

OxfordAQA

International GCSE

Global Skills Projects (9697)

Scheme of work

For teaching from September 2025 onwards
For submission in June 2026 onwards

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Introduction

This outline scheme of work is intended to help teachers plan and implement the teaching of the taught skills for the International GCSE Global Skills Projects. The purpose of this outline scheme is to provide advice and guidance to teachers, not to prescribe and restrict their approach to the specification. There are obviously many other ways of organizing the work, and there is absolutely no requirement to use this scheme although it is hoped that it may prove useful.

Assumed coverage

This scheme aligns with the recommendation in the specification of approximately 35 taught hours per project component. Project work would also need to be completed outside of lessons, and this is recommended in the specification approximately as an additional 25 hours per component.

This scheme of work is based on teaching the content on sustainability required for the group sustainability action project. This area is rapidly changing and updating, so teachers will find it helpful to use the ideas as inspiration and it is suggested that specific case studies may be adapted to change to something more appropriate for current affairs when teaching the topic or for examples that are more relevant to your country or community.

Course Order

The delivery of this qualification is flexible. Courses could be structured in a number of different ways, such as:

- The individual project is delivered and completed before the group sustainability action project begins.
- The group sustainability action project is delivered and completed before the individual project begins.
- Both project components are delivered fully concurrently
- One project starts before the other project, but the delivery of the two projects components overlaps for a period of time.

There is flexibility in how to deliver the course, and there will be approaches that better suit each school and the staff and students involved. One key concept when structuring the course is to understand the differing taught requirements of each component. The individual project requires students to be taught the project skills from section 3.1 of the specification, whilst the group sustainability action project requires students to have knowledge of the sustainability content from section 3.2 of the specification **and** the project skills found in section 3.1 of the specification.

3.1 The taught element of the Individual Project GCSE Global Skills Projects

3.1.1 Project planning and management

Specification reference and summary of the specification content

- 3.1.1.1 Accurately interpret the requirements of the International GCSE Global Skills Projects qualification.

Learning outcomes (What most students should be able to do)

- Understand the nature and requirements of the International GCSE Global Skills Projects qualification in comparison to other qualifications.

Suggested timing (lessons)

1 hour

Possible teaching and learning activities (Homework)

- Question and answer: Discussion of GCSE subjects studied by students and briefly looking at some GCSE specifications.
- Question and answer: Discussion of what students might like to study/research that is not offered by their currently studied GCSE specifications, discussion may include student hobbies and special interests.

Resource

- Exam board websites showing traditional subject specifications.
- International GCSE Global Skills Projects specification, guidance for candidates; project production log.

Students should:

- Understand the complexity of, and be aware of the uniqueness of the qualification.
- Understand the difference between the potential individual project products; the 2500 word report or the artefact
- Understand that the taught elements of the qualification will equip students with the skills to embark on a research project chosen by the student.
- Understand the benefits of the qualification.

Specification reference and summary of the specification content

- 3.1.1.2 Time and project planning

Learning outcomes (What most students should be able to do)

- Appreciate the importance of planning a project in terms of content and time to meet the specification.

Suggested timing (lessons)

1 hour

Possible teaching and learning activities (Homework)

- Introduction of project planning considering project content and time using a variety of planning tools eg basic action plans; planning sheets; Gantt charts; bar charts with start and finish dates and timeline; basic timeline and task description, critical path analysis, etc.
- Explanation of the importance of monitoring progress against the project plan in terms of time as well as decision making and creative thinking with regards to the project content.
- Explanation that deadlines for project plan need to allow for safety margins.
- Introduction of broad research topic areas and titles taken from past examples.
- Pair work: Allocate each pair a title. Each pair to discuss and note down the structure/outline content necessary to answer the title. Pair to apply one of the project planning tools to the title.
- Group discussion: Which planning tool was used and why? Did planning tool allow for unexpected time delays to still finish project on time? How did students allow for monitoring of progress and potential time delays?
- Homework: To explore topics of interest and produce a list of possible areas (minimum of 3) of particular interest suitable for further study and research. Areas for consideration: further study, career, hobbies and interest.
- Prepare for discussion in class.

Resource

Video on project management from University of Southampton -
[youtube.com/watch?v=ycKJTdlWZTI&t=323s](https://www.youtube.com/watch?v=ycKJTdlWZTI&t=323s)

Students should:

- Understand the need for project planning and monitoring.
- Be able to select an appropriate project planning tool.
- Monitor progress using an appropriate planning tool.

Specification reference and summary of the specification content

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

Learning outcomes (What most students should be able to do)

- Understand the importance of selecting an appropriate topic area that fulfils selection criteria.
- Be aware of the importance of setting appropriate aims.
- Understand how the aims and objectives help determine the working title.
- Be able to differentiate between titles that allow for an evaluative rather than a descriptive approach.
- Be aware of the importance of producing work meeting the specification in terms of word count.

Suggested timing (lessons)

2 hours

Possible teaching and learning activities (Homework)

- Question and answer: Discuss suitable interest topics, brief discussion.
- Pair work: Discussion of interest topics to consider whether:
 - topic will sustain interest throughout?
 - topic will provide evidence of stretch and challenge?
 - there is sufficient reliable and accessible research available on topic area?
 - topic is manageable within timescale?
 - topic will enable analytical and evaluative approach rather than descriptive approach within word limit?
- Students to annotate and change interest ideas in light of these discussions.
- Pair feedback to class of findings – feedback from class and supervisors; students to annotate findings.
- Explanation of overall aim(s) in the context of a research project.
- Pair work: Students to set out overall aim for a minimum of 3 potential practice research topics.
- Class discussion on suitability of chosen aims.
- Explanation of difference between aims and objectives in the context of a research project.
- Introduce SMART objectives.
- Pair work: Students to identify objectives that illustrate how the aim for one of their chosen practice research topics will be fulfilled.
- Class discussion on suitability of objectives.
- Pair/group work: discussion about words that encourage an evaluative rather than a descriptive approach.
- Discuss 'Preparing a suitable working title' that is evaluative rather than descriptive and should allow meeting the word limit requirement.

- Distinguish between 'working' and 'final' title.
- Homework: Prepare a project monitoring plan and prepare basic outline structure.

Resource

Further activities from: manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/ resources for EPQ. Report '*writing activity 1*'.

SMART objectives principle.

University of Birmingham [short-guide-good-academic-practice.pdf \(birmingham.ac.uk\)](https://www.birmingham.ac.uk/short-guide-good-academic-practice.pdf)

Possible web resources: *Making a start* activity worksheet; presentation PowerPoint; University of Manchester manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/

Exploring working and final titles using past individual project examples.

Students should:

- Explore a variety of practice interest topics, be able to justify whether they meet selection criteria, identify suitable aims and objectives for their interest topics.
- Be able to propose an evaluative working title for one of their practice interest topics.

Specification reference and summary of the specification content

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

Learning outcomes (What most students should be able to do)

- Understand where to locate different resources.
- Be aware of the many different sources that may be available.
- Differentiate between different resources (including academic and non-academic) suitable for different research topics.
- Appreciate the research process.
- Understand the importance of record keeping of all resources identified.

Suggested timing (lessons)

2 hours

Possible teaching and learning activities (Homework)

- **Question and answer:** Discuss resources that are available that may help to answer research questions.
- Discuss importance of recording resources eg keeping a research diary.
- **Pair/group work:** Present students with a variety of topical questions to investigate and a variety of sources including public access sources and subscription sources.
- **Individual/pair work:** Students to decide where sources may be found and rank which sources may be most appropriate for which topics and which may be irrelevant or unsuitable.
- Class discussion of answers given by students of individual sources chosen.
- **Individual/pair work:** students to identify potential sources for their practice research topic, including ranking.
- Class feedback on individual/pair work.
- Recording of identified sources.
- **Individual work:** Practical exploration of some of the sources mentioned by students using basic search engines.
- **Homework:** Student to update project monitoring plan and modify/alter plan as appropriate in light of supervisor discussion.

Resource

University of Manchester, Smart Reading Activity
manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/

Suitable IT software to be used to record sources. Alternatively manual recording of sources.

Students should:

- Understand different types of resources available to answer research questions.
- Have identified some suitable sources
- Have established a means of recording and retrieving sources identified.

Specification reference and summary of the specification content

- 3.1.1.5 Research (secondary and/or primary).
- 3.1.1.6 Monitoring progress against project

Learning outcomes (What most students should be able to do)

- Understand the difference between secondary and primary research.
- Appreciate when primary research is appropriate and when not.
- Record all sources appropriately and compare use of selective search engines with use of basic search engine.
- Monitor progress against the project plan.
- Appreciate the complexity of research using public/university library resources.
- Carry out effective library and internet research following library/university visit using specific search engines such as Google scholar etc.

Suggested timing (lessons)

2 hours preparatory work for following library/university workshop day.

2-5 hours

Possible teaching and learning activities (Homework)

- Introduction to secondary and primary research.
- **Pair/group work:** Using a variety of topical questions decide where secondary and/or primary research may be appropriate.
- Class feedback and discussion on answers.
- **Individual work:** Students to identify type of research to be used for their research topic.
- Introduction to effective internet search engines and search topics and words.
- Individual work: Use selective search engines, topics and words to find relevant resources relating to their research topic.
- Supervisor to check on progress of each student's project to date.
- **Student:** Complete project plan, monitoring progress to date. Alter project plan as appropriate in light of findings.
- **Homework:** Ensure all research is in order to bring to library visit/university workshop day.
- Introduction to library by librarian.
- Research activities as designed by librarian.
- Undertake further research on chosen research topic.

Resource

- IT activity based on topical questions.
- Record sources and compare results with basic search engine results.
- Student's own produced project practice plan for monitoring progress.
- Library visit and activity; potentially university workshop day.
- Library/university resources.

Students should:

- Understand when to use primary and secondary research.
- Establish relevant sources for their research topic.
- Have recorded all research carried out.
- Monitor progress of project against project plan.
- Understand how to use the library effectively.
- Complete activities.

Specification reference and summary of the specification content

- 3.1.1.7 Risk assessment

Learning outcomes (What most students should be able to do)

- Explain what a risk assessment entails.
- Understand the purpose of undertaking a risk assessment.
- Determine what type of risk assessment is appropriate to their research proposal.
- Access various risk assessment forms and complete them.

Suggested timing (lessons)

1 hour

Possible teaching and learning activities (Homework)

- Introduction to risk assessment.
- The importance of risk assessment in conducting academic research, and using equipment and materials (eg science experiments).
- **Pair work:** List different research scenarios (eg field work, science experiments, surveys and questionnaires, using humans in research, using the internet for research etc).
- Class discussion, feedback on findings on the identified risk of the listed scenarios in terms of severity and likelihood.
- **Pair/group work:** Provide examples of various risk assessment forms. Give students specific scenario, eg organising an event and ask for identification of risk and completion of risk assessment form.
- Discussion of using different types of risk assessments dependent on the type of research being conducted.
- Students monitor, amend and update their project plan in light of most recent findings.
- **Homework:** Students to continue with research.

Resource

For assessing risk and harm in conducting social science research:

For Risk assessment in science laboratories the Royal Society of Chemistry has produced a series of tutorials on how to develop comprehensive risk assessment:

edu.rsc.org/resources/risk-assessment/1314.article

Also see the Wellcome guide to ethical research:

wellcome.ac.uk/sites/default/files/wtp057673_0.pdf

Students should:

- Know the importance of risk assessment to the project. Be able to develop appropriate risk assessments dependent on the nature of the project.
- Be able to identify and complete a risk assessment form.
- Know when to complete a risk assessment form.
- Monitor and update their project plan to include risk assessment where appropriate.

Specification reference and summary of the specification content

- 3.1.1.8 Submission of evidence

Learning outcomes (What most students should be able to do)

- Students should be aware of what is appropriate submission evidence.

Suggested timing (lessons)

1 hour

Possible teaching and learning activities (Homework)

- Class discussion of what is meant by submission evidence.
- **Pair work:** Students to discuss what is appropriate/expected submission evidence giving reasons. Students to discuss what is considered unnecessary/superfluous evidence.
- Class feedback.
- **Pair work:** Students given various titles of past research projects and discuss what could be regarded as appropriate submission of evidence for these research topics.
- Class feedback
- **Individual work:** Students to identify what they consider appropriate evidence for their project.

Resource

Various past project titles.

Students should:

Recognise what is and is not appropriate project evidence.

3.1.2 Research skills

Specification reference and summary of the specification content

- 3.1.2.1 Finding and evaluating suitable sources.

Learning outcomes (What most students should be able to do)

- Understand the need to evaluate sources.
- Know how to evaluate sources.

Suggested timing (lessons)

2 hours

Possible teaching and learning activities (Homework)

- Introduction to source evaluation. Criteria to be considered when evaluating information: Who provided information? Is the author reliable? Why is the information provided? When was it last updated? Is the information objective? Is it relevant to the research topic? Is it corroborated by other research?
- Pair work: Students to be given handout showing various titles and bibliographies taken from previous projects. Students to evaluate sources stated in bibliography based on evaluation of source criteria.
- Class feedback and discussion
- **Individual work:** Students to examine own research and critically evaluate sources collected to date.
- Students to update project plan and monitor progress.
- **Homework:** Students to continue with research on their project.

Resource

Handout to be produced from various example projects.

Students should:

- Evaluate sources and be able to select appropriate sources to undertake a research project.
- Monitor and update their project plan.

Specification reference and summary of the specification content

- 3.1.2.2 Ethics relating to research.
- There is some crossover with Risk Assessment section 3.1.1.7
- Ethics relating to research and risk assessment could be taught together.

Learning outcomes (What most students should be able to do)

- Understand the importance of adhering to ethical guidelines when conducting primary and secondary research.
- Understand how to conduct primary research.

Suggested timing (lessons)

2 hours

Possible teaching and learning activities (Homework)

- **Q/A:** What is ethical approach to research?
- What guidelines need to be adhered to when conducting primary research?
- Discussion of different forms of primary research, eg interviews, surveys, questionnaires etc their suitability, ethical dimension, validity with regards to sample size.
- What guidelines need to be adhered to when conducting secondary research?
- **Pair work:** Use example surveys and questionnaires, students to examine these for appropriateness and ethical dimension.
- **Individual work:** Examine resources identified for their project and consider ethical implications of use of resources.
- Student to update, amend and monitor practice project plan in light of findings.
- **Homework:** Students to continue with research on their project.

Resource

Guidelines from Wellcome Trust and British Psychological Society; [Responsible Conduct of Research - Grant Funding | Wellcome](#)

[Code of Ethics and Conduct | BPS](#)

Students should:

- Be able to consider and apply ethical guidelines for own research.
- Monitor and update project plan.

Specification reference and summary of the specification content

- 3.1.2.3 Formally acknowledged forms of referencing.
- 3.1.2.4 Avoidance of plagiarism

Learning outcomes (What most students should be able to do)

- Define plagiarism.
- Understand implications of plagiarism and how to avoid it.
- Understand the importance of referencing and know how to acknowledge sources, images, tables, graphs etc used within a research project.
- Be familiar with different forms of referencing.
- Understand the importance of consistent referencing throughout.

Suggested timing (lessons)

2 hours

Possible teaching and learning activities (Homework)

- Introduction to plagiarism using different examples.
- **Q/A:** Discussion of why plagiarism is unacceptable
- **Pair work:** *True/False* activity – PowerPoint University of Manchester; University of Birmingham worksheets.
- Explanation of different types of formal referencing.
- **Pair work:** Examination of different past projects. Discuss suitability and consistency of referencing applied. Activities from University of Birmingham: [short-guide-good-academic-practice.pdf \(birmingham.ac.uk\)](#)
- **Optional Pair work:** Paraphrasing – worksheet University of Birmingham.
- **Individual work:** Look through research recorded for project. Practice different forms of referencing.
- **Homework:** Student to update, amend and monitor project plan in light of findings.

Resource

University of Manchester *Referencing not plagiarism ppt* and teacher notes:
manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/

University of Birmingham [Home - Good Academic Practice: A Guide - LibGuides at University of Birmingham \(bham.ac.uk\)](#)

Exercises on avoiding plagiarism.

IT based activity.

Students should:

- Decide which formal form of referencing to use within their research project.

Specification reference and summary of the specification content

- 3.1.2.5 Creation of a bibliography

Learning outcomes (What most students should be able to do)

- Understand the difference between a reference list and a full bibliography.
- Be aware of how to use IT facilities to reference sources and create a full bibliography.

Suggested timing (lessons)

2 hours

Possible teaching and learning activities (Homework)

- Introduction to bibliography and reference lists.
- **Q/A:** Discuss differences
- **Pair work:** Examine different reference lists and bibliographies using past project examples.
- Class feedback on different bibliographies and reference lists.
- Enlist IT help to illustrate to students how to use IT facilities to reference sources, create bibliographies and reference lists.
- **Individual activity:** IT practice session on creation of bibliographies.
- **Homework:** Student to update, amend and monitor project plan in light of findings.

Resource

University of Nottingham, What are bibliographies and references?:
nottingham.ac.uk/student-services/documents/what-are-bibliographies-and-references.pdf

IT facilitator.

Students should:

- Understand how to use IT to reference sources within the report and create a full bibliography.

3.1.3 Report writing

Specification reference and summary of the specification content

- 3.1.3.1 Introduction
- 3.1.3.2 Choosing the appropriate writing style, voice and frame.

Learning outcomes (What most students should be able to do)

- Understand the purpose of the introduction to an academic report.
- Distinguish between different report formats depending on the research topic (eg scientific report vs humanities essay).
- Understand the importance of selecting appropriate academic writing style, voice and frame.

Suggested timing (lessons)

2 hours

Possible teaching and learning activities (Homework)

- Introduction: How to plan your report writing using an example writing frame University of Birmingham.
- **Pair work:** University of Birmingham – *Research and study skills booklet, planning, structuring and writing an essay*, [guide-to-research-and-evaluation.pdf](https://www.birmingham.ac.uk/guides-to-research-and-evaluation.pdf) ([birmingham.ac.uk](https://www.birmingham.ac.uk))
- Class feedback.
- Discuss other writing frames for planning essays and reports.
- **Class discussion:** *What is academic language and style?* sixthformstudyskills.ncl.ac.uk/writing-skills/features-of-academic-writing/
- **Individual activity:** *worksheet activity 2* –
- *University of Manchester complete worksheet.* [manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/](https://www.manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/)
- Group discussion on findings focusing on introduction.
- Explanation of the purpose of an introduction of an academic report.
- Introduction to different report formats.
- **Pair/group work:** Examine past reports for effectiveness of introduction. Note different report formats used in past examples and discuss their suitability.
- **Group discussion:** Discuss appropriateness of introduction, writing style, voice and frame. Is introduction fit for purpose, is report format consistent throughout and logically structured?
- **Individual work:** Decide on appropriate format for their project. Decide on structure and complete frame.
- Students to continue with project plan and start planning introduction for their project.
- **Homework:** Student to update, amend and monitor project plan.

Resource

University of Birmingham *Research and study skills booklet* [guide-to-research-and-evaluation.pdf \(birmingham.ac.uk\)](https://www.birmingham.ac.uk/guides-to-research-and-evaluation.pdf)

University of Manchester PowerPoint; worksheets and teacher notes
[manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/](https://www.manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/)

Students should:

- Select appropriate format for chosen project.
- Be able to use appropriate academic writing style, voice and frame.

Specification reference and summary of the specification content

- 3.1.3.3 Appreciating the difference between narrative and evaluative report writing.
- 3.1.3.4 Use of analysis and evaluation

Learning outcomes (What most students should be able to do)

- Know the difference between descriptive, analytical, persuasive and critical/evaluative writing.
- Know how to develop your idea logically.
- Recognise report writing that illustrates clear synthesis of information.
- Illustrate skills of analysis, evaluation and synthesis in own writing.

Suggested timing (lessons)

2-3 hours

Possible teaching and learning activities (Homework)

- Explanation of the difference between descriptive, analytical, persuasive and critical writing.
- **Pair work:** Examine past projects for descriptive, analytical, critical/evaluative writing and synthesis.
- Class feedback on findings.
- Introduction to practising writing critically –
- [Critical writing - Let's get critical: a practical guide - Subject Guides at University of York](#)
- **Individual work:** Students to continue working on project using project plan and frame from previous session.
- Students to use skills acquired to write analytically.
- **Student:** Update, amend and monitor project plan.

Resource

University of Sydney sydney.edu.au/students/writing.html

Library and Learning Services eit.ac.nz/library/lis_guides_descriptivewriting.html

Students should:

- Be able to differentiate between different types of writing.
- Be able to practice writing critically in practice project.

Specification reference and summary of the specification content

- 3.1.3.5 Conclusion
- 3.1.3.6 Proof reading and editing (including an appreciation for word limit)

Learning outcomes (What most students should be able to do)

- Appreciate the importance of a conclusion based on sound evidence.
- Understand the importance of proof reading and editing to comply to word limit set.

Suggested timing (lessons)

2 hours

Possible teaching and learning activities (Homework)

- **Explanation** of principle of sound conclusion using various examples.
- **Pair work:** [Writing a Conclusion \(warwick.ac.uk\)](http://writing.a Conclusion (warwick.ac.uk)) – *worksheet essay structure check list conclusion hand-out*
- Feedback in class.
- **Pair work:** Examine different past examples justify whether conclusion is based on sound evidence or not.
Feedback in class.
- **Pair work/group work:** Proof reading exercise.
- **Class feedback** on findings.
- **Individual work:** Students to continue with own project.
- Students to practice proof reading own project carefully and checking that word count is adhered to.
- **Homework:** Structure check list to be used on completion of own project.

Resource

Possibly past examples.

The conclusion - library.leeds.ac.uk/info/14011/writing/220/structure-your-writing/5

Students should:

- Be able to conclude research topic based on sound evidence gathered.

3.1.4 Presentation and oral communication skills

Specification reference and summary of the specification content

- 3.1.4.1 Oral presentation requirements
- 3.1.4.2 Elements of a successful presentation

Learning outcomes (What most students should be able to do)

- Understand the requirements of the oral presentation element of the individual project.
- Understand the purpose of the presentation.
- Display knowledge of different forms of presentation.
- Appreciate the elements of a successful presentation.

Suggested timing (lessons)

2-3 hours

Possible teaching and learning activities (Homework)

- Discuss International GCSE Global Skills Projects specification requirements: presentation in front of live audience; followed by Q/A session; presentation to address both content and process of the individual project; presentation may be given in English or the student's first language; if the language is other than English an authenticated translation must be provided.
- Introduction to oral presentation.
- Class discussion on different types of oral presentation.
- **Pair work:** Worksheet on what makes a good presentation.
- Class feedback.
- **Pair work:** Prepare and practice giving an effective presentation – see *activity 2 brief University of Manchester – know your audience*.
- **Homework:** Plan and practice how to present a topic to a non-specialist audience documents.manchester.ac.uk/DocuInfo.aspx?DocID=8592
- Student to complete, practice and carry out presentation of practice topic at appointed time.

Resource

Taught skills PowerPoint and delegate handbook; University of Manchester resources manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/

Students should:

- Be able to produce an effective presentation

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

Specification reference and summary of the specification content

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

Learning outcomes (What most students should be able to do)

- Reflect critically on own performance throughout project including the use of skills acquired.

Suggested timing (lessons)

1 hour

Possible teaching and learning activities (Homework)

- Introduction to critical evaluation of own performance.
- **Individual work:** Students to reflect on a previous piece of work or experience and identify the strengths and weaknesses.
- Students to reflect on skills acquired and establish which skills require further improvement.

Resource

Past projects

Students should:

- Reflect honestly and critically on own performance.

Specification reference and summary of the specification content

- 3.1.5.2 Critically evaluate and reflect on presentation evidence

Learning outcomes (What most students should be able to do)

Reflect critically on successes and failures of the individual project presentation.

Suggested timing (lessons)

1 hour

Possible teaching and learning activities (Homework)

- **Supervisor** feedback on project presentations on practice topics
- **Students** to critically reflect on strengths and weaknesses of presentation.

Resource

Student's practice presentation

Students should:

- Write notes of reflection on practice presentation

3.2 The taught element of the group sustainability action project

3.2.1 Sustainability ideas, concepts and approaches

Specification reference and summary of the specification content

- 3.2.1.1 The concept of sustainability and sustainable development

Learning outcomes (What most students should be able to do)

- Understand the concept of sustainability
- Understand the concept of sustainable development
- Be aware of the UN Sustainable Development Goals
- Understand the roles of individuals, businesses and national and international organizations in supporting sustainable development

Suggested timing (lessons)

1 hour

Possible teaching and learning activities (Homework)

- Starter: Select a striking image eg deforestation, crowded city, melting ice. Ask students to note response to prompts: What can you see? What problems might this cause? How could this affect the future?
- Introduction to sustainability – short teacher led presentation or video clip.
- Pair work: provide students with some everyday actions (5 – 10 examples) e.g. cycling to school, buying fast food, leaving devices on standby. Student to work together to sort them into 3 categories – sustainable, not sustainable and depends. Discuss their reasoning together and feedback to whole class discussion.
- Homework: worksheet to research the Sustainable Development Goals. Note each goal and its aim.

Resource

sdgs.un.org/goals

Oxford International Curriculum resources on sustainability

fdslive.oup.com/www.oup.com/oxed/international/internationalcurriculum/OUP_OIC_Sust_subject-overview.pdf?region=uk

Students should:

- Understand and define the key terms of sustainability and sustainable development
- Understand the role of the United Nations
- Understand and identify key sustainability concepts

Specification reference and summary of the specification content

- 3.2.1.2 Economic sustainability eg stable economic growth, fair distribution of wealth, responsible resource use.

Learning outcomes (What most students should be able to do)

- Understand the meaning of economic sustainability
- Understand how businesses and individuals can achieve economic sustainability
- Understand that wealth is distributed unevenly
- Understand that resources need to be used responsibly

Suggested timing (lessons)

2 hours

Possible teaching and learning activities

- Starter: “Budget Dilemma” activity. List some items and state that the government only has money for two of the items. This could include education, healthcare, lower taxes. Students choose their priorities and explain how their choices support economic sustainability.
- Explanation of key terms and principles of economic sustainability.
- Case studies: considered linked topics such as causes and consequences of poverty, principles of fairtrade, food use and food insecurity, ethical consumerism
- Group task: in groups research one of the topics linked to economic sustainability. Produce a 5 minute presentation to share with the rest of the class.
- Homework: write a short reflective account of your own consumer choices. How could you make changes to make them more sustainable?

Resource

Resources on Local economy and sustainability -

[thenational.academy/teachers/programmes/citizenship-secondary-ks4-gcse/units/how-can-the-local-economy-support-sustainability/lessons](https://www.thenational.academy/teachers/programmes/citizenship-secondary-ks4-gcse/units/how-can-the-local-economy-support-sustainability/lessons)

Sustainable Development Goals; especially SDGs 1,8.9.10.12.

un.org/sustainabledevelopment/sustainable-development-goals/

See “Fast Fact” sheets for each goal eg un.org/sustainabledevelopment/wp-content/uploads/2023/09/Goal-8_Fast-Facts.pdf

Ethical consumerism: thebodyshop.a.bigcontent.io/v1/static/TBSEP-TeachersNotes-PSHE-Citizenship123

Food insecurity: <https://www.thenational.academy/teachers/programmes/geography-secondary-ks4-aga/units/global-pattern-of-resources-4398/lessons/global-patterns-of-food-security#lesson-details>

oxfordaqa.com

Students should:

- Understand the concept of economic sustainability
- Appreciate the links to the relevant SDGs
- Start to reflect on the issues in relation to their local community and themselves.

Specification reference and summary of the specification content

- 3.2.1.4 Social sustainability eg equality, education, well-being

Learning outcomes (What most students should be able to do)

- Understand the meaning of social sustainability
- Understand the important of equality, education and well-being in social sustainability

Suggested timing (lessons)

2 hours

Possible teaching and learning activities (Homework)

- Starter: “What do people need to live well?” Students write 3 things e.g. healthcare, friends, education. Share ideas and group into themes.
- Explanation of key terms and principles of social sustainability including education, healthcare and decent work, equality and wellbeing.
- Classroom task: Create some fictional community profiles:
- For example:

Community A

- High-quality schools
- Free healthcare
- Low crime
- Affordable housing

Community B

- Overcrowded schools
- Few job opportunities
- Poor access to healthcare
- High stress and poor mental health

Community C

- Good jobs
- High income inequality
- Expensive housing
- Limited access to education for some groups

For their community, students answer:

1. How equal is this society?
 2. How does education affect opportunities?
 3. How would people's wellbeing be affected?
 4. Is this community socially sustainable? Why or why not?
- Homework: set a short question for students to respond to demonstrate knowledge or reflection: For example: "Explain why education is important for social sustainability" or "Evaluate how inequality affects wellbeing in a society?"

Resource

Sustainable Development goal 3 – good health and wellbeing -
[bbc.co.uk/bitesize/guides/zn6cg7h/revision/1](https://www.bbc.co.uk/bitesize/guides/zn6cg7h/revision/1)

Sustainable Development goal 4 – Quality education
[bbc.co.uk/bitesize/guides/zhxrbqt/revision/1](https://www.bbc.co.uk/bitesize/guides/zhxrbqt/revision/1)

Sustainable Development goal 5 – Gender equality
[bbc.co.uk/bitesize/guides/z3yjdp3/revision/1](https://www.bbc.co.uk/bitesize/guides/z3yjdp3/revision/1)

Sustainable Development goal 10 – Reduced inequality
[bbc.co.uk/bitesize/guides/z6p896f/revision/1](https://www.bbc.co.uk/bitesize/guides/z6p896f/revision/1)

Students should:

- Understand the concept of social sustainability
- Appreciate the links to the relevant SDGs
- Start to reflect on the issues in relation to their local community and themselves.

Specification reference and summary of the specification content

- 3.2.1.5 The role of national and global citizenship in effective sustainable development

Learning outcomes (What most students should be able to do)

- Understand the difference between national and global citizenship
- Explain the meaning of globalisation
- Understand the positive and negative effects of globalisation

Suggested timing (lessons)

2 hours

Possible teaching and learning activities (Homework)

- Starter: Ask students to check their clothing labels, phone brand and to consider the food they have eaten that day. Ask students to consider the countries linked to their everyday life.
- Discuss with the person next to them “Could you live a normal day without globalisation?”
- Explanation of key terms and principles: citizenship, active citizenship, national citizenship and global citizenship.
- Explanation of globalisation and the positive and negative impacts.
- Student task: taking action. Reflect on the SDGs. Choose 2 goals that you feel most interested in or motivated to support. What sort of action can you take and how could you have an impact in your school or local community globalgoals.org/take-action/
- Homework: Create a piece for the “World’s Largest Lesson” to participate in global citizenship - experience.arcgis.com/experience/84898c06c27e44b18b922a72e8bc7901/page/Information#data_s=id%3AdataSource_1-197b20f6a28-layer-2%3A14

Resource

oxfam.org.uk/education/active-citizenship-skills/

Students should:

- Understand the concepts of globalisation, national citizenship and global citizenship.
- Appreciate the importance of citizen participation in effective sustainable development
- Reflect on their own ability to participate and act for sustainable development.

Specification reference and summary of the specification content

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

Learning outcomes (What most students should be able to do)

- Identify current issues and debates related to sustainability
- Use current examples to develop ideas for sustainability action

Suggested timing (lessons)

1 hour

Possible teaching and learning activities (Homework)

- Starter: "Which is the biggest debate?" Write 3 headings: Environment, Society, Economy. Give students some examples – adapt to your setting, but examples might include; cost of living v climate action, green jobs v job losses. Students to discuss – which causes most disagreement today and why?
- Highlight and explain some current sustainability topics. These might include renewable energy, farming practices or greenwashing.
- Any relevant and topical issues can be selected.
- Student task: create an infographic to explain a current sustainability issue.
- Homework: research and describe a current sustainability issue. Create a 5 point plan for a relevant action that could be taken to tackle that issue.

Resource

YouTube video: Do you know the SDGs?

[youtube.com/watch?v=0XTBYMfZyrM](https://www.youtube.com/watch?v=0XTBYMfZyrM)

Many clips examples at [youtube.com/@TheGlobalGoals](https://www.youtube.com/@TheGlobalGoals)

Students should:

- Be able to identify and explain current issues and debate surrounding sustainability.
- Understand key concepts relating to sustainability and be able to identify them in current affairs.
- Start to develop awareness and understanding of taking action for sustainability.

3.2.2 Sustainability at a local, national and global level

Specification reference and summary of the specification content

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

Learning outcomes (What most students should be able to do)

- Understand the roles of individuals, businesses, nations and international organisations in acting for sustainability
- Identify methods and approaches for sustainability action
- Understand what makes an action successful or unsuccessful

Suggested timing (lessons)

5 hours

Possible teaching and learning activities (Homework)

Starter: Big impact or small impact?

Give students a list of actions, for example:

- Recycling
- Reducing meat consumption
- Walking to school
- Buying fair-trade products
- Using less energy at home

Students rank actions from **most impact to least impact** and justify.

Explanation of the role of global bodies, such as the UN, national governments, businesses and individuals in taking action for sustainability.

Explanation of the challenges and opportunities for sustainability action and progress towards the SDGs

Student group task: research sustainability action plans. Identify 3 things that make an action plan successful and 3 things that would make an action unsuccessful.

Evaluate some campaigns and set out their strengths and weaknesses.

Homework: Devise a sustainable action plan for a selected topic. Develop a template and log ideas and actions.

Resource

Case studies and examples of environmental and sustainability actions - talk.economistfoundation.org/lesson-bundles/earth-day/?page=1

Data on country progress towards the SDGs - unstats.un.org/sdgs/dataportal/countryprofiles/

Students should:

- Explain the roles of different individuals and organisations in taking action for sustainability.
- Explore a range of case studies and campaigns to develop their understanding of sustainability action.
- Evaluate methods of taking sustainability action and consider criteria for success.

Specification reference and summary of the specification content

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

Learning outcomes (What most students should be able to do)

- Assess the current opportunities and challenges for sustainability action at global and national levels
- Assess the opportunities and challenges for sustainability action in their local area.
- Identify possible topics for their group sustainability action project.

Suggested timing (lessons)

5 hours

Possible teaching and learning activities (Homework)

- Review some examples of local, national and international campaigns. What made them successful? What methods were used?
- Carry out research in groups to identify potential group sustainability action projects. Write up a proposal for action.
- Pairs: Identify and discuss some of the current challenges for sustainability in your local community and nationally. What global issues impact on the local challenges?
- Classroom task: pitch a project. Identify a possible action project. Draft a proposal and present the ideas to the class as a pitch.
- Homework: create a fact file about a sustainability issue. Explain how the issue impacts on an international, national and local level.

Resource

Take action for the SDGs - <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Websites for local action projects or local government initiatives

Students should:

- Have awareness of international and national priorities for sustainability.
- Research and understand sustainability issues in their local communities.
- Reflect upon possible opportunities for taking action and link to their group sustainability action project.

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

Specification reference and summary of the specification content

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

Learning outcomes (What most students should be able to do)

- Understand the requirements of the group sustainability action project
- Develop strategies for working effectively as a team
- Understand how the skills of planning and research apply to the group sustainability action project
- Understand how to write their report for the group sustainability action project.
- Understand how to reflect on a group action, both in terms of the group impact and personal learning.

Suggested timing (lessons)

5 hours

Possible teaching and learning activities (Homework)

Starter: Spot the teamwork. Show a picture – this could be a sports team, business team, musical band etc.

Ask: What teamwork skills can you see? What would happen if one person didn't do their job?

Outline the requirements of the group sustainability action project and the specification requirements on teamwork and individual work.

(If applicable) Review learning from the individual project and set out how those skills apply to the group sustainability action project eg planning and research.

Student task: Skill audit – reflect on your key strengths and think about how you might bring these to a team. Share your audit with the rest of your team. Do you have a good balance of skills between you? How will you use this information to plan and carry out your group project?

Group task: In your group work to identify the goals you wish to achieve. Use SMART goals and create a written record of the action plan.

Class task: explore and practice how best to display data and findings. Supply data that candidates can interpret and present.

Homework: commence and continue research, planning and writing for the group project.

Resource

- OxfordAQA Global Skills Projects specification
- Teaching guides to support the specification.
- Exemplar projects

Students should:

- Understand the requirements of the group project and when collaboration and individual working is required.
- Reflect on own skills and how to contribute to a team.
- Understand their individual role within the team/group.