

### ***Aim of the Project Curriculum***

The aim of the project curriculum is to provide students with an opportunity to demonstrate their creativity and to 'do their own thing' free of the constraints of conventional test/ exam setting.

The project provides students with the opportunity to break new ground and develop skills. They will limit the advantage they can gain if they depend too much on the teachers. Teachers should regard themselves as a facilitator and not as someone who 'stuffs the duck'.

The marking scheme divides into two parts: process and product marks. Here 'process' refers to how students managed different stages of the work. It includes things like how much they relied on the teacher and how independent they were in planning their project, in gathering data, in deciding what to use, and in interpreting what they collected.

### ***Role of Teachers***

Teachers will serve as an adviser and an assessor. As an adviser, you are expected to work as a coach, instructing students how to carry out the project work, as well as giving comments and suggestions to their plan and problems. As an assessor, you will evaluate the projects and the students' performance.

### ***Points to Note***

1. Students should come to see you on or before 9/6/2004 (Wed). If they do not turn up, please ask them to contact you on or before 11/6/2004 (Fri). At the meeting, give a briefing to students about the guidelines given to them. Make sure that the students do understand the guidelines, especially the work schedule and the points to note.
2. Tell students the tasks that they are expected to do (Refer to the project title and tasks list). You have the discretion to modify the tasks or suggest other tasks as long as the tasks are appropriate and relevant to the project title.
3. Give a cover sheet and a log sheet to each project group. The log sheet is used to record the progress of work and may be used as a reference for evaluating students' performance. Instruct them how to put down the information on these sheets and explain to them the purpose of the log.
4. Ask students to give you their telephone numbers/ email addresses for further contact. Arrange a meeting during the summer vacation to check and discuss the progress with the students.
5. Instruct students how to prepare for their project work (i.e. outline plan, methods, division of work, etc.). Remind students that they have to present their preparatory work on 5/7/2004 (Mon). Based on your comments and those from their peers, students have to modify and improve their project design and report to you on 12/7/2004 (Mon). You will assess their performance according to the marking criteria stated below:

***First marking*** (20% of the project mark)

Students should hand in their log sheet, outline and plan of the project. If they fail to do so without reasons, their first mark will be zero. Based on the project plan and their presentation, assess the performance of students **as a group**. Please give three impression marks:

1. Working Attitude (Weighting = 5% of the project mark)
  - the extent to which students were well motivated and were anxious to produce work of a good standard.
  - the extent to which students co-operated with each other.
  - the extent to which students showed good planning ability and met deadlines.
2. Project plan (Weighting = 10% of the project mark)
  - the extent to which the method(s) chosen was/were appropriate, feasible and relevant to the project title.
  - the extent to which the work was appropriately divided among students.
3. Presentation (Weighting = 5% of the project mark)
  - the success in describing and explaining the project plans effectively.

***Second Marking*** (60% of the project mark)

Please assess the project reports and/ or models by considering the following factors:

1. Content (Weighting = 20% of the project mark)
  - accuracy
  - relevance
  - depth
  - breadth
2. Originality (Weighting = 15% of the project mark)
  - original thinking
  - creative use of information and materials
  - no mechanical copying
  - giving own opinions
  - using own experiences
3. Analytical Skills (Weighting = 15% of the project mark)
  - identifying and analyzing the problems.
  - logical interpretation
  - drawing conclusion
  - making decision and judgement with reasons
4. Presentation (Weighting = 10% of the project mark)
  - layout
  - effective communication
  - use of diagrams, photos, etc. (effective illustration, not decoration)

**Third Marking** (20% of the project mark)

Interviewing Students at Third Marking:

The purpose of interviewing students is of two-fold: serving as part of the learning process and assessment. As a learning process, teacher advisers will give comments and feedback to students so that they can do a better project next time. As an assessment, the advisers will ask each group member to describe their role within the group and contribution to their projects. The advisers should also ask them to explain part(s) of their report to evaluate actual achievement.

Please assess the performance of the students by the following factors:

1. Verbal presentation (Weighting = 10% of the project mark)
  - the success in expressing the student's idea and opinion
  - the extent to which the student was able to point out the success and failure of their project work.
  - the extent to which the student was able to identify limitations of their project and suggest improvements for further study
2. Working Attitude (Weighting = 10% of the project mark)
  - a) Self- initiative (Weighting = 5% of the project mark)
    - the extent to which the student was well-motivated and enthusiastic to finish their project
    - the extent to which the student was self reliant and worked with little supervision
    - the extent to which the student showed good planning ability and met deadlines.
  - b) Co-operation (Weighting = 5% of the project mark)
    - the extent to which students worked as a team and co-operated with others

Remark: Pupils' performance will be evaluated *as an individual* except the factor co-operation (2b). Thus, marks for individual group members can be different.

**Marking Scale**

In assessing each of the factors, teachers should use the following seven-point scale.

Points given	1	2	3	4	5	6	7
	Very Poor		Average			Very Good	

N.B. If the work is extremely poor, zero mark should be given.

**Special Treatment**

If any group members refuse to co-operate with other pupils to finish their project, the advisers should report to the Academic Department for special treatment.

**Po Leung Kuk 1983 Board of Directors' College**  
**Project Curriculum 2004**  
**Guidelines (Teachers)**

**P.4 of 4**

***Important Dates***

5/7/2004 (Mon)	Students have to present their project design (i.e. outline plan, methods, division of work, etc.)
12/7/2004 (Mon)	Taking advisers' comments and those from the peers into consideration, students have to modify and improve their project design and report to their teacher advisers.
5/9/2004 (Mon)	Students submit their project reports (including display boards) to the teachers. If students hand in late, the teachers should make a note on the mark sheet. If students fail to hand in, please forward the case to the Academic Department.
Project Presentation Day Oct, 2004 (To be decided)	Teacher advisers interview students (3 <sup>rd</sup> marking)
	Advisers hand in student profiles after the interview. The profiles will provide useful information for form teachers and subject teachers for knowing their pupils.
	The Academic Department will collect the projects after the interviews. Best projects will be displayed or presented.