

OxfordAQA

International GCSE

Global Skills Projects (9697)

Switching guide

Switching from Cambridge International Examinations Global Perspectives to OxfordAQA

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.

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.

OxfordAQA International GCSE Global Skills Projects (9697)	Cambridge International Examinations (CIE) IGCSE Global Perspectives specification (0457)
<p>Two project components – the Individual project and the Group sustainability action project</p> <p>Individual Project 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.</p> <p>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.</p> <p>Internally assessed and externally moderated</p> <p>60 marks, 60% of GCSE</p> <p>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.</p> <p>A written report of maximum 2,000 words. The report will detail individual student contribution to the sustainability-themed</p>	<p>Three components – a written exam, an individual report and a team project</p> <p>Individual Report Candidates research a significant global issue of their choice from the topic list. They research a range of different perspectives – local and/or national and global – on the global issue and reflect on their own personal perspective.</p> <p>Candidates devise their own title and write a report. The report must be 1500–2000 words and be written in continuous text.</p> <p>Internally set and externally marked</p> <p>60 marks, 30% of GCSE</p> <p>Team Project Candidates work in teams to choose from the topic list and identify a local issue. They devise and develop a collaborative project on an aspect of the issue considered from a range of perspectives.</p> <p>Team Element (25 marks) - Each team produces one Explanation of Research and Planning and one Evidence of Action. The Explanation</p>

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<p>teamworking activity.</p> <p>Internally assessed and externally moderated</p> <p>48 marks, 40% of GCSE</p>	<p>of Research and Planning must be 300–400 words. Personal Element (45 marks) - Each candidate writes a Reflective Paper on their research, their contribution to the Team Element and their personal learning. The Reflective Paper must be 750–1000 words.</p> <p>Internally assessed and externally moderated</p> <p>70 marks, 35% of GCSE</p> <p>Written exam</p> <p>Written examination consisting of four compulsory questions, based on a range of sources provided with the question paper. Sources will present an issue of global significance from a range of different perspectives – personal, local and/or national, global – and will be on a topic from the topic list.</p> <p>Externally assessed</p> <p>1 hour 25 minutes, 70 marks 35% of GCSE</p>

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<p>Assessment Objectives</p> <p>IP1-IP5 are assessed in the individual project only. GP1-GP6 are assessed in the group sustainability action project only.</p> <p>AO1: Decide and define</p> <ul style="list-style-type: none"> • 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. <p>AO2: Planning and research</p> <ul style="list-style-type: none"> • 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. <p>AO3: Implementation and analysis</p> <ul style="list-style-type: none"> • 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. <p>AO4: Evaluation of product, process and own learning</p> <ul style="list-style-type: none"> • IP5 - Evaluate the strengths and weaknesses of the project process (including review of own learning arising from it) and product. 	<p>Assessment Objectives</p> <p>AO1 Research, analysis and evaluation</p> <ul style="list-style-type: none"> • design, carry out and evaluate research into current global issues, their causes and consequences and possible course(s) of action • use evidence to support claims, arguments and perspectives • identify and analyse issues, arguments and perspectives • analyse and evaluate the evidence and reasoning used to support claims, arguments and perspectives • analyse and evaluate sources and/or processes to support research, arguments and perspectives • develop a line of reasoning to support an argument, a perspective or course(s) of action. <p>AO2 Reflection</p> <ul style="list-style-type: none"> • consider different perspectives objectively and with empathy • justify personal perspective(s) using evidence and reasoning • consider how research, engagement with different perspectives and working as part of a team have influenced personal learning. <p>AO3 Communication and collaboration</p> <ul style="list-style-type: none"> • select and present relevant arguments, evidence and perspectives clearly and with structure • present research and include citations and references • contribute to the Team Project.

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<ul style="list-style-type: none"> • 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 	
<p>Overall Weighting of components AO1: 11% AO2: 24% AO3: 31.5% AO4: 23.5%</p> <p>Individual project AO1: 10% AO2: 40% AO3: 40% AO4: 10% Overall weighting of component: 60%</p> <p>Group sustainability action project AO1: 12.5% AO2: 25% AO3: 18.75% AO4: 43.75% Overall weighting of component: 60%</p>	<p>Overall Weighting of components AO1: 68% AO2: 15% AO3: 17%</p> <p>Individual Report AO1: 67% AO2: 8% AO3: 25% Overall weighting of component: 30%</p> <p>Team Project AO1: 36% AO2: 36% AO3: 28% Overall weighting of component: 35%</p> <p>Written exam AO1: 100% Overall weighting of component: 35%</p>

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<p>Subject content</p> <p>Individual project</p> <ul style="list-style-type: none"> • Project planning and management • Research skills • Report writing • Presentation and oral communication skills • Reflecting in terms of creative thinking and decision making with regards to the research project <p>Students choose their own project topic for the individual project, and the topic must not overlap with any study in any other qualifications they are taking, and be agreed with the supervisor as appropriate to undertake.</p> <p>Group sustainability action project</p> <ul style="list-style-type: none"> • All the relevant taught skills from the individual project AND • Sustainability ideas, concepts and approaches • Sustainability at a local, national and global level • The role of collaboration and team-work in the group sustainability action project <p>Students and/or centres can choose the project topic for the group sustainability action project as appropriate Each group project must relate to a relevant global sustainability issue with a local context.</p>	<p>Subject content</p> <p>Topic list</p> <p>Arts in society Change in culture and communities Climate change, energy and resources Conflict and peace Development, trade and aid Digital world Education for all Employment Environment, pollution and conservation Globalisation Health and wellbeing Law and criminality Media and communication Migration and urbanisation Political power and action Poverty and inequality Social identity and inclusion Sport and recreation Technology, industry and innovation Transport, travel and tourism Values and beliefs Water, food and agriculture</p> <p>The topic list is for all components. Students with their teachers choose topics that are most relevant to them. Students are not expected to have experience of each topic.</p>

	<p>Teachers should look at several topics during the course to help develop their students' skills. The intention is to give as much scope and encouragement as possible for students to discuss and agree with their teachers their own paths of enquiry into the complex world in which they live.</p> <p>Students should use research, reasoning and questioning to understand different perspectives on these issues and to form their own judgements. They are encouraged to appreciate different perspectives and to engage critically with these.</p> <p>Skills This syllabus enables students to develop the skills of research, analysis and evaluation, reflection, communication and collaboration by exploring global issues within the topics.</p>
<p>Individual Project This component is worth 60 marks and is internally assessed and externally moderated. Candidates produce a 2500 word (+/- 10%) written report on a selected area of interest OR an artefact with written report of at least 500 words.</p> <p>With supervisor guidance, candidates set a working title, produce a project plan, implement the project plan and communicate the findings in a written report (with artefact where chosen) and a presentation with a Q&A session.</p> <p>The written report and presentation evaluates research, planning, analysis, project implementation and communication and evaluation skills. Candidates must set a working title, implement their project plan and document any changes to it.</p>	<p>Individual Report This component is worth 60 marks and is internally set and externally assessed. Candidates produce a 1500–2000-word structured essay on a syllabus topic, focusing on a significant global issue that generates differing opinions.</p> <p>With teacher guidance, candidates select a topic, conduct preliminary research, and formulate a research question on a global issue, which serves as the report title.</p> <p>The report evaluates research, analysis, evaluation, reflection, and communication skills. Candidates must explore the context of their chosen topic, identify a current global issue, and examine its causes, consequences, and impacts. They should present a range of perspectives—local, national, and global—explaining the reasoning behind these viewpoints and why they differ.</p>

<p>The project product of the written report or artefact with written report should be well organised and appropriately referenced with analysis of the research findings and an evidenced conclusion. The evaluation should be detailed about the strengths and weaknesses of the project product and process and reflect on the students' personal learning.</p> <p>Research sources should be collated and applied convincingly to support the conclusion in a well organised and consistent and appropriately referenced style.</p> <p>Supervisor's role Supervisors guide the project from inception to completion, starting with reviewing initial ideas and agreeing on a working title and proposal. They complete relevant sections of the production log and ensure the project extends beyond the student's main course of study, avoiding dual accreditation.</p> <p>Regular reviews with students are essential, including discussions on initial ideas, planning, mid-project progress, and the final product.</p> <p>Supervisors assess the project holistically using OxfordAQA marking criteria, oversee and confirm that a presentation and questioning occurred, and endorse the production log and assessment record, verifying that all work is unaided and original. Additionally, supervisors must ensure that no part of the individual project is submitted for any other qualification, including the group sustainability action project.</p>	<p>The essay should clearly define the issue, analyse reasons for conflict or disagreement, and assess potential solutions. Based on this analysis, candidates propose one practical course of action, detailing its implementation and anticipated impact.</p> <p>Proper citation and a consistent referencing system are required. Candidates must assess the reliability and credibility of sources and explain their relevance. Candidates must reflect and should present their own view informed by research findings, learning, and others' perspectives. The conclusion must directly address the research question.</p> <p>Teacher's Role The Individual Report must be entirely the candidate's own work. Teachers are responsible for ensuring that the proposed research is feasible and manageable. Their role is to guide candidates in understanding the requirement to work independently and produce an essay presenting research and personal insights on a chosen global issue.</p> <p>Teachers support candidates in selecting an appropriate topic, formulating a research question that allows for multiple perspectives, and developing research, organisational, and report-writing skills.</p> <p>They also advise on proper citation and referencing and help candidates understand the external assessment criteria.</p> <p>Throughout the process, teachers provide regular feedback, monitor time management, and assist with problem-solving while encouraging independent work. Support may be delivered to the whole class, small groups, or individuals. Once research and writing begin, teachers must not intervene or alter the direction of the work, adhering strictly to coursework supervision guidelines.</p>
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Group sustainability action project

Students work in groups of at least two members on a project comprising six key stages designed to develop research, collaboration, and advocacy skills while fostering personal growth. Each student produces a written report of maximum 2000 words which can cover all six stages of the process, as well as a completed production log which prompts students to record their plans and reflections as part of stages 1 and 6 below.

1. Students begin by reflecting on prior learning about sustainability and action research. The group agrees on a global sustainability issue with a relevant local context and sets practical collective goals. Each student identifies personal strengths and growth objectives for effective teamwork and establishes a system to monitor progress.

2. The group creates a research plan, sharing responsibility for gathering secondary and primary data, including diverse stakeholder perspectives. A wellbeing and risk assessment is prepared for any out-of-class activities. Students critically evaluate the validity, reliability, and potential bias of sources.

3. Using research insights, the group designs a clear, sequenced sustainability action plan with achievable priorities and timelines. Roles are allocated based on individual strengths and growth goals, ensuring inclusivity and addressing barriers. This stage also identifies the target audience for awareness or advocacy efforts.

4. Students implement the sustainability action, which may involve events, campaigns, petitions, media content, or volunteering. Audience feedback mechanisms are devised, and individuals take steps to maximise their impact within available resources.

Team Project

Candidates work collaboratively in teams of two to five members to design and implement a project addressing a local issue within a chosen topic. The project assesses research, analysis, evaluation, reflection, communication, and collaboration skills.

Each team produces two shared outputs:

Explanation of Research and Planning (10 marks): A 300–400-word strategic document developed in stages. Initially, it identifies the chosen topic, local issue, and individual research roles. As the project progresses, it outlines the agreed action, roles, responsibilities, evidence collection, and success measures. Upon completion, it records any changes made. All team members receive the same mark for this element.

Evidence of Action (5 marks): Proof of the team's implemented action, presented in formats such as posters, videos (maximum 10 minutes), web pages, or photographs. This evidence must reflect the action taken, not preliminary research or planning.

Collaboration is assessed through observation and accounts for 10 marks (5 team, 5 individual). Effective collaboration includes clear communication, idea sharing, problem-solving, flexibility, and mutual support. While team marks are shared, individual marks may vary based on contribution.

Personal Element

Each candidate submits an individual Reflective Paper (45 marks) of 750–1000 words. This structured document summarises personal research findings, reflects on learning about the issue, teamwork, and self-development, and evaluates the effectiveness of both the action and collaboration. It must be written in continuous text, may use

<p>5. Each student evaluates the project's strengths and weaknesses, the effectiveness of the group action, and its impact on the target audience. Recommendations for improving future projects and increasing impact are included in the report.</p> <p>6. Finally, students reflect on how the project enhanced their understanding of sustainability, advocacy, and teamwork. They assess personal growth, resilience, and lessons learned from successes and failures.</p> <p>Supervisor's role</p> <p>Supervisors guide the project by meeting with groups to agree on the sustainability action topic and complete the supervisor sections of the production log. They conduct regular reviews throughout the six project stages, ensuring progress and compliance.</p> <p>Supervisors are responsible for implementing safeguarding measures to protect students during all activities. Once the project is completed, they assess the project holistically using the OxfordAQA marking criteria, confirm that the sustainability action was delivered. They also endorse the production log and assessment record, verifying that all submitted work is unaided and original. Additionally, supervisors must ensure that no part of the group sustainability action project is submitted for any other qualification, including the individual project.</p>	<p>subheadings, and should adopt a first-person perspective where appropriate.</p> <p>Teacher's role</p> <p>Teachers ensure projects are feasible, realistic, and manageable. They guide initial preparation, helping candidates understand the task, select topics, develop research and collaboration skills, and apply proper citation practices. Teachers monitor progress, provide supportive feedback, and observe teamwork to assess collaboration. However, they must not conduct research, draft content, or give detailed advice on meeting assessment criteria. Intervention should be minimal once research begins, though teachers may assist with problem resolution and time management.</p> <p>All submitted work must be candidates' own. Teachers may review work before final submission but cannot alter it. Maintaining logs of meetings and contributions is encouraged for monitoring and supporting reflective writing.</p>
<p>This qualification has no examination component</p>	<p>Written Exam</p> <p>The 1 hour 25-minute assessment worth 70 marks focuses on a global issue drawn from the prescribed topic list and is based on source materials provided in an insert. These sources offer background information and varied perspectives, including text and images from diverse disciplines.</p>

	<p>The paper comprises four compulsory questions:</p> <ul style="list-style-type: none">• Question 1 (18 marks): A structured question with three or four parts requiring analysis of information, arguments, and perspectives across multiple sources.• Question 2 (16 marks): Based on a source describing research or evidence, candidates evaluate its validity and propose methods to test related claims.• Question 3 (16 marks): An extended response analysing and evaluating arguments about the global issue, culminating in a reasoned judgment on their quality.• Question 4 (20 marks): An extended response using all sources to assess actions addressing the global issue, supported by evidence and justification. <p>Candidates should understand concepts such as bias, claims, facts, opinions, generalizations, predictions, values, and vested interests, and be able to evaluate evidence and language use.</p> <p>Teacher's role</p> <p>As the exam is skills-based, teachers should prioritise developing analytical and evaluative abilities through active learning, discussion, and debate on global issues. Regular practice with specimen and past papers is essential to familiarise candidates with question formats and mark schemes. Instruction should emphasise practical approaches that foster critical thinking and the ability to consider multiple perspectives.</p>
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