

This section 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 maximize scoring opportunities in their submissions.

### **Group Project – Group element**

#### **1) Production of a Group Project plan**

In order to perform well in this criterion, students need to ensure that their Group Project plan is clearly outlined in their group submission. It is especially important to outline the aims of the Group 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 4 (8-10 marks) level for the criterion, the project plan must be detailed and well formulated with a well-thought out rationale, a concrete outcome, and must fully define the roles and responsibilities of individual group members with some reasoning given.

#### **2) 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.

Achievement of Band 4 (8-10 marks) requires that the outcome submitted by the group demonstrates awareness and appreciation of a wide range of different 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 and understanding of different perspectives including cross-cultural. 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 perspectives.

### **Group Project – Individual element**

#### **3) Constructive participation in group work/activities**

Teachers will need to observe individuals within the groups on a few occasions before they are able to arrive at fair assessment of each individual group member's contribution in this area. Teachers may also gather evidence for their assessment from their discussion with the groups and individual students 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.

Marks in Band 4 (8-10 marks) will be awarded to students who are always an active member of the group, showing considerable commitment to the successful completion of the Group Project.

#### 4) Evaluation of project plan and process

This is students' opportunity to evaluate the plan and its implementation. They should identify the strengths and weaknesses of both the plan and the process of working in a group. To achieve a mark in the top band, students should provide a detailed and well formulated evaluation, identifying most of the strengths and the weaknesses in the project plan and in the process of producing the outcome. There should also be mostly well-considered suggestions for improvement of the Group Project plan and process.

#### 5) Evaluation of project outcome

In their response to this criterion, students should be advised to take into consideration both the successes and failures of their group's specified outcome. These successes and failures should be considered in light of the aims of the Group Project as articulated by the group in the group submission. To achieve a mark in the top band, students should provide a detailed and well-formulated evaluation showing considerable insight into the successes and failures of the actual outcome that the group has come up with.

#### 6) 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 Group Project they have been engaged in. The key phrases in the descriptor for the top level of achievement are: insightful reflection, benefits and challenges, detailed and well formulated. It would therefore be very helpful to students if they kept a simple ongoing record of their own thinking at different stages of the Group 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 (1-2 marks) 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 benefits and challenges of working in a group and across cultures.