

SUBJECT BASED PROJECT WORK FOR COMPETENCE BASED CURRICULUM

Meaning of projects

Projects are the assignments given to the learners to be done *over a period of time*. For the subject based, the projects should last approximately **between 2 to 6 weeks** within the term.

- They involve the use of 21st century skills (knowledge, life skills, career skills, habits, and traits that are critically important for the learners to succeed).
- They are done either individually or as a group depending on the nature of the project.
- The teacher should monitor the progress of the learners
- Learners should document the development stages of their project and they should present to the teacher for guidance and as evidence for the work done.
- At the end of a specified time, the learners are required to present the product or an output and evidence of the progress.
- The evidence should be presented in a **portfolio** (a collection of learner's evidence of achievements on an implemented project)
- Learners are expected to come up with a tangible product focused on genuine issues or **problems**.

Importance of projects

The use of projects promotes the following:

1. Innovations
2. Creativity
3. Problem solving
4. Collaborative skills
5. Time management
6. Research skills
7. Critical thinking
8. Values

Features/Characteristics of a project

1. **Uniqueness.** No two projects are exactly similar even if they are exactly identical or duplicated. The project should depict creativity
2. **Efficiency.** This can be measured by the volumes of outputs obtained per inputs utilized, e.g. if the input is Shs30,000 in total, and the output can be sold at say Shs.90,000, then the project is said to be efficient. Some factors influencing project efficiency include:
 - ✓ Technologies used
 - ✓ Quality of planning
 - ✓ Quality of operational management
 - ✓ External factors like disasters, bankruptcy, etc.
3. **Effectiveness.** The project must meet or exceed the planned targets

4. **Team work.** A project calls for team work
5. **Environmental friendliness.** A project should not have a negative impact on the environment
6. Every project should exhibit a degree of innovation and creativity in addressing societal problems

Types of projects

In the LSC, projects are limited only two types of projects, i.e.

1. **Simple and routine.** These are simple and have **direct process lines** and require limited resources e.g. in Geography, the activities in the community and how they affect local climate. This involves simple investigating, recording and reporting
2. **Simple and non-routine.** These are innovations and creativity which has **direct process line** though **extraordinary** in nature but require limited resources. E.g. investigating other uses of cassava than the usual.

Other types include **complex and routine** and **complex and non-routine**. These two types are not recommended for the LSC.

Developing a project (Components of a project)

- a) **Identification of the project.** Problem Identification, Title (aligned to the theme of a given subject), and Objectives (what to be achieved).
- b) **Organization.** Planning, Methodology, Resources, Drafting, Implementation, creating a portfolio and documenting
- c) **Report writing.**

PHASES OF A PROJECT REPORT AND THE MARK ALLOCATION FOR EACH PHASE

PHASES	INDICATORS	MAXIMUM SCORE	ACTUAL SCORE
Phase 1: Identification and Design (PLANNING)	<ul style="list-style-type: none"> ▪ Title ▪ Problem ▪ Location 	02	
	Alignment of the project to: <ul style="list-style-type: none"> ✓ Subject syllabus ✓ Competency/competencies in a specific subject ✓ Learning outcome(s) 	02	
	Justification of the project: Clearly spell out the reasons for undertaking the project in a specific subject <ul style="list-style-type: none"> ▪ What is the problem? ▪ Benefits ▪ Beneficiaries 	02	
	Methodology: <ul style="list-style-type: none"> ▪ Appropriate techniques ▪ Identification of materials/resources: Select appropriate environmentally friendly and low-cost resources to suit the selected methodology 	10	

	<ul style="list-style-type: none">▪ Appropriate procedures▪ Budget making	06		
SUB-TOTAL		22		
Phase 2: Project Development (IMPLEMENTATION)	Steps/procedures: <ul style="list-style-type: none">▪ Follows the design closely▪ Record the activities and teacher’s guidance to build the portfolio▪ Use appropriate technique with skills and understanding	02		
	Resources: <ul style="list-style-type: none">▪ Appropriate selection of resources in accordance with the design, methodology and nature of the subject▪ Low cost and/or locally available materials	02		
	Environmental awareness: Project activities reflect environmental protection	02		
	Skills: <ul style="list-style-type: none">▪ Exhibit critical thinking and problem-solving skills	05		
	<ul style="list-style-type: none">▪ Exhibit creativity and innovation skills	05		
	<ul style="list-style-type: none">▪ Exhibit communication skills	05		
	<ul style="list-style-type: none">▪ Exhibit co-operation skills	05		
	<ul style="list-style-type: none">▪ Exhibit calculation and ICT skills	05		
	<ul style="list-style-type: none">▪ Demonstrate values in the project	05		
	SUB-TOTAL		36	
Phase 3: PRODUCT	Originality of the project: Unique	05		
	Reflect your own ideas and creativity	05		
	Effectiveness: Closely relate to the problem thus serves the intended purpose	01		
	Accuracy: Offers correct solution or product suitable to solve societal problem	05		
	Testing of the product	05		
	Efficiency: Use resources and appropriate technology effectively to come up with a desired product	02		
SUB-TOTAL		23		
Phase 4: PROJECT REPORT	Introduction: <ul style="list-style-type: none">▪ Scope▪ Objectives of the project	Report content:	03	
		<ul style="list-style-type: none">▪ Accuracy		
	Body <ul style="list-style-type: none">▪ Methods▪ Resources▪ Procedures▪ Relevant product▪ Conclusions▪ Challenges faced▪ Recommendations	<ul style="list-style-type: none">▪ Coherence	03	
		<ul style="list-style-type: none">▪ Relevance	03	
		Report format	03	
		<ul style="list-style-type: none">▪ Accuracy		
		<ul style="list-style-type: none">▪ Coherence	03	
		<ul style="list-style-type: none">▪ Relevance	03	
		<ul style="list-style-type: none">▪ Excellence of the whole report	01	
SUB-TOTAL		19		
TOTAL		100		

How many projects are to be done in a year?

A learner is expected to have done at least two (2) projects by the time he/she sits for the Uganda National Examination Board.

- ✚ At **S.1 and S.2**, a learner should do **12 projects for the 12 subjects** offered at that level. This means that a learner should do at least 2 projects per term for different subjects. i.e.

Class/term	Number of projects for different subjects	Example of subjects
S.1 term 1	02	Physics and History
S.1 term 2	02	Chemistry and CRE
S.1 term 3	02	Biology and Agriculture
Year 1	06	End of cycle 1 Exams
S.2 term 1	02	Mathematics and Computer studies
S.2 term 2	02	P.E/Fine Art and Geography
S.2 term 3	02	Languages/Entrepreneurship and English
Year 2	06	End of cycle 2 Exams
Total	12 PROJECTS	

This allows every learner to have **one project** marks for every subject at S.1 and S.2.

Note: Once a subject (say Physics) has done their project in S.1 term 1, they won't do it again until S.3 or S.4, depending on the arrangements of the school.

- ✚ At **S.3 and S.4**, a learner shall do **another one project** in each of the subjects offered before the end of cycle exams, totaling to another 9 projects for the 9 subjects at that level. i.e.

Class/term	Number of projects for different subjects	Example of subjects
S.3 term 1	02	Physics and History
S.3 term 2	02	Chemistry and CRE/Fine Art/Languages
S.3 term 3	02	Biology and English
Year 3	06	End of cycle 3 Exams
S.4 term 1	02	Mathematics and Geography
S.4 term 2	01	Computer studies/Entrepreneurship/ Agriculture
S.4 term 3	Revision	
Year 4	03	END OF CYCLE EXAMS
Total	09 PROJECTS	

This allows every learner to have **one other project** marks for every subject offered at S.3 and S.4.

- ✚ Each project should last between 2 and 6 weeks of the term and at the end of the specified time, the learners are required to present a product or an output and evidence of progress in form of a portfolio (students should have roles, witnessed in the project portfolio).
- ✚ For group projects, **Phase 1 and Phase 3** carries the same marks for every participants. **Phase 2 and Phase 4** determines what each participant will end up getting after completing the project.