choice related to their Project topic to the class and choose **three** relevant points from it. - Working in pairs they then tell a partner what they found interesting and why. - Students can then link the points they found interesting to their ideas about their Project. - Then the pairs swop articles and students find another three points in the second reading. - Students justify why they chose their three points.
Debrief	With whole class in the form of a general discussion. This can demonstrate that different readers can take away different information from an article and highlights the need to read (scan) first time and then more carefully (in detail). It also highlights that reading requires concentration, time and effort.

Activity 6: Put it in order	
Organisation	- The teacher takes an article and cuts it up into paragraphs. - Each student with a partner has to put the paragraphs of the article into the correct order. - The pair to finish first then underlines the most important points of the article – demonstrating skimming/scanning and in-depth reading.
Debrief	With whole class in the form of a general discussion. This can demonstrate that different readers can take away different information from an article and highlights the need to read (scan) first time and then more carefully (in detail). It also highlights that reading requires concentration, time and effort.

Web searches

With student who like to do web searches, it is good practice to suggest they limit themselves to say 20 searches THEN allocate reading time – class time can be allocated for some reading so that student can see this is a valuable activity.

Students should always be reading material with a critical eye – looking for potential bias and also questioning validity.

Questions to ask
- How do you approach a topic?   - Who wrote this?   - Why did thy write this?   - Is there a definite bias e.g. a company wanting to sell the reader something?   - What would a different point of view look like?   - Is the material used factually accurate? HOW can you check to ensure it is?

Developing Skills: Writing

It is important to emphasis that **more than one draft** is necessary to produce good written work and students need to allocate sufficient time for this when working on their Project. Students should take ownership of their work and understand that it is their responsibility to edit and correct their own work.

To guide students, teachers may wish to suggest a limited number of e.g. **two** drafts before final submission.

After researching, reading, making notes on ways of approaching their chosen topic, one way of „writing up" is to put away all of the notes and materials and for students to write their opinions on a topic.

They can then go back and review what they have written and then refer to their notes and articles to put in relevant facts. This avoids „cut and paste". It also assists in the process of seeing **how** opinions are formed e.g. by gathering information, reflecting upon it and coming to a set of conclusions and questions.

Suggested writing activity

In the earlier activity on researching which laptop to buy, students could be asked to write a paragraph on how they approached the task and arrived at their final choice. This will also allow the teacher to ascertain which students may need to spend more time on practising their writing skills.

A structured approach to writing

A structured approach can be beneficial as writing can be challenging for students

Activity 7: Structuring your writing
1.   Brainstorm all your ideas on a topic.
2.   Make an outline plan.
3.   Write a first draft without notes (This indicates whether a student has gathered enough information).
4.   Reread your first draft, editing out irrelevant and repeated points.
5.   Put work into paragraphs.
6.   Points make paragraphs – when there is a topic change, start a new paragraph.
7.   Add headings.
8.   Read through work then spell and grammar check.
9.   Print a hard copy and reread – this is an essential step.
10. Make any alterations after reading the hard copy then submit.

Tips to help writing 'flow'

- Organising writing by varying sentence lengths – some short then longer sentences as this makes work more interesting to read.

- Check for consistent use of verb tenses.

- Use linking words to make writing more interesting.

Developing Skills: Evaluating

Individual contribution

Reflecting upon work and drawing relevant and positive conclusions to help facilitate continuous learning and improvement are difficult skills for many students; especially if this is the first time they have attempted this.

A question that may help is:

What have you learnt doing this Project?

This can be broken down into:

- What have you learnt in planning the Project/research/reading/writing/time management?

- What you do differently if you were to do this again?

- How did you approach your individual contribution?

- What are the most valuable points you have learnt? Why?

Group work

Added to the questions above

- What have you contributed to the group part of this Project? What would you do differently next time?

- What have you learnt about working together? What was good/challenging about working in a group?

To summarise:

- The teacher has introduced the Project, its aims and outcomes.

- Students have completed preliminary activities to help them develop/make them aware of the skills they require.

- Students have begun research.

- Teacher has monitored with one-to-one/one-to-group feedback.

- Students maintain their records/learning log.

- Teacher reminds students to consider individual/local/national/global perspectives.

- Preparation for assessment.

- Assessments of group work carried out and marks recorded.

- Practice work on evaluation – allow student access to mark scheme.

Some classes will require less teacher guidance than others just as some individual students will require more encouragement and guidance than others as the Project allows for individual/group creativity. Remembering that personal, local national and global perspectives can be communicated using a variety of media actually strengthens the case for the importance of developing skills along with ideas and writing up the Project.

Section B: Assessment Criteria

Project Assessment Criteria

A total of 40 marks will be available for the Project, which will contribute 20% of the final mark.

The marks should be awarded for group and individual contributions against the following headings:

Criteria	Nature of Assessment		Total Mark
Constructive participation in discussions		Group	6
Project Plan		Group	6
Participation in group work/activities	Individual		6
Representation of different viewpoints and perspectives (including cross-cultural)		Group	8
Evaluation of Project Outcome	Individual		6
Evaluation of individual contribution and learning	Individual		8

Marks will be awarded against each criterion using the following level statements.

Project Criteria

	Marks			
	Band 1	**Band 2**	**Band 3**	**Band 4**
Criterion	**1-2**	**3-4**	**5-6**	**7-8**
Constructive participation in discussions	Group discusses issues without sustained focus. Requires intervention to resolve conflicts. Little responsive listening.	Group discusses issues mainly in a focused way and is able to solve most conflicts without intervention. Some listening skills displayed.	Group discusses issues in a highly constructive manner, resolves conflicts without intervention and achieves purpose in a focussed way. Evidence of responsive listening.	**Not applicable**
Project Plan	Simplistic plan lacking direction and detail. Roles and responsibilities are unclear.	Appropriate aims are identified. Roles and responsibilities are not fully specified.	Well-formulated plan, with well defined aims and clearly defined roles and responsibilities.	**Not applicable**
Participation in group work/activities	Student is generally unsupportive of other group members. He/she completes some allocated tasks but contributes reluctantly to the group.	Student is generally constructive and takes responsibility for most allocated tasks. Is usually supportive of other group members.	Student participates constructively and assumes full responsibility for allocated tasks. Is supportive of other group members.	**Not applicable**
Representation of viewpoints and perspectives (including cross-cultural)	Outcome demonstrates limited awareness of different perspectives. Representation shows little insight or understanding of viewpoint(s) from other culture(s).	Outcome demonstrates some awareness of different perspectives. Representation shows some understanding of viewpoint(s) from other culture(s) but is inconsistent.	Outcome demonstrates considerable awareness of different perspectives. Shows clear understanding and appreciation of different viewpoint(s) from other culture(s).	Outcomes demonstrate sophisticated awareness of a wide range of perspectives. Representation incorporates empathy, understanding and appreciation of viewpoint(s) from other culture(s)

Evaluation of Project Outcome	Evaluation is simplistic and shows limited understanding of successes and failures of the project.	Evaluation shows understanding of major successes and failures of the project. Evaluation is not consistently linked to the aims.	Evaluation shows insight into successes and failures of the project. Evaluation is clearly linked to the initial aims. Suggestions are made for improvements (e.g. other lines of enquiry or procedures that could have been followed)	**Not applicable**
Evaluation of individual contribution (including what was learnt from cross-cultural collaboration)	Evaluation is simplistic and shows limited sense of personal responsibility in the project, and of alternative ways of contributing to it.	Evaluation shows some awareness of how own contribution both helped and hindered group progress in the project, and some appreciation of the value and challenges of collaboration in a group and across cultures.	Evaluation shows self-awareness and main strengths and weaknesses are identified. Student reflects on own learning from cross-cultural collaboration.	Evaluation shows perceptive self-awareness in identifying strengths and weaknesses. Student shows insight into own learning from cross-cultural collaboration and demonstrates the ability to rethink their own initial position(s).

It is very important that teachers pay close attention to the wording of the descriptors in each of the bands for each of the assessment criteria. This is to ensure that their students produce the necessary evidence to which the descriptors can be applied. This section of the guide will focus on the assessment criteria and will highlight key phrases from the descriptors which should be drawn to students" attention so that they can maximise scoring opportunities in their submissions.

Constructive participation in discussions and ***Participation in group work/activities***

Evidence for assessment for both these criteria is very dependent on teacher observation of group work in action and individual contribution. Teachers will need to observe groups at work on a few occasions before they are able to arrive at fair assessment of each individual group member"s contribution in both these areas. Teachers may also gather evidence for their assessment from their discussion with the groups at different stages of the Project. Teachers should use the full range of marks available to them in making their assessment to ensure that there is appropriate discrimination between different levels of student performance.

Project Plan

In order to perform well in this criterion, students need to ensure that their Project plan is clearly outlined in their group submission. It is especially important to outline the aims of the Project, since the individual group members" evaluations of their group"s Project Outcome must be linked to the stated aims. If these have not been clearly articulated, students will struggle with this aspect of their evaluation. Also important at this stage is some discussion of why the group has chosen their particular topic/area of investigation and what their intended outcome will be. If an outcome is not articulated, then students will not have anything specific to evaluate in their response to the criterion "Evaluation of Project Outcome". In order to achieve the Band 3 level for the criterion, the Project Plan must clearly indicate the roles and responsibilities of individual group members.

Representation of viewpoints and perspectives (including cross-cultural)

One of the aims of the Cambridge IGCSE Global Perspectives syllabus is to develop in students an awareness of a range of global themes and issues, viewed from personal, local, national and global perspectives, and of the connections between them. Students need to be aware that a person"s response to an issue is necessarily affected by their personal situation. In examining a particular issue, or concern, students need to consider the variety of perspectives likely to be held by the different parties involved.

The importance of this assessment criterion is reflected in the fact that it is one of only two criteria which can score a mark in the Band 4 level up to a maximum of 8 marks. Achievement of Band 4 requires that the outcome submitted by the group demonstrates **sophisticated awareness** of a **wide range of perspectives**. Student groups which simply list people"s opinions in the different countries with which they collaborated are unlikely to score well in this criterion. Their work should also show **empathy**, **understanding** and **appreciation of viewpoint(s) from other culture(s)**. This means that students need to carefully consider the information/viewpoints they have gathered and decide the best use to make of them which will show their understanding and appreciation of those viewpoints.

Evaluation of Project Outcome

In their response to this criterion, students should be advised to take into consideration both the strengths **and limitations** of their group"s **specified outcome.** These strengths and limitations should be considered **in light of the aims of the Project** as articulated by the group in the group submission. To achieve a mark in the top band, students should also consider areas of possible improvements, e.g. other lines of enquiry, or things that could have been done differently. However, it should not be used as an opportunity to simply state that the group collaborated well together but could have managed their time better. This would result in a superficial evaluation which does not address the successes and failures of the actual outcome that the group has come up with.

Evaluation of individual contribution (including what was learnt from cross-cultural collaboration)

This is students" opportunity to make an honest and reflective response to the Project they have been engaged in. The key phrases in the descriptor for the top level of achievement are:

perceptive self-awareness, strengths **and** weaknesses, **insight** and the ability to **rethink their own initial position**. It would therefore be very helpful to students if they keep a simple ongoing record of their own thinking at different stages of the Project which they can then refer to in making their response to this criterion. Students who confine themselves to a few simple statements about their contribution to group discussion, or the information that they gathered are unlikely to move beyond the Band 1 level. It is important that students are aware of the fact that in order to move beyond Band 1, **they must engage in some evaluation of the value and challenges of collaboration in a group and across cultures**.

Guidance on assessing Group Work

General comments

The maximum combined number of marks available for constructive participation in discussion (group) and participation in group work/activities (individual) is 12. This represents over 30% of the marks available for the Project component. It is therefore important that the marks awarded by teachers for these two criteria are:

- Awarded fairly.

- Reflective of the level statements within the mark bands in the assessment scheme and discriminate between different levels of achievement through full use of the mark range available.

- Supported by evidence gathered and documented by the teacher over the course of monitoring candidates‟ progress and discussions throughout the duration of the Project.

Observing candidates

While the term „observation‟ is used in the forms that teachers will need to complete to note their comments on candidates‟ performance in these two criteria, it is neither necessary nor desirable to make observing a formal activity as this can lead to the exercise becoming artificial. As a normal part of ongoing monitoring of Projects, teachers are likely to interact with each group of candidates to discuss their progress at key milestone points, e.g. at the planning stages, during the research gathering process etc. Teachers could use evidence which emerges during such discussions to make some judgements about their candidates‟ performance and note down some examples of behaviours or the nature of the evidence they

have observed. Teachers may also gather evidence from listening to their candidates‟ discussions during class time.

Recording and assessing

1. Please complete and submit one copy Form A and one copy of Form B for each Project group, along with one copy of Form C for each individual candidate within each of the groups.

2. After each of the three observations, please award a mark for the group/individual candidates‟ performance on a „best-fit‟ basis, in line with the wording of the level statements within each of the mark bands in the examination syllabus. Record some brief comments over and above the level statements to support the mark you have awarded.

3. After your final observation, you should decide on the final mark to be awarded to the group and the individual group members. You can do this by adding the marks for the 3 observations together and then averaging them out, rounding the marks up to the nearest whole number. The final mark should be reflective of the comments you have recorded about the candidates‟ performance over the course of your observations.

IGCSE GLOBAL PERSPECTIVES 0457/02   **FORM A**

Recording of observations on constructive participation in discussions (group) and participation in group work/activities (individual)

Centre Number						Centre Name		June/November	2	0		
Teaching Group/Set												
Project Title/Details												
Index Numbers of Candidates in group						**Names of Candidates in group**						

Observation of Group Discussion   **FORM B**

	Areas for comment	Comments	Mark
Observation 1 Date:	▪ **Discussion management** ▪ **Ability to resolve conflict/disagreement** ▪ **Listening skills**		
Observation 2 Date:	▪ **Discussion management** ▪ **Ability to resolve conflict/disagreement** ▪ **Listening skills**		
Observation 3 Date:	▪ **Discussion management** ▪ **Ability to resolve conflict/disagreement** ▪ **Listening skills**		
Final Mark			

Observation of Individual Participation   **FORM C**

Candidate Name			Candidate Number		
	Areas for comment	**Comments**			**Mark**
Observation 1 **Date:**	▪ **Support for group members** ▪ **Completion of tasks allocated** ▪ **Constructive contribution/participation**				
Observation 2 **Date:**	▪ **Support for group members** ▪ **Completion of tasks allocated** ▪ **Constructive contribution/participation**				
Observation 3 **Date:**	▪ **Support for group members** ▪ **Completion of tasks allocated** ▪ **Constructive contribution/participation**				
Final Mark					

Section C: Sample Project 1

Explanatory Notes

Sample Project 1 is not intended to be seen in any way as an exemplary or perfect project. It aims to give teachers a better idea of the nature of the Project work that needs to be submitted for assessment so that they can better guide their students. Students can then ensure they submit work that fully satisfies the requirements of the syllabus and which the assessment criteria can be successfully applied to.

The international school and students referred to in the Sample Project are wholly fictitious and the Project is not based on any student work that has been seen by the developer of this sample. Teachers should not be put off if they feel that the language in the sample work is of a higher level than they would expect from their own students. What is important is the overall conceptualisation of a possible Project and its development. To that end, Sample Project 1 includes the 3 components of the work that students will need to submit.

Firstly, there is the Project Plan, in which the area of study under investigation is stated, along with some of the key questions being explored. The rationale for the choice of topic is given, the aims of the Project are articulated and the final outcome(s) specified. This is followed by a table showing the activities that will be undertaken in carrying out the Project, which group members are responsible for the work, and how long the group anticipates it may take them. Students" timeframes may or may not be realistic and guidance may need to be given on re-scoping the Project.

Secondly, there is the Project Outcome submitted by the group. In the case of this Project, the outcome is a written outcome and takes the form of a proposal submitted by the students to their school"s management team. It should be noted that the syllabus gives students the flexibility to submit their final outcomes in different forms and therefore the outcome need not be written. The key point is that an outcome must be specified, and, if it is written, its purpose and audience should be stated, as is the case in the sample outcome provided. This is crucial because the outcome must be evaluated by each student in the group. Teachers will notice that in the sample outcome, the students provide all the information that they think the management team will need in deciding whether or not to accept their proposals, including what the key findings of their research were and the reasons behind their suggestions. This

makes for a well-rounded submission which „tells the story" behind the Project. Teachers will also notice that the students make reference to appendices containing a short video clip, collage of photographs, motto and badge design that they themselves came up with after trying out their proposals. These appendices have not been included and have only been referred to in the interest of realism. Given time constraints, a „real" group of students might choose not to go as far as trying out the proposals. The reality of Project work in action is that Projects need to be carefully scoped to ensure that they are manageable within the timeframe given for the Project and the number of students in the group. In the case of the Sample Project, the scope could have been reduced by the students choosing to propose only one of the two events described.

Thirdly, there is a sample of one student"s individual evaluation of the group"s Project outcome and her own contribution to the Project, including what she has learned from cross-cultural collaboration. This is a very important submission and worth a maximum of 14 marks. Students can maximise their scoring opportunities in this submission by preparing for it from the beginning and throughout the time they are engaged in the Project. This is why the first activity in the Sample Project Plan has each of the students in the group starting their own Project journal to note down along the way their contributions, key decisions and their own opinions on possible alternative approaches.

Project Plan

Area of Study: Tradition, Culture and Language

Some of the issues for investigation in the context of our Project:

- Why do some people move from one country to another?

- How does this affect their lives?

- What different ethnic backgrounds are there in our community?

- What can we learn from each other and what can we do to help each other?

- How can we retain our national identities as well as be citizens of a broader global community?

Choice of topic and rationale

In the international school where we study, there is a broad mix of students of different nationalities. Many of the students and their families (including our group members) have relocated here because of their parents" occupations. We are interested in exploring how far and how easy it is for such students to integrate themselves with their new communities and to what extent/in what way they still regard themselves as belonging to their original or „home" background and culture. We think that this Project is worthwhile because our school, with its cultural mix of students, is like a mini version of the global community in which many people move away from their homeland and face similar kinds of challenges in integrating with their new communities while maintaining their own national/cultural identity.

Aim of Project

We would like to come up with concrete ways in which, as a school community, we can celebrate and capitalise on this mix of cultures, as well as help new students better integrate in a new community.

By the end of this Project, we will submit the following as the specified outcomes of our Project:

Specific outcomes of Project

Group work

Come up with proposals for activities/events for the school to introduce to help achieve the aims outlined above. We will submit the proposals to the school"s management for consideration.

Individual work

Each group member is to produce 1 document divided into 3 sections in which the group member:

1. Evaluates the group outcome of the Project (i.e. the plan of activities).

2. Evaluates his/her individual contribution to the Project (i.e. what he/she did well at during group work and what he/she could have done better at, and/or what they found difficult about working as a group.

3. Explains what he/she thinks they have learned from cross-cultural collaboration and whether what has been learned has changed his/her opinions in any way.

Project activities, work distribution and timeframe

	What?	**Who?**	**How long?**
1	Start a Project journal to jot down notes on own contributions made, key group decisions and own opinions on possible alternatives	All	Ongoing
2	Discuss our individual experiences of moving to a new country and settling in: • what the reasons were for the move and what our feelings were about it • what helped us and what we found difficult • whether it is easier/harder for some students than others and why • what might make the experience easier/more enriching	All	2 lessons
3	Discuss and draw up a list of interview questions to ask other students in our school to find out what they think and decide who/how many to interview	All	
4	Interview other students in school and collate the responses	Georgiou & Alex Miguel & Carina	4 breaks
5	Discuss key findings - what do the findings suggest about what could be done to fulfil the Project aims?	All	1 lesson
6	Discuss the cross-cultural angle: • decide which schools in which countries to collaborate with to find out the information – why these schools? • is/are the situation/issues the same in other international schools in other countries? • what do other schools do to resolve the issues? • decide what form cross-cultural collaboration is going to take – e-mail correspondence, Facebook, video conferencing, others……..	All	1 lesson
7	Allocate selected schools to group members to make contact and introductions, explain the Project and ask whether they will collaborate. Gather and collate the information and summarise key findings	Georgiou (Greece) Alex (UK) Miguel (Mexico) Carina (Hong Kong)	3 weeks
8	Discuss overall findings and decide on the proposals we intend to put forward as the outcome of our Project	Group	2 lessons
9**?**	If time, try out our proposals on a small scale with just our group and make a record of what we do so we have something practical to show when we submit the proposal	Group	2 lessons
10	Draw up final proposals for submission, edit & revise	Alex & Carina	2 lessons
11	Put together the demonstration material we made	Miguel & Georgiou	
12	Write up, edit and revise our individual evaluations	All	3 lessons
14	Submit our Project outcome proposals and our individual evaluations to our teacher for assessment	All	Project"s End
15	Submit our proposals and demonstration material to the school management team for their discussion	All	
16	Contact cross-cultural collaborative sources to share findings and proposals and thank them	All	

Project Outcome (Group)

To: School Senior Management Team

          Cariad International School

From: Year 10 Project Group CRi 06:

          Georgiou Aristides

          Alex Wilson

          Miguel Alvarez

          Carina Lau

As a result of our investigations for our Global Perspectives Project, our Project Group is submitting the following proposal for activities/events for the school to introduce to help our fellow students celebrate and capitalise on the mix of cultures that we have in our school, as well as help new students better integrate in a new community. We would like to thank you for your time in giving our proposal your consideration.

Background information

Initial discussion

We spent some time as a group comparing our families" reasons for moving overseas, our own feelings about the move and our experiences of it. In the case of our group, three of us are here for one to three years only, while one of us has emigrated here permanently. For the three of us, the move is because one of our parents has been sent overseas by their company to work for a period of time, but for the other one of us, her family felt that they would have a better work opportunities and a better standard of life in this country. This made us realise that people come to live overseas for different reasons and for different periods of time. When we all talked about how we felt when we first heard about moving to a new country, we all agreed that although we were very excited because it would be so different and interesting, we were also scared about leaving our friends behind and whether we would be able to make new friends where we were going. We also agreed that one of the things we were most frightened of was starting in a new school, in a strange country where we wouldn"t know anybody and the other students would all be very different from us and we were worried that we wouldn"t be able to fit in. We decided to find out whether our feelings were shared by other students in our school and whether the same was true for students in other schools like ours in other parts of the world. We wanted to find out what students in international schools like ours thought were the good things about being overseas and living in a different school community, and what they found frightening or difficult to adapt to. We thought that if we could find out this information, we could come up with ways not only to make it less frightening and easier for new students, but also to help them feel really part of one international school community and appreciate the benefits of being here.

Information gathering

We interviewed 20 students in year 10 who have been in the school for at least 2 years because they would have had time to settle in properly. Then we also interviewed 20 students in year 7 who have only been at the school for a few months because we felt that they would still be very new to school life and their experiences of moving would be very fresh in their minds. To see what it is like for students in other international schools, we interviewed students attending schools in Greece, U.K., Mexico and Hong Kong. We chose these because between the four of us, we have links to these countries and we felt that this would make it easier for us.

Key findings

1. When we interviewed the students in our school, nearly all of them said that they had felt excited about moving to a new country and many of them also said that their friends had been impressed and envious of them and that this helped them to think of it in a positive way. They then went on to say, though, that once preparations for the move got underway and the time got nearer, they started worrying about settling in to a new school and trying to make new friends in a foreign country, and

wondering whether they would face problems with students speaking other languages. Some students also said that they had been scared that their best friends would forget about them and that they would find it difficult to settle back in when they returned home.

2. When we asked the students about the actual difficulties they faced when they arrived here, most of them said that they felt overwhelmed by so many new faces, finding their way around the school and getting used to new teachers. However, they did also say that they appreciated the efforts that their new teachers made to help them catch up on any work that they had not covered and which the rest of their classes had already covered. Some of those we interviewed, especially students in year 7, said they were able to settle in fairly quickly and didn‟t really experience too many problems. However, there were others who said that it took them a long time to settle in and some also said that they still didn‟t really feel part of the school.

3. Nearly all of our interviewees said that what would have helped them a lot would have been a clearer picture of what to expect when they arrived at our school because this would have made them less frightened of coming here.

4. When we collaborated with other students in international schools elsewhere, we were not really surprised to discover that most of them mentioned the same fears and concerns that our own students had mentioned. What was interesting was finding out the different things that these schools did to try and help their new students settle in and to promote unity in their schools. A summary of responses, comments and suggestions gathered from students in other countries can be found in the Appendix XXX

Our Proposals

For new students

We propose to make a short, introductory video film of our school that new students can access via the Internet. The video would provide a virtual tour of the school so that students can familiarise themselves with the layout before they arrive. It would also have some introductory comments by the head and deputies and the core subject teachers. This would form the core video. But as well as this, we propose that as soon as the school knows that a new student is going to enrol, we think that that student should be assigned to a form class and that the class then should have their own, additional segment of the video in which the class members introduce themselves by giving their names, saying where they‟re from and what they like doing – they could also say „hello‟ in their own language, if their first language is not English. The most important thing is that the student who has been assigned as the „buddy‟ should have his/her own segment in which he/she talks a bit about what the school is like and why it‟s a good place to be and what makes the form class special.

Our group has made a short video clip along the lines described above, just showing some shots of the school, introducing ourselves and to make it more realistic, Alex pretended that she was going to be a „buddy‟ to someone joining our group. To view our video clip, please go to……………….

Rationale

We discovered from our communication with students in other international schools that we contacted that most schools send out information packages to new students, giving them maps of the school, lists of clubs and societies, sports facilities etc. We think this is boring and that with modern technology we can do better and make it much more interesting, helpful and interactive. We think that our idea of an introductory video goes a step further because it addresses the point that our own students made about having a clearer picture of what to expect of our school before they arrive here. We think that seeing the faces and hearing the voices of their teachers and the classmates in their form group will help new students feel less frightened. They can also show the video to their friends at home so that they can also see what their new school and the other students will be like and they will have something they can watch and talk about together. We think our idea of letting the new student‟s „buddy‟ talk to them in the video will be especially helpful. All these points are good for the new student, but we also feel that making the video will also be a good learning experience and fun for the students in the class, as well as making them think about what is good about being in our school and in our class.

For all students

We propose that each class in school holds its own annual "Separate but One" week. We think that each student or small group of students could produce something to showcase their own culture. It could involve dance, music, traditional food, national dress, some artwork, or a brief language lesson – almost anything at all! During the week, from Monday to Thursday, lessons could take place as usual in the morning, and the afternoon could be the time when the students work together and share with their classmates what they have come up with. The Friday of the week would be special, with no lessons, and all the students in the class working together in small groups to produce something that they felt represented all of them as one body. Like the individual/small group productions, this also could take any form at all. We also propose that, if it"s possible/practical the different year groups could take turns to present their whole class efforts at morning assembly throughout the year.

Again we tried some of this out as a small group and found that it worked quite well. Alex comes from Wales in the UK and she brought in some traditional Welsh cakes that she had made and shared the recipe with us. She also taught us to some simple Welsh language phrases to say. Georgiou, from Greece, brought in a DVD showing traditional Greek dancing and he explained to us which dances are popular on which occasions and then we tried out some of the steps ourselves. Carina is from Hong Kong and she told us all about Chinese Tai Chi exercise and taught us some moves, while Miguel told us about the Dia De Los Muertos festival in Mexico and showed us how to make traditional Sugar Skulls. We took lots of photographs of us doing all these things and then we made a collage of the photographs and added some captions. Finally, we came up with a motto and a design for a group badge that show that although we all come from different countries, together we are strong and are one. To view images of our collage, motto and badge design, please go to……….

Rationale

From our overseas contacts, we discovered that some schools already have what they call a Project Week, when all students work together on particular projects for a whole week. We think having an annual "Separate but One" week is a good way for students of all the different nationalities in our school to share things that they think are important in their own culture with other students in the school and in this way, we also all get to learn about other people"s cultures and this takes care of the ‚Separate" part of the title. We also wanted to have an activity in which students from different cultures work together to come up with something that represents their unity and togetherness and this is where the ‚One" in the title comes from. We believe that this should be an annual event so that all students get to be part of this experience.

Individual Evaluation: Sample Project 1

Candidate's Name: Alex Wilson

Evaluation of Project Outcome

On the whole I think the proposals that our group came up with will achieve the aims that we set out in our Project Plan. First of all, I think the introductory video film of our school, with introductions to new students by teachers and new students" classmates will be very helpful to new students and will help them settle in more quickly because they"ll know what to expect and it will help to calm their fears about coming to a new school, especially an international school where students come from such a wide variety of cultures and speak different languages. I think the video will also be an interesting way to achieve this and will make it very personal. However, I think it"s possible that some students" parents may object to their children appearing in a video that"s accessed through the internet. If this is a problem, perhaps we could explore having the video on the school"s intranet which can only be accessed with a password and this could be sent to the student in an introductory letter from the school. The other thing I thought we could consider was having the „buddy" to the new student correspond with them by e-mail in the weeks leading up to their arrival in the school so that they could get to know each other better earlier on and not wait until the day the student arrives.

Our second proposal, the "Separate but One" week is also in line with the aims of our Project because it will allow students to celebrate and share their own cultural background with other students and it will also make them work together to produce something that shows their togetherness. I think everyone will benefit from this because we will be learning but also having fun. Our group learned a lot just by trying it out on a small scale ourselves and we definitely enjoyed doing it! The only thing that might be a problem is that although we said it would be good to have it every year, people might get bored with it, or might run out of ideas, so we might have to think of having it every two years and do something different in the in-between year.

The only thing I think I would have done differently is not try to collaborate with so many schools because we found ourselves too stretched and running out of time. Since our school is already made up of students from many other cultures, I think we could have limited ourselves to just one other school in a different country.

Evaluation of my Contribution

I think we all did our fair share of work for this Project and generally we all got on very well, helping and learning from each other. We tried to build on each other"s strengths. For instance, Carina and I are stronger in English, so we drew up and edited the proposal. Georgiou and Miguel are better at technical things so they did the editing of our groups" video clip and advised on how our proposed video film could be put together. I also came up with the idea of having a "buddy" system for new students and having the buddy introduce him/herself in the video film. I think this was a helpful suggestion because it does make the film more personal to the student and make him/her feel special, even before they come to our school. When our group did its own showcasing of our cultures, I brought in the Welsh cakes and taught the others some Welsh which we all found very funny because they couldn"t get their tongues round the words! One thing I think I wasn"t so good at was leading the group discussions when it was my turn to do it. Carina is quite shy and I should have tried to bring out her opinions more often than I did. Also I sometimes lost my temper when I thought Miguel and Georgiou were not taking things seriously enough.

What I've learned from Cross-Cultural Collaboration

I really think I've learned a lot from our cross-cultural collaboration, not just from contacting the international school in the UK that I was allocated, but more so from our own mix of students from different cultures here in our school. One of the most important things I think I've learned is that you can sometimes think that students from some countries are a bit proud and not willing to mix with others, but when you make the effort to really talk to them about something like moving overseas, you find that they have exactly the same concerns and fears as you and that we're all very similar after all.