



Frequently Asked Questions

Project Work Department

FAQ #1: Is Project Work (PW) a 2-year subject? / Is PW a H1 or H2 subject? Is PW compulsory?

PW is compulsory and only offered to JC1 students and completed by the end of the JC1-year.

From 2024, PW has been repositioned as a "Pass/Fail" subject. A Pass is mandatory for Autonomous University admission.

FAQ #2: What are the syllabus aims and learning outcomes for PW? / How will students benefit from doing this subject? / Why is this subject important?

PW has a unique value proposition which sets it apart from other subjects in the A-Level curriculum as it develops competencies and life skills in an authentic and applied manner. The nurturing of 21st Century Competencies (21CC) requires a combination of knowledge and skills that build on one another. PW facilitates the dynamic interplay of 21CC as students make sense of a real-world issue, share and embrace multiple perspectives to build new understanding and solutions. Students also grow as individuals and responsible members of society as they collaborate and learn to manage relationships with others from diverse backgrounds.

Syllabus Aims

PW aims to develop students who are:

- active and discerning inquirers of knowledge;
- inventive thinkers who have the courage to explore novel ideas;
- empathetic and effective communicators;
- adaptable individuals who work well independently and in teams; and
- responsible stewards of change in our community.

PW Learning Outcomes – 21st Century Competencies (21CC), Skills, Values and Dispositions

The PW course enables students to develop the knowledge, skills, values and dispositions outlined below. Values and dispositions underpin students' acquisition of 21CC and life skills.

KNOWLEDGE AND SKILLS

By the end of the PW cycle, students will be able to:

- demonstrate critical and inventive thinking skills in gathering, analysing and evaluating information, and generating ideas that address real-world needs;
- communicate clearly, coherently and persuasively in collaborative discussion and in presenting ideas to a specific audience in both written and oral forms; and
- apply collaborative skills in managing the project effectively to achieve the group's goals.

VALUES

The PW course provides students with opportunities to further develop the following **values**:

- **Respect** through appreciating the diverse views and perspectives of team members and others involved in the project;
- **Responsibility** through seeking out accurate, credible and current information in order to make informed decisions at different stages of the project;
- **Integrity** through representing with fidelity the views and data gathered, as well as adhering to ethical principles in the conduct of research;
- **Care** through developing empathy for others and the desire to make a positive difference;
- **Resilience** through persevering in the pursuit of knowledge and understanding, as well as personal growth in the course of navigating the dynamic and uncertain challenges in their research and decision-making; and
- **Harmony** through contributing to a safe learning environment for the discussion of ideas and appreciating the need for both unity and diversity in their team.

DISPOSITIONS

Through the PW course, students should develop the following **dispositions**:

- an intrinsic motivation to wonder and seek new understanding, as well as to have a growth mindset;
- a discerning mind towards information, ideas and issues;
- a willingness to acknowledge and respect different perspectives;
- the humility to reflect on their own learning, mindset and beliefs;
- a commitment to participate in discussions in a respectful and informed manner;
- an openness towards managing uncertainties faced in new and unfamiliar contexts;
- the confidence to be resourceful and adaptable in generating innovative solutions;
- an appreciation of and an active interest in real-world issues, as well as local and global developments; and
- an appreciation and enactment of their responsibility to make a positive difference.

You may refer to the [SEAB website \(https://www.seab.gov.sg/\)](https://www.seab.gov.sg/), under the Examinations > GCE A-Level section, for more information on the PW Syllabus.

FAQ #3: 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 #4: Can the students choose their own groups?

Students are randomly assigned to work in project groups within the class. Each project group is made up of 4 to 5 members. This is a requirement by SEAB.

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 make the subject a meaningful learning experience for their students, so that the students can work together in groups and develop the skills necessary to carry out their projects.

FAQ #5: Can the PW groups choose their own project/ topics?

The groups are to work on a project that is focused on addressing a problem or tap an opportunity identified in a real-world context. Each candidate group is required to work on a project that engages with either:

- (A) the set theme; or
- (B) an area of interest chosen by the candidate group.

For the above two options, candidate groups may also draw ideas for their project from real-world problem statements made available to candidates through the Marketplace of Ideas (MOI).

Students must adhere to the written submission deadlines and oral presentation examination date for the assessment of individual and group components of the following compulsory papers: Project Summary, Individual Reflection and Oral Presentation.

FAQ #6: How will students be assessed in this subject?

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

The performance of individual candidates and that of groups are assessed through the following compulsory papers:

• **Written Component**

Paper 1a: Project Summary

Each group is required to submit a Project Summary documenting the real-world problem or opportunity identified, and the proposed ideas to address the project aim. The problem or opportunity, as well as the proposed ideas, are to be analysed and evaluated and supported by research findings. A group mark is awarded for Project Summary.

Paper 1b: Individual Reflection

Each candidate is required to submit a written reflection which includes an individual candidate's analysis and evaluation of group ideas or learning about self in the process of completing the project. Candidates are to generate ideas in the process of their reflection. An individual mark is awarded for Individual Reflection.

• **Oral Component**

Paper 2: Oral Presentation

Each candidate from the group is given an opportunity to present a part of the project orally to the assessors as audience. This is followed by a group segment where the group responds to questions posed by the assessors. The candidates are assessed on their individual contributions and as a group for Oral Presentation.

FAQ #7: What is the assessment framework for PW?

Students are assessed according to the following components:

Components	Group	Individual	Total
Written Component			
Paper 1a: Project Summary	30%	–	30%
Paper 1b: Individual Reflection	–	20%	20%
Total for Paper 1	30%	20%	50%
Oral Component			
Paper 2: Oral Presentation	20%	30%	50%
Total for Paper 2	20%	30%	50%
Total for Papers 1 and 2	50%	50%	100%

You may refer to the [SEAB website \(https://www.seab.gov.sg/\)](https://www.seab.gov.sg/) for more information.

FAQ #8: 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