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OxfordAQA International GCSE

Global Skills Projects (9697)

Teaching guide
The taught element of Project Qualifications

For teaching from September 2025 onwards

OxfordAQA is a partnership between AQA, the UK's largest awarding body, and Oxford University Press, a department of the University of Oxford. We offer globally relevant international GCSEs, AS and A-levels to schools across Europe, Africa and Asia.

Before you launch GCSE Global Skills Projects, you need to devise a programme for the Taught Element.

The Taught Element is essential to successful projects and students should learn about these skills and ideas ahead of implementing them in their project. The Taught Element can be delivered in flexible ways, including student-led learning.

Depending on your timescales, consider asking students (possibly in small groups) to complete a mini project, with a short research report on a given topic, in order to teach and develop some of the core skills in a project context.

Before students start planning their own projects and before they commence detailed research, they should have covered the relevant taught skills and subject content from Section 3.1 and 3.2 of the specification. **Note** that Section 3.1 of the specification applies to **both** project components.

These two sections cover aspects of project planning and management, how to approach research ethically and safely and how to evaluate sources for bias, integrity authenticity, the sustainability concepts integral to the group sustainability action project etc. Great emphasis should be placed on the need to **evaluate** sources thoroughly **before** using them.

Note therefore, that ideally much of the Taught Element should be delivered before a student starts working on their projects. (See the *Teaching guide: The project process and Production Log for Project Qualifications* for a more detailed breakdown).

When planning your Taught Element, it may be helpful to consider the time in half hour sessions. Try to cover as many different approaches as possible so that students are well-equipped to approach their projects with the best possible base of knowledge and experience. Consider the following factors in planning the programme delivery:

- Over what time period is GCSE Global Skills Projects being delivered?
- What do students already know, or can do?
- Who in the centre is best qualified to deliver the programme, or aspects of it?

Centres delivering GCSE Global Skills Projects over a longer period of time, for example, over five terms, sometimes spend the first term teaching while students begin thinking about potential project topics. Where GCSE Global Skills Projects is being delivered within a shorter timeframe, centres may introduce workshop sessions focusing upon the delivery of skills and knowledge needed by students at particular points in their project journeys. With this model, it will still be important to deliver many of the taught skills at the start of the process before the students start working independently. This will ensure they understand the process nature of the qualification and are well equipped to carry out the projects.

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Whilst the Centre Co-ordinator has overall responsibility for a centre's Taught Element neither the Co-ordinator, nor the Supervisors, will necessarily deliver the entire Taught Element. Centres frequently make use of librarians, teachers, IT specialists or others with specific skills or experiences. These might or not be centre based, but come, for example, from a university.

No single fixed programme is appropriate for all centres. The outline programme in the Scheme of Work offers a starting point from which you may develop your own programme. Timings are just suggestions.

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