The group project must be documented to meet CIE requirements. Check the latest syllabus to ensure that there have been no significant changes in what should be submitted or how it is marked.

Students must submit three documents:

1. Group plan
   a) SMART (specific, measurable, achievable, realistic and time-bound) outcome, with justification
   b) Roles and responsibilities
   c) Table of activities and deadlines
   d) Revisions to plan

2. Group report
   1,500–2000 words of text or 750 words of text accompanied by relevant multimedia
   a) Evidence of the process, collaboration and outcome
      a. Videos
      b. Photos
      c. Transcripts/recordings
      d. Minutes of meetings
      e. Record of who did what (and how this differed from the plan)
      f. Letters, e-mails, texts
      g. List of resources used (can be physical as well as academic)
   b) Representations of and reflections on perspectives and cross-cultural collaboration

3. Individual evaluation
   1,000–1,500 words of text or 750 words of text accompanied by relevant multimedia
   a) Evaluation of plan and process
   b) Evaluation of outcome
   c) Evaluation of own contribution and learning, including cross-cultural collaboration

Looking at the mark scheme can help to work out exactly what to include in each document to ensure that CIE has the right evidence to support the marks given.
<table>
<thead>
<tr>
<th>Marks</th>
<th>Evidence for these marks will be found in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Project plan</td>
</tr>
<tr>
<td></td>
<td>Evidence of project process, especially record of who did what, photographs, videos. Some evidence can also be found in the individual evaluations.</td>
</tr>
<tr>
<td>10</td>
<td>Perspectives and cross-cultural collaboration</td>
</tr>
<tr>
<td></td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Evidence of project process, especially record of who did what, photographs, videos. Some evidence can also be found in the individual evaluations.</td>
</tr>
<tr>
<td>10</td>
<td>Evaluation of project plan and process</td>
</tr>
<tr>
<td></td>
<td>Evaluation of outcome</td>
</tr>
<tr>
<td></td>
<td>Evaluation of individual contribution and learning</td>
</tr>
<tr>
<td></td>
<td>Document 1 group plan</td>
</tr>
<tr>
<td></td>
<td>Document 2 group report</td>
</tr>
<tr>
<td></td>
<td>Document 3 individual evaluation</td>
</tr>
</tbody>
</table>

So we can see that:

a) the project plan is worth 10 marks

b) the group report is worth 10–20 marks; evidence of the process should show individual participation (although these marks are not linked only to the group report); apart from showing the process, the group report should focus on perspectives and cross-cultural collaboration

c) individual evaluation is worth 30 marks

d) marks are not available for knowledge of the topic as such, but students will need an understanding of the topic area in order to produce a SMART outcome and to reflect on different perspectives.

**Project plan**

This can be a simple table focused on tasks and deadlines, with a short space for overall aims and rationale, SMART outcome, and a list of roles and responsibilities.

A SMART outcome is really important. It can define the success or failure of the project, but even more importantly, there are 30 marks for evaluation in the individual evaluation and how can you evaluate your plan, process or outcome if you don’t have a SMART outcome? There are even problems in evaluating individual contribution if there isn’t a clear, SMART outcome to contribute to, so really focus on developing this.

**Group report**

Most students would be better served producing 750 words and relevant multimedia.

- Photos, diagrams, posters, presentations, videos, recordings and documents such as minutes or e-mails are better evidence of the process than lengthy descriptions.
- Relationships between perspectives can be clearly shown using diagrams.
- Who did what can be shown as a table.
- For students who are not comfortable writing in English (perhaps because it is their second or third language), 750 words is a more appropriate target.
For students who are inclined to be verbose, meeting a tight word limit and using other evidence is excellent practice for life beyond IGCSE.

Students should:

- make sure everything they use is relevant and serves a purpose
- make sure that they are submitting evidence which will attract marks
- present written work clearly, using headings
- present diagrams and other graphics clearly, using captions, and refer to them in written or spoken work
- speak clearly in spoken presentations
- make spoken presentations relevant, using images, diagrams, cartoons and posters
- ensure that they refer clearly to the outcome, tasks they have undertaken, different perspectives and cross-cultural collaboration.

Students should not:

- describe at length everything they have learned
- describe at length everything each group member did (a table will be fine)
- use images just for decoration
- read out an essay in a spoken presentation
- cut and paste lots of information without linking it to their outcome, process or perspectives. (Ideally students should not cut and paste anything)

**Individual evaluation**

Again, most students would be better served writing 750 words and supporting it with visual and spoken evidence such as diagrams, a presentation and relevant images. Some students may be comfortable writing up to 1,500 words but why wouldn’t you support this with a photograph of your cross-cultural group, or a diagram of the underlying attitudes and perspectives which caused obstacles to effective collaboration?

Students should:

- use headings to separate:
  - evaluation of the plan and process
  - evaluation of the outcome
  - evaluation of their own contribution and learning, including cross-cultural collaboration
- understand that their assessment can be successful even if the outcome was a bit of a disaster, as long as they think carefully about why it was a disaster, and how they might change things next time
• evaluate not describe

- ask whether the plan/process/outcome worked well
- ask whether their own contribution was effective
- ask what the problems were
- ask how the problems were solved
- ask how the problems could have been solved better
- ask how the problems could have been avoided
- suggest how things might be done better next time
- consider how different perspectives, beliefs, attitudes and expectations between the different cultural groups affected the process, collaboration and outcome
- consider honestly their own teamwork: Did they listen as well as talk? Did they praise their teammates? Did they get cross when people had different perspectives or opinions? Did they assume that their own perspective was right?

• make use of any images and diagrams, referring to them in the text; just including them is not enough.

Students should not:

• describe everything they have done
• complain at length about their teammates while saying uncritically how wonderful their own performance was (there will be instances where one person has done most of the work but they can still evaluate what they could have done better, for instance, to motivate the others)
• write lots of information about the topic area without using it as part of an evaluation of the project.