OXFORDAQA
INTERNATIONAL QUALIFICATIONS

International GCSE

Global Skills Projects

(9697) Specification

For teaching from September 2025 onwards
For first assessment 2026 onwards
For teaching and examination outside the United Kingdom

Contents

OxfordAQA International GCSE Global Skills (9697)

For teaching from September 2025 onwards. For first assessment May/June 2026 onwards. Version 1.0

Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at **oxfordaqa.com/9697**

- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose OxfordAQA International GCSEs?

Our international qualifications enable schools that follow a British curriculum to benefit from the best education expertise in the United Kingdom (UK).

Our International GCSEs offer the same rigour and high quality as GCSEs in the UK and are relevant and appealing to students worldwide. They reflect a deep understanding of the needs of teachers and schools around the globe and are brought to you by Oxford University Press and AQA, the UK's leading awarding body.

Providing valid and reliable assessments, these qualifications are based on over 100 years of experience, academic research and international best practice. They reflect the latest changes to the British system, enabling students to progress to higher education with up-to-date qualifications.

You can find out about OxfordAQA at **oxfordaqa.com**

1.2 Why choose our International GCSE Global Skills Projects?

We have worked closely with teachers to develop a relevant, engaging and up-to-date Global Skills Projects specification to inspire, motivate and challenge all students regardless of their academic ability.

Particular care has been taken to make the language used as accessible as possible and suitable for those students for whom English is not their first language. UK English spellings will be used. British idiosyncratic terms however, will be avoided to aid students' understanding.

Delivery of International GCSE Global Skills Projects in schools will involve teaching of the necessary skills, supervision and assessment of the student's progress. It will involve extended autonomous work by the student both individually and as part of a group.

You can find out about all our International GCSE Global Skills Projects qualification at **oxfordaqa.com/9697**

1.3 Recognition

OxfordAQA meet the needs of international students. Please refer to the published timetables on the exams administration page of our website (**oxfordaqa.com/exams-administration**) for up to date exam timetabling information. They are an international alternative and comparable in standard to the Ofqual regulated qualifications offered in the UK.

To read their report and see the latest list of universities who have stated they accept these international qualifications, visit **oxfordaqa.com/recognition**

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1.4   The Oxford International Programme learner attributes

In order to equip students with the skills they need for success both now and in the future, we have worked with Oxford University Press to create the Oxford International Programme. This combines the Oxford International Curriculum with OxfordAQA qualifications, creating an integrated offer for international schools, from Early Years to A-level.

At its core we have introduced the Oxford International Programme learner attributes – the skills and competencies that enable our students to thrive academically, socially and personally.

The learner attributes, alongside our focus on demonstrating higher order critical thinking skills, ensure that students are equipped to get the grades that will take them places, and build the skills they need to be successful when they get there.

Empowered & independent

Our students are independent, critical thinkers who are adaptable and look to develop strategies to be lifelong learners. They are confident leading on projects but also work well in a collaborative environment.

Inventive & curious

Our students are inventive, resourceful, and creative. They question the world around them with a sense of wonder, and aspire to shape a better future for themselves and their community.

Future-ready

Our students are more prepared to succeed in the world that lies ahead and have the knowledge, skills, and drive to achieve any objective they may set themselves. They are comfortable being challenged, acquiring new skills quickly, and seeking new adventures.

Ambitious & self-motivated

Our students are ambitious and want to strive for success in every aspect of their lives. They take the initiative, approaching every task with an eagerness to learn and take ownership of their own learning with the utmost integrity.

1.5   Support and resources to help you teach

We know that support and resources are vital for your teaching and that you have limited time to find or develop good quality materials. That's why we've worked with experienced teachers to provide resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

You will have access to:

- sample schemes of work to help you plan your course with confidence

- training and support to help you deliver our qualifications

- student textbooks that have been checked and approved by us

Preparing for assessment

You will have access to the support you need to prepare for assessment, including: exemplar standardisation projects and examiner commentaries.

Analysing your students' results

Information about results, including maintaining standards over time, grade boundaries and our post-results services, will be available on our website in preparation for the first examination series.

Help and support

Visit our website for information, guidance, support and resources at **oxfordaqa.com/9697**

You can contact the subject team directly at **info@oxfordaqa.com** or call us on **+44 (0)161 696 5995** (option 1 and then 1 again).

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm.

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2   Specification at a glance

The title of the qualification is:

- OxfordAQA International GCSE Global Skills Projects.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

The guided learning hours (GLH) for this qualification are 120 – 140. This figure is for guidance only and may vary according to local practice and the learner's prior experience of the subject.

2.1   Subject content

1.   Individual project (Page 9)

2.   Group sustainability action project (Page 11)

2.2   Assessments

Individual project	Group sustainability action project
What's assessed Students will develop and extend from one or more of the student's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic decided by the student(s) and agreed as appropriate by the centre.	**What's assessed** Students will work in groups to contribute to a sustainability-themed teamworking activity. The topic(s) will be decided by the centre OR decided by the students and agreed as appropriate by the centre.
How it's assessed A project product will be produced. The project product can be a research based written report of approximately 2,500 words OR where the chosen product is an artefact, there must also be a research based written report of a minimum of 500 words. 60% of GCSE	**How it's assessed** A written report of maximum 2,000 words. The report will detail individual student contribution to the sustainability-themed teamworking activity. 40% of GCSE

3   Subject content

The qualification offers students the opportunity to:

- design an independent project based on an area of interest

- work collaboratively in a group on a sustainability action project

- develop and improve their own learning and performance as critical, reflective and independent students

- develop and apply decision making and problem-solving skills

- extend their skills of planning, research, critical thinking, analysis, evaluation and delivering presentations

- develop and apply skills creatively, demonstrating initiative and enterprise

- use their learning experiences to support their aspirations for continuing and/or career development

- transfer skills developed as part of their projects to other areas of study

3.1 Individual project

The individual project will require the teaching of the necessary skills from this section.

It is expected that approximately 35 guided learning hours will be spent on this taught element and 35 guided learning hours allocated for the student's independent work and the individual supervision and guidance received.

Teaching of the skills required for the individual project should be agreed by the supervisor as appropriate to the needs of the student and their chosen project.

The taught skills are:

3.1.1   Project planning and management

3.1.1.1   Accurately interpreting the requirements of the qualification.

3.1.1.2   Time and project planning.

3.1.1.3   Topic, area and working title (including aims, objectives and word limit).

3.1.1.4   Resources (places, people, media, books, internet etc).

3.1.1.5   Research (secondary and/or primary).

3.1.1.6   Monitoring progress against project.

3.1.1.7   Risk assessment.

3.1.1.8   Submission of evidence.

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3.1.2   Research skills

3.1.2.1   Finding and evaluating suitable sources.

3.1.2.2   Ethics relating to research.

3.1.2.3   Formally acknowledged forms of referencing.

3.1.2.4   Avoidance of plagiarism.

3.1.2.5   Creation of a bibliography.

3.1.3   Report writing

3.1.3.1   Introduction.

3.1.3.2   Choosing the appropriate writing style, voice and frame.

3.1.3.3   Appreciating the difference between narrative and evaluative report writing.

3.1.3.4   Use of analysis and evaluation.

3.1.3.5   Conclusion.

3.1.3.6   Proofreading and editing (including an appreciation for word limit).

3.1.4   Presentation and oral communication skills

3.1.4.1   Oral presentation requirements.

3.1.4.2   Elements of a successful presentation.

3.1.5   Reflecting in terms of creative thinking and decision making with regards to the research project

3.1.5.1   Critically evaluate and reflect on own performance and skills acquired.

3.1.5.2   Critically evaluate and reflect on presentation evidence.

3.2 Group sustainability action project

The group sustainability project requires **a minimum** of two students per group. Students must **not** complete the project on their own as this component **cannot be completed individually**.

If only one student is entered for the qualification, or only one student is left due to others withdrawing, the centre must arrange for the student to work with a **non-assessed group member**. This non-assessed group member may be from a different class or year and is not required to submit any work for assessment.

The group sustainability action project will require the teaching of the necessary skills from section 3.1 and this section.

It is expected that approximately 25 guided learning hours will be spent on the taught element from section 3.2 and 25 guided learning hours allocated for the student's group sustainability action project work.

Teaching of the skills required for the group sustainability action project should be agreed by the supervisor as appropriate to the needs of the students and the topic decided for each group.

3.2.1   Sustainability ideas, concepts and approaches

3.2.1.1   The concepts of sustainability and sustainable development

3.2.1.2   Economic sustainability e.g. stable economic growth, fair distribution of wealth, responsible resource use.

3.2.1.3   Environmental sustainability e.g. conservation, carbon emissions, ecosystem management

3.2.1.4   Social sustainability e.g. equality, education, well-being

3.1.2.5   The role of national and global citizenship in effective sustainable development

3.2.1.6   The background to current debates about sustainability and the United Nations' (UN) Sustainable Development Goals (SDGs).

3.2.2   Sustainability at a local, national and global level

3.2.2.1   Different methods and approaches to sustainability and reasons for successes and failures

3.2.2.2   Current challenges and opportunities for sustainability at global and national levels and within the students' local area.

3.2.3   The role of collaboration and team-work in the group sustainability action project

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4   Scheme of assessment

4.1   Aims and learning outcomes

Courses based on this specification should enable students to:

• identify, design and complete an individual project and a group sustainability action project, applying a range of organisational skills and strategies to meet agreed objectives

• obtain, critically select and use information from a range of sources. Analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic

• select and use a range of skills, solve problems, work collaboratively where appropriate, take decisions critically, creatively and flexibly, to achieve planned outcomes

• evaluate outcomes both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.

4.2   Assessment Objectives

The exams will measure how students have achieved the following assessment objectives.

IP1-IP5 are assessed in the individual project only. GP1-GP6 are assessed in the group sustainability action project only.

AO1: Decide and define

- IP1 - Identify and select an area of interest, devise aims and objectives and establish a working title using a selection of appropriate sources.

- GP1: Recall and apply learning to a selected sustainability issue, and set group and personal goals.

AO2: Planning and research

- IP2 - Produce a project plan which incorporates a time schedule and monitor progress against objectives.

- IP3 - Research, select, organise and examine a range of information and resources, justifying the selection of any secondary and primary sources used.

- GP2: Produce and critically review a research plan that draws on secondary and primary data sources.

- GP3: Apply the research findings to develop a sustainability action plan and allocate participatory roles.

AO3: Implementation and analysis

- IP4 - Implement the project plan, analyse findings of the research and arrange these findings into a Project product with references and bibliography. Include a conclusion and communicate outcomes in both a report and a presentation.

- GP4: Summarise the sustainability action and detail individual contribution.

AO4: Evaluation of product, process and own learning

- IP5 - Evaluate the strengths and weaknesses of the project process (including review of own learning arising from it) and product.

- GP5: Evaluate the strengths and weaknesses of the project process and sustainability action.

- GP6 Reflect on how the project process has fostered their own learning and valuing of sustainability, advocacy (citizenship) and teamwork

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4.2.1 Assessment Objective weightings

Assessment Objectives (AOs)	Component weightings (approx. %)		Overall weightings of components (approx. %)
	Individual project	Group sustainability action project	
AO1	6%	5%	11%
AO2	24%	10%	34%
AO3	24%	7.5%	31.5%
AO4	6%	17.5%	23.5%
Overall weighting of componenets	60%	40%	100%

4.3   Assessment weightings

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Individual project	60	x2	120
Group sustainability action project	48	x5/3	80
		Total scaled mark	200

4.4   What is the project process?

4.4.1 Centre Coordinator

Each school is required to appoint an appropriate centre coordinator who will be responsible to OxfordAQA Exams for all International GCSE Global Skills Projects submissions from the school.

The centre coordinator will:

- develop staff understanding of the requirements of the International GCSE Global Skills Projects qualification and the school's relevant assessment policies and procedures

- approve the suitability of the proposed titles for both components

NB: it is possible for the centre coordinator also to supervise projects. If this is the case a senior colleague should counter-sign the proposal part C for the individual project and/or the approval of group sustainability action project page for the group sustainability action project.

- quality assure standards of internal assessment

- meet administrative requirements (both internal and external)

- review and evaluate assessment practice including feedback from OxfordAQA.

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4.4.2 Supervisor

4.4.2.1 Individual project

The school/centre will allocate a supervisor to each student. The school/centre should ensure that time for this work is allocated to supervisors in their teaching programmes.

Supervisors will:

- meet with each student to review initial ideas

- agree the student's working title and proposal and complete the supervisor's sections in the *production log*

- explain how the project will extend and develop from a student's main course of study. It is important that dual accreditation is avoided and how it will be avoided must be explained in Proposal B if there is any chance of an overlap with other subjects studied at level 2 (GCSE or equivalent)

- meet with each student for regular reviews including at least:

  - a meeting to discuss the record of initial ideas and how the student intends to develop the project

  - a planning review (post-proposal acceptance)

  - a mid-project review

  - a project product review

- assess the project holistically applying OxfordAQA assessment criteria.

- confirm that a presentation took place and provide a record of the questioning

- endorse each student's *production log* and *assessment record* by signing the appropriate sections including a declaration that the evidence submitted for assessment is the unaided work of the student.

- confirm that none of the work presented for assessment is also to be submitted, or has been submitted, for any other qualification(s), including the group sustainability action project.

4.4.2.2 Group sustainability action project

The school/centre will allocate a supervisor to each group. The school/centre should ensure that time for this work is allocated to supervisors in their teaching programmes.

Supervisors will:

- meet with each group, agree the topic of the group sustainability action project and complete the supervisor's sections in the *production log*.

- meet with each group for regular reviews to support them through the six stages of the process (see section 4.4.4).

- Ensure all necessary safeguarding measures have been implemented to promote safety to all the students throughout the project process.

- assess the project holistically applying OxfordAQA assessment criteria

- confirm that a group sustainability action took place

- endorse each student's *production log* and *assessment record* by signing the appropriate sections including a declaration that the evidence submitted for assessment is the unaided work of the student

- confirm that none of the work presented for assessment is also to be submitted, or has been submitted, for any other qualification(s), including the individual project.

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4.4.3 Student

4.4.3.1 Individual project

The student will develop ideas for a project that they wish to carry out and discuss those ideas with a supervisor.

Students will then:

- carry out research to enable them to sufficiently develop a working title, project aims and objectives to make a formal project proposal

- document their planning and research within the *production log*

- meet with their supervisor at specified times to discuss the project process and issues

- carry out the project by working towards the aims and objectives which they have set themselves

- prepare and give a presentation about the project product and process (including a question and answer session)

- evaluate the project process

- submit evidence for assessment (*production log*, copies of the presentation and project product).

4.4.3.2 Group sustainability action project

Students will work in groups to contribute to a sustainability-themed teamworking activity. The topic(s) will be decided by the centre OR decided by the students and agreed as appropriate by the centre. The group will discuss the topic with a supervisor.

Students will then:

- follow the six-stage group sustainability action project process (see section 4.4.4)

- document their planning and research within the *production log*

- meet with their supervisor to discuss the project process and issues

- carry out the group sustainability action project by working towards the aims and objectives that have been set

- evaluate the project process

- submit evidence for assessment (*production log* and the project report).

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4.4.4 The six-stage group sustainability action project process

Stage	Aims and outcomes	Worked example
GP1 Recall and apply learning to a selected sustainability issue, and set group and personal goals.	**Aims** • reflect on knowledge of sustainability and/or action research • agree on a relevant global sustainability issue and local context as the project focus • set practical group goals • identify their own strengths and personal growth goals in relation to group working; establish a system for recording and monitoring progress. **Outcomes:** complete the relevant page on the *production log*	Students live near a polluted area and are keen to explore the local issues and the way they link with sustainable development goals to protect the environment for future generations. Students believe there is good potential to work collaboratively researching and documenting local pollution, prior to an awareness-raising event for their school/community.
GP2 Produce and critically review a research plan that draws on secondary and primary data sources.	**Aims:** • plan how to share responsibility in gathering relevant secondary and primary information • create a group wellbeing/risk assessment for out-of-class work • collect sufficient integrated secondary and primary data for the group sustainability action, including the views and perspectives of different stakeholders • review and assess the validity, reliability and objectivity (bias) of different information sources. **Outcomes:** NEA report chapter	Students work in small groups to carry out secondary research across a wide range of websites including United Nations, local government and Non-Government organisations (NGOs). A risk assessment is produced as part of the work, and the supervisor completes a health and safety risk assessment to ensure the group can conduct their project safely. Students work in groups collecting primary data on the area including photographs, interviews with local users. Students work as individuals to review and justify the primary and secondary data collected.

Stage	Aims and outcomes	Worked example
GP3 Apply the research findings to develop a sustainability action plan and allocate participatory roles.	**Aims:** • consider the strengths and weaknesses of possible methods of sharing or using the research findings • work collectively to develop a clear, sequenced plan and timetable of achievable and prioritised actions, including identification of the target audience in relation to raising awareness and/or advocating for change • allocate roles and tasks, considering individual strengths, goals for personal growth and ways of managing any barriers to inclusion. **Outcomes:** NEA report chapter	After debating different possible approaches, the students decide to collectively present their findings on the area pollution, and what needs to be done about it, at a school assembly, and also write informed letters to local businesses. All students identify a particular key role that they can fill based on either their existing strengths or their desire to develop new skills and confidence in line with personal goals. A timetable is created following agreement with the supervisor.
GP4 Summarise the sustainability action and detail individual contribution.	**Aims:** • devise ways of collecting and analysing audience feedback. • deliver the group sustainability action to an audience, for example through establishing an event or group, letter writing, petitioning, creating media or social media content or volunteering. • students take individual steps to increase the impact of their contribution to the sustainability action in relation to the time and resources available. **Outcomes:** NEA report chapter	Students deliver their sustainability action through a presentation to the school assembly, taking careful steps to maximise the impact of their presentation for example through careful framing of photographs and the use of strong arguments. All students contribute to the presentation, following an agreed plan. The audience are asked to give feedback on the presentation using a QR code that is included at the end of the presentation. Afterwards, each student writes a letter to a business about the issue.

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Stage	Aims and outcomes	Worked example
GP5 Evaluate the strengths and weaknesses of the project process and sustainability action.	**Aims:** Students individually evaluate: • the project as a whole in terms of its overall strengths and weaknesses • how far the group sustainability action has achieved desired outcomes and impacted meaningfully on the target audience. • what might be done to improve and increase the impact of a similar sustainability action project, including learning from mistakes. **Outcomes:** NEA report chapter	Students review the audience feedback for strengths and weaknesses. Each student produces their own assessment of the presentation, and these are collated, and converted into graphical form for analysis. Peer review conversations are facilitated, in a constructive co-working spirit. Considering all these findings, each student creates their own account of what might be done to improve a similar future study on the area pollution, based upon the lessons learned from this activity.
GP6 Reflect on how the project process has fostered their own learning and valuing of sustainability, advocacy (citizenship) and teamwork	**Aims:** Students individually reflect on: • how the process has impacted on their own understanding of sustainability issues and perspectives • their own practical experience and improved understanding of advocacy, citizenship and teamwork • their personal growth and resilience during the process, including learning from any mistakes/failures • key personal lessons and takeaways from the project process. **Outcomes:** Complete the relevant page on the *production log*	All students work independently to evaluate the process from their own perspective. The work is sequenced in line with the aims. Firstly, the students reflect on what they have learned about sustainability from studying the issues at their chosen area. They reflect on the real difference that citizens can make when they adopt the role of advocate or work to raise awareness about issues. They reflect on what they have learned about team working, prior to reflecting on their own personal growth during the process. They conclude by offering a final evaluation of the sustainability action from their personal viewpoint.

4.5 Assessing the Individual Project

4.5.1 Assessing the potential of a proposal

The supervisor assesses the potential project against the following checklist.

1. Does the working title of the project and proposed action allow the student to investigate and to access the higher-level concepts and skills in the assessment objectives, ie plan, research, analyse and evaluate, rather than simply describe and narrate?

2. Are the working title and proposed actions clear and focused on an issue which can be managed within the timescale, available resources and word total?

3. Do the working title and proposed action indicate that the student will be capable of investigating and researching the topic or carrying out the activity or task independently?

4. Is there a danger that the student will be unable to approach the project impartially and in a balanced way?

5. Is the student likely to face difficulties understanding the concepts associated with the project topic?

4.5.2 Assessment evidence

All project submissions must include:

*   the completed *production log* and *assessment record* including the *project proposal form*, *presentation record* and *Candidate record form*

*   the project product including a written report and any other evidence, as appropriate, depending on the topic or subject area chosen.

The project product may be either:

*   a referenced 2,500 word report, with a word limit tolerance of +/- 10%, and a completed *production log*

*   an artefact with a research based written report of a minimum 500 words, and a completed *production log*.

In order to appropriately evidence an artefact students may include photographs of each stage of development as well as photographs of the final product. It is not necessary to include artefacts themselves as evidence, photographs or other media will suffice.

A citation is only valid if it contains sufficient information for the reader to find the source in the reference list. Students who don't produce a report of appropriate length will not meet the criteria as outlined in 4.5.4 Assessment Criteria.

No interim assessment is permitted.

Assessment is based on the complete work of the student. This means that evidence for any AO can potentially come from any element of the project (ie there may be evidence of planning in the presentation).

4.5.3 Completed production log and assessment record

The *production log* and *assessment record* will document the planning and progress of the project, including decision making and the student's reflections on the process.

All substantive advice given to the students should be recorded by them in the *production log* and *assessment record* and confirmed by the supervisor.

The following must be included:

*   formal proposal and approval

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- initial idea and outline for the project

- record of research carried out and resources used

- record of advice and support offered and action taken as a result

- note of any changes made to plan and reasons for the changes

- a review of the complete Project product

- a record of the presentation with the supervisor's record of relevant questioning.

A live presentation should be given to a non-specialist audience, and followed by a live question and answer session. The presentation should include consideration of the whole project process as well as researched conclusions. The presentation evidence must include examples of questions from supervisors and the student's responses to these. The presentation may involve the use of flipcharts, posters, Prezi, PowerPoint or short excerpts of video material.

The presentation may be given in English, or the student's first language. Should the presentation be given in a language other than English, an authenticated translation to English should be provided along with the record of the presentation. All written evidence, including the bibliography, should be provided in English.

The *production log* and *assessment record* can be downloaded from the website.

4.5.4 Assessment Criteria

Before beginning to mark a project, refer to the following list to ensure all the necessary elements of the project are present. If the student has not produced (and submitted evidence of) any of the listed elements, the project cannot be marked and must be allocated zero marks.

- Student identifies and selects an area of interest.

- Student sets a working title.

- Student produces a project plan.

- Student implements the project plan and documents any changes to it.

- Student produces a:

  - 2,500 word report (+/- 10%) which addresses the selected final title

  OR

  - an artefact with a minimum 500 word report which addresses the selected final title

- Student uses a referencing method.

- Student communicates findings in the report and the presentation.

- Student creates a bibliography/reference list.

- Student evaluates the strengths and weaknesses of the project.

Assessment criteria statements are provided in three mark bands for each objective and should be regarded as hierarchical (i.e. each criterion assumes that any lower criteria are also met and that aspects of any higher criteria may be met in part).

When assessments are made, the criteria should be used to judge which mark best fits the student's work on their Individual Project.

The mark should be awarded on the basis of the general level of the student's work in relation to the criteria statements for each level (i.e. an isolated example of performance at a different level should not be used to raise or lower the overall

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assessment).

The work will clearly meet the criteria given in the appropriate level descriptor for the lowest available mark at that level as appropriate to the particular project. Higher marks at each level may be used where work is judged to meet the criteria readily, consistently and across different elements of the project.

The zero mark band should be awarded in the event of a student failing to demonstrate any achievement in the objective.

Assessment Objective	Mark band	Assessment criteria
AO1 Decide and Define IP1 Identify and select an area of interest, devise aims and objectives and establish a working title using a selection of appropriate sources.	5 - 6 marks	The student **carefully considers and selects** an appropriate area of interest and sets aims and objectives **clearly**. The working title has been **carefully considered and developed** and is informed by effective preliminary research.
	3 - 4 marks	The student **considers and selects** an appropriate area of interest and sets **relevant** aims and objectives. Some thought has been given to the development of a working title and it is informed by **some preliminary research.**
	1 - 2 marks	The student **identifies** an appropriate area of interest and **broadly states** the aims and objectives. There is a working title, however preliminary research may be **limited**.
	0 marks	No relevant response.

Assessment Objective	Mark band	Assessment criteria
AO2 Planning, and research IP2 Produce a project plan which incorporates a time schedule and monitor progress against objectives.	9 - 12 marks	**Planning is detailed** and a **clear strategy** is evident throughout. There is evidence of **detailed monitoring** of progress against the plan. Decision making is **clearly justified**. Project development is **detailed, clear and explained throughout**.
	5 - 8 marks	**Some planning is evident** and there is **an organised approach**. There is some monitoring of progress against the plan, and the decision making is **explained**. Project development is **evidenced and explained**.
	1 - 4 marks	The project plan is **outlined, but lacks detail**. There is some attempt to monitor progress against the plan. There is **basic evidence** of project development.
	0 marks	No relevant response.

Assessment Objective	Mark band	Assessment criteria
AO2 Planning and research IP3 Research, select, organise and examine a range of information and resources, justifying the selection of any secondary and primary sources used.	9 - 12 marks	A wide range of sources are selected for a **clear and justified purpose** and relevant information is identified. Sources are subjected to **critical scrutiny to assess their validity.**
	5 - 8 marks	A range of sources is selected and relevant information from them is identified. Sources are generally subjected to some **appropriate scrutiny to assess their validity.**
	1 - 4 marks	Some sources are selected but their purpose may not be justified and selection of information from sources may be limited. **Scrutiny, of sources to assess their validity may be limited or may not be present.**
	0 marks	No relevant response.

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Assessment Objective	Mark band	Assessment criteria
AO3 Implementation and analysis IP4 Implement the project plan, analyse the findings of the research and arrange these findings into a project product. Include a conclusion and communicate outcomes in both a report and a presentation.	17 - 24 marks	A detailed and clearly justified project plan is **fully implemented**. The project product is appropriate, with a **clear focus on the finally agreed aims and objectives**. The project is **well organised and consistently referenced appropriately**. Analysis of the research findings is **thorough**. Selected sources are collated and **applied convincingly** leading to an **evidenced conclusion**. Findings are **communicated fluently** in both the report and the presentation and reflect a **detailed understanding** of the subject matter.
	9 - 16 marks	The project plan is **implemented**. The project product is **appropriate**, and relates to the **finally agreed aims and objectives**. The project is generally **organised and referenced**. Analysis of the research findings is **present**. Selected sources are collated and **applied** leading to an **evidenced conclusion**. Although there may be some inadequacies, findings are generally **communicated well** in both the report and the presentation and reflect an **understanding** of the subject matter.
	1 - 8 marks	An **attempt** has been made to implement the project plan, although this is not effective in all respects. The project product may be underdeveloped with **limited focus on the aims and objectives**. The project shows **some organisation**, but sources may not be referenced consistently. There is **basic analysis** of the research findings. There is **some attempt** to collate sources into a report. The conclusion may be based on **limited evidence**. Findings which are **communicated** in the report and the presentation reflect some **basic understanding** of the subject matter.
	0 marks	No relevant response.

Assessment Objective	Mark band	Assessment criteria
AO4 Evaluation of product, process and own learning IP5 Evaluate the strengths and weaknesses of the project process (including review of own learning arising from it) and product.	5 - 6 marks	There is **detailed evaluation** of the strengths and weaknesses of both the final project product and process. The student reflects on their own personal learning in a **detailed and insightful** manner.
	3 - 4 marks	There is **some evaluation** of the strengths and weaknesses of both the final project product and the process. The student makes a good attempt to reflect on their own personal learning.
	1 - 2 marks	There is **an attempt** to evaluate the strengths and weaknesses of both the final project product and the process, but this may not be effective. There is some basic reflection by the student on their own personal learning.
	0 marks	No relevant response.

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4.6 Assessing the group sustainability action project

4.6.1 Assessing the potential of a proposal

Supervisors should select, or ensure groups select, a manageable focus for the group sustainability action project which enables students to collect a range of types of data, including the views and perspectives of different stakeholders.

*   Age-appropriate and achievable methods should be used to collect relevant primary data.

*   The data collected should permit the delivery of one or more appropriate actions, such as an event/presentation, or the applied use of a leaflet, poster, social media or letter-writing campaign/petition.

*   Supervisors should provide a brief summary of the focus and aims of the group sustainability action project on the relevant page of the *production log*.

4.6.2 Group work with individual contributions

Some parts of the group sustainability action project are carried out collaboratively, either as a class or smaller group. Other stages of the group sustainability action project must be carried out independently.

Collaboration is expected during those times when students:

*   find a focus for their project

*   select and collect secondary and primary data

*   develop a plan to deliver the sustainability action

*   carry out their sustainability action

*   generate feedback on their sustainability action

*   participate in peer review once the sustainability action is complete

Independence is **compulsory** during those times when students:

*   recall their knowledge of sustainability and action research

*   identify and justify their personal growth goals when collecting data and delivering the sustainability action

*   assess their own experience of data collection, including wellbeing and ethical issues

*   determine ways of optimising their own contribution to the sustainability action

*   evaluate the strengths and weaknesses of their sustainability action in relation to its intended goals

*   create a personal learning portfolio based on their own participation in the project

If students collaborate where independence is expected, then the supervisor must record this additional assistance on the *production log* and *assessment record* and take it into account when marking the work.

*   When required to, you must award a mark which reflects the student's unaided achievement. Failure to do so will be considered as malpractice.

*   If malpractice is suspected, we will investigate. If malpractice is found to have taken place a penalty will be given dependent on the circumstances and severity of the malpractice. For full information, please see Malpractice (page 48) and the JCQ instructions Suspected Malpractice in Examinations and Assessment.

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4.6.3 Assessment evidence

All project submissions must include:

- the completed *production log* and *assessment record* including the *record of initial ideas*, the *personal learning portfolio* and *Candidate record form*

- a **maximum** 2000 word written report and any other evidence, as appropriate, depending on the project selected.

No interim assessment is permitted.

Assessment is based on the complete work of the student. This means that evidence for any AO can potentially come from any element of the project (ie there may be evidence of reflection on the project process in the written report).

4.6.4 Completed production log and assessment record

The *production log* and *assessment record* will document the planning and progress of the project, including initial decision making and the student's personal learning from the process.

All substantive advice given to the students should be recorded by them in the *production log* and *assessment record* and confirmed by the supervisor.

The following must be included:

- formal title of the project and approval

- initial ideas and goals for the project

- a record of any collaboration that took place where independent work was required

- a personal learning portfolio reflecting on the project process

The *production log* and *assessment record* can be downloaded from the website.

4.6.5 Assessment Criteria

Before beginning to mark a project, refer to the following list to ensure all the necessary elements of the project are present. If the student has not produced (and submitted evidence of) any of the listed elements, the project cannot be marked and must be allocated zero marks.

- Student completes the record of initial ideas

- Student produces a maximum 2,000 word report on Stages GP2, GP3, GP4 and GP5 of the process

- Student completes the personal learning portfolio

Assessment criteria statements are provided in three mark bands for each objective and should be regarded as hierarchical (i.e. each criterion assumes that any lower criteria are also met and that aspects of any higher criteria may be met in part).

When assessments are made, the criteria should be used to judge which mark best fits the student's work towards the group sustainability action project.

The mark should be awarded on the basis of the general level of the student's work in relation to the criteria statements for each level (i.e. an isolated example of performance at a different level should not be used to raise or lower the overall assessment).

The work will clearly meet the criteria given in the appropriate level descriptor for the lowest available mark at that level as appropriate to the particular project. Higher marks at each level may be used where work is judged to meet the criteria readily, consistently and across different elements of the project.

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The zero mark band should be awarded in the event of a student failing to demonstrate any achievement in the objective.

Assessment Objective	Mark band	Assessment criteria
AO1 Decide and define GP1 Recall and apply learning to a selected sustainability issue, and set group and personal goals.	5 - 6 marks	• The student effectively recalls and applies sustainability learning, making clear and relevant connections to the current work. • The student develops specific, realistic and well-articulated goals for personal progress, alongside a clear statement of group goals.
	3 - 4 marks	• The student recalls and applies some sustainability learning, though connections to the current work may be inconsistent or unclear. • The student describes some goals for personal progress, alongside a statement of group goals, though these may sometimes lack clarity or specificity.
	1 - 2 marks	• The student demonstrates limited recall of sustainability learning, with unclear or limited connections to the current work. • Student goals for personal progress are vague, unrealistic or absent, alongside a limited or absent statement of group goals.
	0 marks	No relevant response.

Assessment Objective	Mark band	Assessment criteria
AO2 Planning and research GP2 Produce and critically review a research plan that draws on secondary and primary data sources.	5 - 6 marks	• The student's research plan is clear, detailed, well-structured and logically integrates primary and secondary data sources with consistently appropriate referencing. • Methods for secondary and primary data collection are fully justified, carefully considering practical, reliability, wellbeing/risk and ethical issues.
	3 - 4 marks	• The student's research plan describes both primary and secondary data sources which are generally referenced. • The relevance of some of the data sources is outlined, along with some consideration of practical, reliability, wellbeing/risk or ethical issues.
	1 - 2 marks	• The student's research plan includes primary and/or secondary data sources but lacks clarity or coherence and may not be referenced consistently. • Limited or no attempt to outline the relevance of the data sources, along with limited or no consideration of any data collection issues.
	0 marks	No relevant response.

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Assessment Objective	Mark band	Assessment criteria
AO2 Planning and research GP3 Apply the research findings to develop a sustainability action plan and allocate participatory roles.	5 - 6 marks	• All research findings are applied effectively to the development of a detailed and feasible sustainability action plan. • Participatory steps and roles are clearly defined, well-justified, and show a fully inclusive approach to student involvement.
	3 - 4 marks	• Some of the research findings are used as the basis for a sustainability action plan that is not always detailed or feasible. • Participatory steps and roles are identified with some justification, and there is some evidence of an inclusive approach to student involvement.
	1 - 2 marks	• Limited use of research findings as the basis for an action plan that lacks clarity and feasibility, or any relevance to sustainability. • Limited or no consideration of participatory steps / roles or an inclusive approach to student involvement.
	0 marks	No relevant response

Assessment Objective	Mark band	Assessment criteria
AO3 Implementation and analysis GP4 Summarise the sustainability action and review individual contribution	7 - 9 marks	• A detailed, developed and well-structured summary of the sustainability action that clearly differentiates between group efforts and the student's own individual contribution. • The student explains detailed and justified examples of key steps they personally took to maximise the impact of the sustainability action on its target audience.
	4 - 6 marks	• A clear summary of the sustainability action that outlines group efforts alongside the student's own individual contribution. • The student outlines detailed examples of steps they personally took to increase the impact of the sustainability action on its target audience.
	1 - 3 marks	• An unclear or partial summary of the group's sustainability action with little or no description of the student's own individual contribution. • The student lists steps taken by themselves or others while carrying out their sustainability action.
	0 marks	No relevant response.

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Assessment Objective	Mark band	Assessment criteria
AO4 Evaluation of product, process and own learning GP5 Evaluate the strengths and weaknesses of the project process and sustainability action.	7 - 9 marks	• A detailed, insightful and well-balanced evaluation of both the project research process and also the group's sustainability action • Detailed, insightful and well-argued suggestions of what might be done differently in a future course of sustainability action.
	4 - 6 marks	• A mostly clear and balanced evaluation of both the project research process and also the group's sustainability action. • Some clear suggestions of what might be done differently in a future course of sustainability action, supported by more generalised detail and argument.
	1 - 3 marks	• A limited description of some strengths and/or weaknesses of the project research process and the group's sustainability action. • Limited statements of what might be done differently in a future course of sustainability action, largely unsupported with any detail or argument.
	0 marks	No relevant response.

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Assessment Objective	Mark band	Assessment criteria
AO4 Evaluation of product, process and own learning GP6 Reflect on how the project process has fostered their own learning and valuing of sustainability, advocacy (citizenship) and teamwork	10 - 12 marks	• A carefully curated, creative, and insightful collection of material that is strongly connected to the sustainability action project process. • Deep reflection on personal learning shows strong engagement with sustainability, advocacy, and teamwork themes, all supported by specific examples. • Critical thinking is evident throughout, demonstrating sophisticated understanding of how the project has shaped personal values, learning and wellbeing.
	7 - 9 marks	• A collection of relevant material that is strongly connected to the sustainability action project process. • Reflection on personal learning shows engagement with key sustainability, advocacy, and teamwork themes, mostly supported by examples. • Some critical thinking is evident, showing some understanding of how the project has shaped personal values, learning and wellbeing.
	4 - 6 marks	• A collection of material that is mostly connected to the sustainability action project process. • Reflection on personal learning shows some engagement with key sustainability, advocacy or teamwork themes, but may lack detail or exemplification. • Some understanding of how the project has shaped personal values, learning and wellbeing.
	1 - 3 marks	• A limited collection of material with little or no connection to the group sustainability action project process. • Any reflection on personal learning shows limited or no engagement with key sustainability, advocacy or teamwork themes. • Limited or no understanding of how the project has shaped values, learning and wellbeing.
	0 marks	No relevant response.

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4.7 Ethics

Ethical research requires: safety of individuals; respect for the privacy of individuals and institutions; protection of the confidentiality of research data; awareness of cultural, religious, gender and other relevant differences within the research population in the planning, conducting and reporting of work; and the use of sound evidence as the basis for research findings and judgements.

4.8 Health, safety and risk assessment

Safety is an overriding requirement for all practical work. Schools are responsible for ensuring that appropriate safety procedures are followed whenever their students undertake practical work, and should carry out full risk assessments.

It is appropriate to give students at International GCSE some independence when making decisions about risk. They should be taught how to assess risks and how to write risk assessments. They should also understand the appropriate use of safety equipment and how to put measures in place to reduce the risks.

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5 NEA administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures that support this aim. To ensure that all students have a fair experience, we have worked with other awarding bodies in England to develop best practice for maintaining the integrity of exams. This is published through the Joint Council for Qualifications (JCQ). We will maintain the same high standard through their use for OxfordAQA.

More information on all aspects of administration is available at **oxfordaqa.com/exams-administration**

For any immediate enquiries please contact **info@oxfordaqa.com**

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm local time.

5.1 Supervision and authentication of the work/project

OxfordAQA Exams requires that:

- **students** must sign the *Candidate record form* to confirm that the work submitted is their own

- **supervisors** who have marked a student's work must sign the declaration of authentication on the *Candidate record form*. This is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by this specification

- **supervisors** must ensure that a *Candidate record form* is submitted with each student's work.

Students must have sufficient direct supervision to ensure that the work submitted can be confidently authenticated as their own. This means that you must review the progress of the work throughout its evolution.

You may provide guidance and support to students so that they are clear about the requirements of the project they need to undertake and the assessment criteria on which the work will be judged. You may also provide guidance to students on the suitability of their proposed project, particularly if it means they will not meet the requirements of the assessment criteria.

In schools where supervisors are familiar with students' other work the supervisor should be sufficiently aware of a student's standard and level of work to appreciate if the project submitted is beyond the ability of the student. Where this is not the case, centre coordinators should make sure that the project is completed under closer supervision.

When reviewing drafts of students' work, you must not comment or provide suggestions on how they could improve it. However, you can ask questions about the way they are approaching their work and you can highlight the requirements of the assessment criteria.

This will allow the moderator to see whether the student has been awarded an appropriate mark. Please note that you should sign the authentication statement on the *Candidate record form*. If the statement is not signed, we cannot accept the student's work for assessment.

Once a student submits work and it has been marked, you cannot return for improvement, even if the student has not received any feedback or is unaware of the mark awarded.

5.2 Avoiding malpractice

Please inform your students of the OxfordAQA regulations concerning malpractice. A degree of collaboration and group work is expected and encouraged for certain stages of the group sustainability action project. The acceptable group work arrangements are listed in Section 4.6.2 and beyond those exceptions students must not:

- submit work which is not their own

- lend work to other students

- allow other students access to, or the use of, their own independently sourced source material (this does not mean that students may not lend their books to another student, but students should be prevented from plagiarising other students' research)

- include work copied directly from books, the internet, artificial intellegence (AI) tools or other sources without acknowledgement and attribution

- submit work that is word-processed by a third person without acknowledgement

- include inappropriate, offensive or obscene material.

These actions constitute malpractice and a penalty will be given, for example, disqualification.

If you identify malpractice before the student signs the declaration of authentication, this does not need to be reported to us. Please deal with such instances in accordance with your school or college's internal procedures. We expect schools to treat such cases very seriously.

If you identify malpractice after the student has signed the declaration of authentication, the head of your school or college must submit full details of the case to us at the earliest opportunity. Please complete the form *JCQ/M1*, available from **oxfordaqa.com/malpractice**

You must record details of any work which is not the student's own on the front of the *Candidate record form*.

You should consult your exams officer about these procedures.

5.3 Teacher standardisation

We will provide support for using the assessment criteria through teacher standardisation.

For further information about teacher standardisation visit our website at **oxfordaqa.com/9697**

In the following situations teacher standardisation is essential. We will send you an invitation to complete teacher standardisation if:

- moderation from the previous year indicates a serious misinterpretation of the requirements

- a significant adjustment was made to the marks in the previous year

- your school or college is new to this specification.

For further support and advice please speak to your adviser. Email your subject team at **info@oxfordaqa.com** for details of your adviser.

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5.4 Internal standardisation

Centre coordinators must standardise marking within the school to ensure that there are consistent marking standards for all students. The centre coordinator must sign the centre declaration sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all supervisors assessing some trial pieces of work and identifying differences in performance

- discussing any differences in marking at a training meeting for all supervisors

- referring to reference and archive material such as examples from standardisation materials.

Other valid approaches are permissible.

5.5 Annotating

Supervisors must show clearly how the marks have been awarded in relation to the assessment criteria defined in the specification. This annotation will help the moderator to see as precisely as possible where the supervisor considers that the student has met the assessment criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation

- summative comments on the work, referencing sections of the work.

5.6 Submitting marks

You must check that the correct marks are written on the *Candidate record form*. You must check that the mark on the *Candidate record form* is consistent with the mark submitted to OxfordAQA

The deadline for submitting the marks for each student is given at **oxfordaqa.com**

5.7 Keeping the students' work

Students' work must be kept under secure conditions from the time that it is marked, with completed *Candidate record forms*. After the moderation period and the deadline for enquiries about results, or once any enquiry is resolved, you may return the work to students.

5.8 Moderation

Moderation is the process used to standardise marks given by schools and colleges for non-exam assessment.

A sample of NEA evidence must be uploaded, this list of student work required will be shown in Centre Services in the Centre Marks Submission (CMS) area.

You will be provided with details of who your moderator is once all your centre assessed marks have been submitted. Work should be sent within 3 working days of submitting centre assessed marks.

The moderator marks a sample of the evidence. The moderator marks are compared with the marks provided by the school to check whether any changes are needed to bring the marking in line with our agreed standards. Any changes to marks will normally keep the school's rank order but, where major inconsistencies are found, we reserve the right to change this.

OxfordAQA Exams reserves the right to visit schools by arrangement to sample stages of the project process, such as the project proposal or presentation stage. This is particularly where there has been a serious misinterpretation of the specific requirements and/or where the nature of projects previously agreed by a centre have been inappropriate.

5.9 After moderation

You will receive a report when the results are issued, which will give feedback on the appropriateness of the project carried out and interpretation of the assessment criteria. We will give you the final marks when the results are issued.

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6 General administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures that support this aim. To ensure that all students have a fair experience, we have worked with other awarding bodies in England to develop best practice for maintaining the integrity of exams. This is published through the Joint Council for Qualifications (JCQ). We will maintain the same high standard through their use for OxfordAQA.

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6.1 Entries and codes

You only need to make one entry for each qualification – this will cover both components and certification.

Qualification title	OxfordAQA entry code
OxfordAQA International GCSE Global Skills Projects	9697

Please check the current version of the Entry Codes book and the latest information about making entries on **oxfordaqa.com/exams-administration**

Entries will be available May/June.

6.2 Overlaps with other qualifications

No credit will be given for any project content that derives from a subject being studied by the student at GCSE. This specification overlaps with the AQA UK Level 2 Higher Project Qualification (HPQ) (7992) and AQA UK Level 1 Foundation Project Qualification (FPQ) (7992).

6.3 Awarding grades and reporting results

In line with UK GCSEs, this qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

To find out more about the new grading system, visit our website at oxfordaqa.com

6.4 Resits

Students can retake the whole qualification as many times as they wish. NEA results can be carried forward for any students re-sitting the qualification. A student carrying forward an NEA result must submit a new attempt for the other NEA component.

6.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools.

Courses for this qualification may reflect or build upon subject content which has been previously been taught for the Global Skills Projects, Sustainability and Wellbeing subjects in the Oxford International Curriculum.

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6.6 Access to assessment: equality and inclusion

Our general qualifications are designed to prepare students for a wide range of occupations and further study whilst assessing a wide range of competences.

The subject criteria have been assessed to ensure they test specific competences. The skills or knowledge required do not disadvantage particular groups of students.

Exam access arrangements are available for students with disabilities and special educational needs.

We comply with the *UK Equality Act 2010* to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student. Information about access arrangements will be issued to schools when they become OxfordAQA centres.

6.7 Working with OxfordAQA for the first time

You will need to apply to become an OxfordAQA centre to offer our specifications to your students. Find out how at **oxfordaqa.com/centreapprovals**

6.8 Private candidates

This specification is not available to private candidates.

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7 Glossary of terms

The following glossary provides definitions of key terms used in the International GCSE Global Skills Projects specification.

Artefact

An artefact is an optional project product for the individual project. There's almost no limit to what constitutes a project artefact, as long as it has research at its core eg a physical outcome, a presentation, an event, an experiment, a performance, a website, a vehicle, a garment.

Candidate record form **(CRF)**

Candidate record forms are administrative forms that record any relevant assessment and supporting information related to the NEA submission, and authenticate that the work has been produced by the student. International GCSE Global Skills Projects has two **candidate record forms**, one for each component in the qualification.

Centre Coordinator

The Centre Coordinator is responsible for the administration of International GCSE Global Skills Projects within a particular centre. They take on the full quality assurance and management responsibility for the qualification.

Malpractice

Malpractice, including maladministration, means any act, default or practice which is a breach of the regulations that apply to the exam or assessment being taken. This can involve centre staff as well as students. Malpractice doesn't necessarily involve an intention to cheat or gain an unfair advantage. The vast majority of allegations involve unintentional breaches of the regulations, usually caused by a lack of knowledge of the requirements. However, even when malpractice is unintentional, the consequences can be significant.

Moderation and moderators

Moderation is the process used to standardise marks given by schools and colleges for non-exam assessment. A sample of NEA evidence is marked by the moderator. The moderator marks are compared with the marks provided by the school to check whether any changes are needed to bring the marking in line with our agreed standards. Any changes to marks will normally keep the school's rank order but, where major inconsistencies are found, we reserve the right to change this.

Non-exam assessment (NEA)

Non-exam assessment (NEA) measures knowledge and skills that cannot be tested by timed written examination papers. The individual project and group sustainability action project in International GCSE Global Skills Projects are both NEA components.

Production log **and** *assessment record*

The Production Log is the section of the **candidate record form** used to record a student's journey through the project process. The assessment record is the section of the **candidate record form** where supervisors provide feedback and marks based on the student's project submission and the production log.

Project product

The project product is the outcome produced by the student for the individual project. The project product can be a research based written report of approximately 2,500 words OR where the chosen product is an artefact, there must also be a research based written report of a minimum of 500 words.

Standardisation

Marking of non-exam assessment (NEA) work must be consistent with marking by all teachers delivering the same specification. Internal standardisation is compulsory and carried out in a centre, overseen by the centre coordinator. Teacher

standardisation is led by OxfordAQA through Teacher Online Standardisation (TOLS), and we advise that centres complete external teacher standardisation every year to help maintain standards and avoid the need for adjustments in the future.

Supervisor

Supervisors act in a supervisory capacity to help students through the programme of study for International GCSE Global Skills Projects. They will meet with students and complete relevant sections of the production log and assessment record. A centre coordinator can also supervise projects. If this is the case a senior colleague should counter-sign the proposal part C for the individual project and/or the approval of group sustainability action project page for the group sustainability action project.

Sustainability action

The sustainability themed activity/activities that form the focus of the group sustainability action project. The sustainability action must be delivered by the group to an audience and can take many different forms, for example through establishing an event or group, letter writing, petitioning, creating media or social media content or volunteering.

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