

PROJECT WORK

Higher 1 (2017)

(Syllabus 8809)

CONTENTS

	<i>Page</i>
INTRODUCTION	2
AIMS	2
LEARNING OUTCOMES	2
ASSESSMENT OBJECTIVES	3
ASSESSMENT FRAMEWORK	3



INTRODUCTION

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 in progress and 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 presented in a manner that is less structured, not subject-specific and open-ended. 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

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

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

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

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 and submit a written report.

Candidates will be assessed on their performance both as members of the group and as individuals. Assessment is made of candidates carrying out the project and of the final products delivered.

The performance of individual candidates and that of groups is assessed through the following means: written report, oral presentation and the group project file.

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

- **Written Report**
At the end of the project, 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.
- **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 questions 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.
- **Group Project File**
Candidates will be assessed on their abilities to generate and develop ideas, and analyse and evaluate the information they have gathered. Candidates are expected to show evidence of these processes through the following documents: Preliminary Ideas, Evaluation of relevant print/non-print Material and Insights and Reflections.

Table 1: Assessment Criteria

Components of Assessment	Individual	Group
Written Report <ul style="list-style-type: none"> Formal exposition of 2500–3000 words Sources must be acknowledged 		<ul style="list-style-type: none"> Substantiation of ideas Generation of ideas Analysis and evaluation of ideas Organisation of ideas
Oral Presentation <ul style="list-style-type: none"> 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 Q & A session 	<ul style="list-style-type: none"> Fluency and clarity of speech Awareness of audience Response to questions 	<ul style="list-style-type: none"> Effectiveness of oral presentation
Group Project File <ul style="list-style-type: none"> <i>Individual submission:</i> Preliminary Ideas Evaluation of relevant print/non-print Material Insights and Reflections 	<ul style="list-style-type: none"> Generation of ideas Analysis and evaluation of ideas 	

Table 2: Assessment Framework

Component	Group	Individual	Total
Written Report	40%	–	40%
Oral Presentation	10%	30%	40%
Group Project File	–	20%	20%
Total	50%	50%	100%

Assessment Criteria**Written Report**

Assessment requirements:

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

Criterion	No mark	Approaching Expectation	Meeting Expectation	Exceeding Expectation
Group				
Substantiation of ideas	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
Generation of ideas		Ideas are largely rehashed with little or no modification	Ideas are appropriately modified and/or developed	Ideas are insightful and/or innovative
Analysis and evaluation of ideas		Ideas are analysed and evaluated in a limited way	Ideas are sufficiently analysed and evaluated	Ideas are thoroughly analysed and evaluated
Organisation of ideas		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

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
Individual				
Fluency and clarity of speech	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
Awareness of audience		Shows little awareness of audience	Shows some awareness of audience	Shows personal engagement with audience
Response to questions		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
Group				
Effectiveness of group presentation	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

Group Project File

Assessment requirements:

- Individual submission: Preliminary Ideas, Evaluation of relevant print/non-print Material, Insights and Reflections
- Group submission: Group Project Proposal (Note: Groups are required to submit this although this is not assessed)

Criterion	No mark	Approaching Expectation	Meeting Expectation	Exceeding Expectation
<i>Individual</i>				
Generation of ideas	Criterion has not been met	Ideas are largely rehashed with little or no modification	Ideas are appropriately modified and/or developed	Ideas are insightful and/or innovative
Analysis and evaluation of ideas		Ideas are analysed and evaluated in a limited way	Ideas are sufficiently analysed and evaluated	Ideas are thoroughly analysed and evaluated