



Frequently Asked Questions

Project Work Department

FAQ #1 : Is PW a H1 or H2 subject?

PW is at the Higher 1 (H1) level and is compulsory for all JC1 students.

FAQ #2 : Is PW a 2-year subject?

PW is only offered to JC1 students and to be completed at end of the JC1-year.

FAQ #3 : What are the learning outcomes for this subject? / How will students benefit from doing this subject? / Why is this subject important?

PW is a unique multi-disciplinary A-level subject that gives students a chance to solve real-world problems & *prepares students for lifelong learning and the challenges ahead*. There are 4 learning outcomes: knowledge application, communication, collaboration and independent learning. While students learn to work in groups, they will also learn independently through self-reflection and evaluation of their own work processes.

The following are the learning outcomes for PW:

- *Knowledge Application*

Students will acquire the ability to make links across different areas of knowledge, and to generate, develop and evaluate ideas and information so as to apply these skills to the project task.

- *Communication*

Students will acquire the skills to communicate effectively and to present ideas clearly and coherently to a specific audience in both the written and oral forms.

- *Collaboration*

Students will acquire collaborative skills through working in a team to achieve common goals.

- *Independent Learning*

Students will be able to learn on their own, reflect on their learning and take appropriate action to improve it.

The learning process, which enhances students' knowledge, enables them to acquire skills in:

- Knowledge Application (eg critical thinking skills)
- Collaboration (eg interpersonal skills)
- Communication (eg oral presentation skills)
- Independent learning (eg research & report writing skills).

FAQ #4 : What are the learning resources for this subject?

The learning resources will comprise lecture and tutorial handouts to enable students to acquire, apply and manifest the skills learnt. In tandem with the digital literacy, students will work individually and collaborate in their groups on e-platforms such as Google documents.

FAQ #5 : Can the students choose their own groups?

Candidates are randomly assigned to work in project groups, with each project group having 4 to 5 members. This is a requirement by SEAB to reflect the real world situation.

Each group would be guided and supervised by a Supervising Tutor. The Supervising Tutors will monitor the project development and provide formative feedback to their students and PW groups on a regular basis. The role of the Supervising Tutor is significant, as ongoing supervision and guidance is to making the subject a meaningful learning experience for their students, so that the students are able to work together in groups and develop the skills necessary to carry out their projects.

FAQ #6 : Can the PW groups choose their own project/ topics?

The groups are to choose and work on a specific project task that would be assigned by SEAB. The tasks are designed to be broad enough to allow students to display their various skills and abilities. Groups can work on real world issues revolving around the task chosen.

FAQ #7 : How will students be assessed in this subject?

Students will be assessed both as members of the group and as individuals.

The groups are expected to complete the task where they will define the project focus, analyse and evaluate the information gathered, prepare an oral presentation, submit a written report as well as a written reflection.

The performance of individual students and that of groups are assessed through the following means: Written Report, Insights and Reflections and Oral Presentation.

Paper 1: Written Component*(a) Written Report*

Each group is required to submit a piece of written work based on the task that they have completed. This component assesses candidates on their performance pertaining to knowledge application and written communication. Only a group mark is awarded for this component; this is to encourage the group to apply the skills that they have learned and to demonstrate their abilities collectively in a final product.

(b) Insights and Reflections

Each student from the group is required to submit a written reflection. This component assesses individual student's ability to analyse and evaluate the ideas that have been generated as a group or individually in the process of completing their task. An individual mark is awarded for this component.

Paper 2: Oral Component*Oral Presentation*

Each student from the group is given an opportunity to present a part of the project orally to a target audience and answer a question posed to the individual student. The student will be assessed as individuals and as a group. Emphasis is placed on every student being able to display, individually, his/her ability to be clear and coherent in presenting his/her ideas and to address and engage an audience. A group mark is given to recognise the

group's ability to be organised and coherent throughout the oral presentation.

FAQ #8 : Will all the members in each group attain the same grade?

PW assessment framework comprises the following components:

Paper	Component	Type (Individual or Group) of Criteria	Weighting of Component
1	Written Report (WR)	Group mark for four assessment criteria	40%
	Insights and Reflections (I&R)	Individual mark for one assessment criterion	10%
2	Oral Presentation (OP)	Individual marks for three assessment criteria Group mark for one assessment criterion	50%

So, while group members get the same scores for the group marks, individual scores will inevitably vary across the one criterion for I&R and the three out of four criteria for OP. This means that the overall marks will vary from one candidate to another.

FAQ #9 : What can students do to prepare to excel in PW? / What preparations can be done to manage PW well and excel in the subject?

Students should be excited about real world issues and read widely to scan the problems out there to identify those that might interest them. In doing so, they should gain understanding of the nature of these problems, causes and impact (locally or in other countries), and for each, how well it has been managed/ tackled, paying attention to innovative/creative strategies.

They can then proceed to ask what more can be done to address the problem more effectively.

They can also identify aspects/facets of the problem that have been overlooked and think of what possible strategies can be adopted to address these.

In reading and gathering information/ideas, students need to explore a range of credible sources, going beyond Google/internet links and news reports – to academic journals, books, research publications, official reports/websites, award-winning documentaries etc.

Students should be mentally ready to work with other students coming from different schools and backgrounds, and be open to and excited about tapping on and learning from their varying strengths and talents.

Thank you.