

SCHOOL-BASED PROJECT

Subject: English

Sub-topic: Information and Communication Technology (ICT) in Education

Theme: Use of Modern Technology in English Learning

Topic: Exploring the Impact of Technology on English Language Learning

STAGE 1: Problem Identification

1.1 Description of the Problem

Many people, including learners, are unaware of the benefits and challenges of modern technology, leading to irresponsible use and a lack of digital literacy.

1.2 Statement of Intent

This project aims to explore the effective integration of modern technology in English education to enhance learner engagement and improve educational outcomes.

1.3 Design/Project Specifications

- Focus on ICT tools that support English learning (e.g., educational apps, online dictionaries, grammar checkers).
- Target audience: Grade 7 learners and teachers.

STAGE 2: Investigation of Related Ideas

2.1 Evidence of Related Ideas

Idea 1: Use of educational mobile apps (e.g., Grammarly, Duolingo)

Idea 2: Use of social media for collaborative learning (e.g., WhatsApp study groups)

Idea 3: Interactive smartboards and online platforms (e.g., Google Classroom)

2.2 Merits

- Idea 1: Enhances vocabulary and grammar through interactive learning.
- Idea 2: Encourages peer-to-peer communication and resource sharing.
- Idea 3: Provides access to multimedia content, making learning more engaging.

2.3 Demerits

- Idea 1: May require stable internet, which is not always available.
- Idea 2: Risk of cyberbullying and distractions from non-academic content.
- Idea 3: High cost of devices and software may limit accessibility.

2.4 Overall Presentation of Ideas

The ideas are clearly outlined, compared, and presented with strengths and weaknesses identified for each.

STAGE 3: Generation of Ideas/Possible Solutions

3.1 Evidence of Possible Solutions

Solution 1: Introduce school-based ICT workshops for English learning.

Solution 2: Develop simple educational mobile apps suitable for local learners.

Solution 3: Use radio and TV programs to promote English learning through ICT.

3.2 Merits

- Encourages digital literacy among learners.
- Provides low-cost access to English learning tools.
- Supports learning beyond the classroom.

3.3 Demerits

- Limited access to devices for some students.

- Dependence on power and internet.
- Some programs may not align with the local curriculum.

3.4 Overall Quality of Illustrations/Demonstrations

Ideas are explained with relevant examples and aligned with local contexts.

STAGE 4: Development/Refinement of Chosen Idea

4.1 Indication of Choice

Chosen idea: School-based ICT workshops for English learning.

4.2 Justification of Choice

- Affordable and easily implemented using available resources.
- Directly engages learners and teachers in practical ICT use.

4.3 Refinements

- Include basic ICT training for teachers to deliver content effectively.
- Integrate practical activities such as using MS Word for writing tasks.
- Partner with local tech firms to donate or lend devices.

4.4 Overall Presentation of Final Solution

The final solution is detailed, realistic, and aligned with educational needs.

STAGE 5: Presentation of Final Solution

Type: Presentation of a Service

Description:

The service involves conducting regular ICT workshops at school where learners are taught to use digital tools (e.g., mobile apps, word processors, online quizzes) to improve their English skills. Flyers, a simple user guide, and workshop schedules will be prepared.

Presentation Methods:

- Flyers and workshop posters
- Demonstration videos or live demo during school events
- Testimonials and feedback from learners

Scoring:

Assessed based on clarity, relevance, learner engagement, and ISO-aligned format for service delivery.

STAGE 6: Evaluation and Recommendations

6.1 Relevance to Statement of Intent

The project successfully supports the integration of ICT into English learning, directly addressing the original intent.

6.2 Challenges Encountered

Limited access to devices and slow internet connection during implementation.

6.3 Recommendations

- Seek community or NGO support for digital resources.
- Encourage government funding for school ICT facilities.

SCHOOL-BASED PROJECT

Subject: Physical Education (PE) and Visual and Performing Arts (VPA)

Theme: Promoting Health and Wellness Through Creative Movement and Art

Topic: Use of Dance and Art to Promote Physical Fitness and Mental Wellbeing

Sub-topic: Health and Wellness

STAGE 1: PROBLEM IDENTIFICATION

1.1 Description of the Problem

Many pupils do not engage in regular physical activities and creative expressions, which leads to low physical fitness levels, boredom, stress, and poor mental well-being.

1.2 Statement of Intent

This project aims to promote health, fitness, and mental well-being among learners through engaging dance routines and expressive art activities that are fun, inclusive, and educational.

1.3 Design / Project Specifications

- Incorporate local traditional and modern dance movements.
- Use visual art (drawings/posters) to spread awareness on fitness and wellness.
- Target audience: Grade 4–7 pupils during Physical Education and VPA periods.

STAGE 2: INVESTIGATION OF RELATED IDEAS

2.1 Evidence of Related Ideas

Idea 1: Use of traditional dances (e.g., Muchongoyo, Jerusarema) in school performances.

Idea 2: Classroom workouts and fitness games led by learners.

Idea 3: Art exhibitions and poster competitions on healthy lifestyles.

2.2 Merits/Advantages/Strengths

- Idea 1: Preserves culture while keeping learners physically active.
- Idea 2: Builds teamwork and makes fitness enjoyable.
- Idea 3: Raises awareness on health while boosting creativity.

2.3 Demerits/Disadvantages/Weaknesses

- Idea 1: May exclude learners unfamiliar with traditional dances.
- Idea 2: Some games may lack structure or fitness value.
- Idea 3: Art materials may be limited or costly.

2.4 Overall Presentation

Ideas are diverse, practical, and relevant to both subjects (PE & VPA), showing strong connections to the curriculum.

STAGE 3: GENERATION OF IDEAS / POSSIBLE SOLUTIONS

3.1 Evidence of Possible Solutions

Solution 1: Develop a fitness-through-dance routine incorporating local music.

Solution 2: Create health awareness posters and drawings.

Solution 3: Host an “Active Arts Day” to combine PE games and art performances.

3.2 Merits

- Encourages full participation from learners.
- Combines physical activity with creativity.
- Makes health education more interactive.

3.3 Demerits

- May require supervision and coordination.
- Weather can affect outdoor events.
- Need for sound system and art materials.

3.4 Overall Presentation Quality

The proposed solutions are realistic, original, and well-explained.

STAGE 4: DEVELOPMENT / REFINEMENT OF CHOSEN IDEA

4.1 Indication of Choice

Chosen Idea: Develop a fitness-through-dance routine and awareness posters.

4.2 Justification of Choice

- Combines both subjects effectively (PE through dance, VPA through art).
- Easy to implement using local songs and recycled materials for art.

4.3 Developments / Refinements

- Create simple choreographed routines using songs in local languages.
- Include stretching and warm-up as part of the dance lesson.
- Organise a “Wellness Poster Parade” to showcase health messages visually.

4.4 Overall Presentation of Final Solution

The final solution is well integrated, learner-centred, and suited for school implementation.

STAGE 5: PRESENTATION OF FINAL SOLUTION

Type: Service Presentation

5.1 Description:

The final solution includes:

- A group dance performance combining traditional and modern music for fitness.

- Display of posters and drawings made by learners with messages promoting exercise, hygiene, and mental health.

5.2 Presentation Method:

- Dance routine performed at school assembly or wellness day.
- Art displayed on classroom walls or school notice boards.
- Brief explanation by learners on the message in their posters.

5.3 Alignment:

Presentation meets VPA and PE learning area standards and basic ISO presentation guidelines (clarity, purpose, accessibility).

STAGE 6: EVALUATION AND RECOMMENDATIONS

6.1 Relevance to Statement of Intent

The final solution clearly supports the aim of promoting health and wellness through creative activities, combining movement and art.

6.2 Challenges Encountered

- Lack of materials (e.g., markers, coloured paper) for making posters.
- Limited time for dance practice.

6.3 Recommendations

- Encourage the use of recycled materials for art.
- Include wellness activities in weekly timetables.
- Involve parents and the community in school wellness events.

SCHOOL-BASED PROJECT

Subject: Agricultural Science and Technology

Theme: Sustainable Agriculture Practices

Topic: Organic Vegetable Gardening Using Recycled Containers

Sub-topic: Sustainable Practices

STAGE 1: PROBLEM IDENTIFICATION

1.1 Description of the Problem

Many households and schools in our community lack space and knowledge for growing vegetables, leading to poor nutrition and over-reliance on bought food. Some also use harmful chemicals in farming that affect soil health and the environment.

1.2 Statement of Intent

This project aims to demonstrate how learners can grow organic vegetables using recycled containers, promoting healthy eating and sustainable agriculture even in limited spaces.

1.3 Project Specifications

- Use locally available materials such as plastic bottles, buckets, and tins for planting.
- Grow fast-maturing vegetables like spinach, tomatoes, and leafy greens using organic compost.
- Target implementation at school and home gardens with learner participation.

STAGE 2: INVESTIGATION OF RELATED IDEAS

2.1 Evidence of Related Ideas

Idea 1: Backyard vegetable gardening in small beds.

Idea 2: Use of sack farming or vertical gardening.

Idea 3: Conventional farming using chemical fertilizers and pesticides.

2.2 Merits of Each Idea

- Idea 1: Easy to manage and promotes healthy eating.
- Idea 2: Saves space and reuses waste materials.
- Idea 3: Increases yields quickly and controls pests effectively.

2.3 Demerits of Each Idea

- Idea 1: Requires land and space.
- Idea 2: Limited root space can affect plant growth.
- Idea 3: Harmful chemicals can damage soil and affect health.

2.4 Overall Presentation of Ideas

The ideas are well researched and connected to the project focus of sustainable and accessible agriculture.

STAGE 3: GENERATION OF IDEAS / POSSIBLE SOLUTIONS

3.1 Evidence of Possible Solutions

Solution 1: Grow vegetables in used plastic containers with compost.

Solution 2: Make organic compost from food waste and dry leaves.

Solution 3: Teach classmates how to start small container gardens at home.

3.2 Merits

- Promotes reuse of waste materials.
- Encourages healthy eating habits.
- Teaches responsibility and sustainability to learners.

3.3 Demerits

- Some plants may need bigger containers.

- Watering needs to be done frequently.
- Composting can smell if not done correctly.

3.4 Overall Presentation Quality

Solutions are clearly explained and suited for the school environment.

STAGE 4: DEVELOPMENT / REFINEMENT OF CHOSEN IDEA

4.1 Indication of Choice

Chosen Idea: Grow vegetables in used plastic containers using homemade organic compost.

4.2 Justification of Choice

- It uses easily accessible materials (cost-effective).
- It is suitable for learners and promotes environmental awareness.

4.3 Developments/Refinements

- Drill holes at the bottom of containers for drainage.
- Mix compost with sandy soil to improve fertility and drainage.
- Label each plant and track its growth weekly in a garden logbook.

4.4 Overall Presentation of Final Solution

The solution is practical, well-planned, and integrates both agricultural and environmental education goals.

STAGE 5: PRESENTATION OF FINAL SOLUTION

Type: Product Presentation

5.1 Description:

Learners presented their final product as a mini organic vegetable garden using old plastic containers, compost, and recycled water bottles as watering cans.

5.2 Presentation Method:

- Live demonstration of planting process in class or school garden.
- Display of growing vegetables and compost-making process.
- Posters showing step-by-step planting instructions.

5.3 Compliance with Learning and ISO Standards:

Project adheres to practical agriculture curriculum, focuses on health, hygiene, and environmental consciousness, and follows clear, structured presentation.

STAGE 6: EVALUATION AND RECOMMENDATIONS

6.1 Relevance to Statement of Intent

The project effectively promotes sustainable farming and the use of recycled materials for growing healthy food.

6.2 Challenges Encountered

Some containers broke or were too small. Compost took long to decompose in cold weather.

6.3 Recommendations

- Use stronger or larger containers such as buckets or tubs.
- Start composting earlier before planting season begins.
- Encourage learners to take projects home and teach others.

SCHOOL-BASED PROJECT

Subject: Social Sciences (Heritage and FAREME)

Theme: Preserving Cultural Heritage in the Face of Modernisation

Topic: Promoting Traditional Zimbabwean Practices Among Youth

Sub-topic: Cultural Heritage

STAGE 1: PROBLEM IDENTIFICATION

1.1 Problem Description

Many Zimbabwean youths are losing touch with their cultural roots due to the influence of modern lifestyles, social media, and foreign cultures. Traditional practices such as totems, folktales, traditional dress, and ceremonies are no longer valued by younger generations.

1.2 Statement of Intent

This project seeks to promote awareness and appreciation of traditional Zimbabwean cultural practices among young people through educational and creative means.

1.3 Project Specifications

- Research and document traditional Zimbabwean cultural practices (e.g., totems, folktales, traditional attire, food, and dances).
- Design a cultural awareness campaign through posters, songs, or drama to teach other learners.

STAGE 2: INVESTIGATION OF RELATED IDEAS

2.1 Related Ideas

Idea 1: Creation of school cultural clubs.

Idea 2: Use of social media to share traditional stories and proverbs.

Idea 3: Organizing traditional dress and dance days at school.

2.2 Merits

- Idea 1: Builds interest and provides ongoing cultural education.
- Idea 2: Reaches many young people quickly.
- Idea 3: Encourages participation and makes learning fun.

2.3 Demerits

- Idea 1: Needs time and consistent supervision.
- Idea 2: May lose traditional meaning if misused.
- Idea 3: Can be seen as entertainment and not education.

2.4 Overall Presentation of Ideas

Ideas were clearly outlined and relate well to the problem and subject area.

STAGE 3: GENERATION OF POSSIBLE SOLUTIONS

3.1 Possible Solutions

Solution 1: Create a wall mural showcasing Zimbabwean totems and their meanings.

Solution 2: Organize storytelling sessions with elders.

Solution 3: Write and perform a play on the importance of traditional values.

3.2 Merits

- Encourages creativity and cultural pride.
- Involves the community, especially elders.
- Learners understand and value their heritage better.

3.3 Demerits

- May require permissions and time.

- Some learners may not be interested in traditional topics.
- Lack of resources (e.g., costumes, space).

3.4 Overall Quality

The proposed solutions are age-appropriate, realistic, and relevant to the learning area.

STAGE 4: DEVELOPMENT / REFINEMENT OF CHOSEN IDEA

4.1 Indication of Choice

Chosen Solution: Perform a cultural play promoting traditional Zimbabwean values and totems.

4.2 Justification

- Engages learners actively.
- Helps others understand Zimbabwean culture in an interactive way.

4.3 Refinements

1. Scriptwriting in local language and English.
2. Include a moral lesson aligned with FAREME values (respect, unity, honesty).
3. Prepare simple traditional costumes using available resources.

4.4 Presentation/Impression

A well-organized, educational, and entertaining play was developed that represents cultural values authentically.

STAGE 5: PRESENTATION OF FINAL SOLUTION

Type: Service Presentation (Performance)

5.1 Description:

Pupils presented a traditional play to classmates and teachers, demonstrating the use of totems, proverbs, traditional greetings, and the importance of respecting elders.

5.2 Methods Used:

- Role-play with narration.
- Use of traditional attire (fabric wraps, beads).
- Background music using traditional instruments.
- Posters explaining the meaning of different totems.

5.3 Adherence to Standards:

Presentation followed learning area and ISO standards — clear communication, cultural sensitivity, and creativity in delivery.

STAGE 6: EVALUATION AND RECOMMENDATIONS

6.1 Relevance to Intent

The play promoted cultural identity and taught traditional values in a creative way.

6.2 Challenges Encountered

Limited access to traditional instruments and costumes.

6.3 Recommendations

- Involve community elders or cultural practitioners in future activities.
- Start a culture club to continue such initiatives beyond the project.

School-Based Project

Subject: Shona

Sub-topic: Tsika nemagariro

Theme: Wanano neZvinodiwa Pakuroorana

Topic: Kudzidzisa Vechidiki Kukosha kweKuzadzisa Zvinodiwa zveTsika neMutemo Vasati Varoorana

STAGE 1: PROBLEM IDENTIFICATION

1.1 Description of the Problem

Vechidiki vakawanda vari kutanga kupfimbana vachiri kuchikoro vasina kuzadzisa zvinodiwa netsika nemutemo. Izvi zvinokanganisa dzidzo yavo uye zvinotungamirira kumatambudziko ehupenyu husina kurongeka.

1.2 Statement of Intent

Chinangwa cheprojekiti iyi ndechekudzidzisa vechidiki nezvekukosha kwekutevedzera tsika nehurongwa hwewanano husingatyori mutemo, kuitira kuti vatore danho rewanano pavanenge vakura uye vakagadzirira zvizere.

1.3 Project Specifications

- Kutsvaga mashoko kubva kuvanhu vakuru vemunharaunda, mabhuku, uye zvinyorwa zvemutemo.
- Kugadzira mupendero (poster), tsamba, kana mutambo wekuvaraidza une chidzidzo pamusoro pechirongwa chewanano chinotenderwa.

STAGE 2: INVESTIGATION OF RELATED IDEAS

2.1 Evidence of Related Ideas

- Idea 1: Tsika dzekare dzairambidza kupfimbana kwemwana asati apedza zera.
- Idea 2: Mitemo yeZimbabwe inorambidza kuroora kana kuroorwa mwana asati asvika 18.

- Idea 3: Zvirongwa zvekuvandudza vechidiki (e.g., church youth programs) zvinobatsira kudzivirira kuroorana kwenguva isiri iyo.

2.2 Merits

- Idea 1: Inodzidzisa hunhu nekuramba ukama husingatenderwi.
- Idea 2: Inopa kuchengetedzwa kwevana mumutemo.
- Idea 3: Inovaka vechidiki kuti vave vakagadzirira hupenyu hwewanano.

2.3 Demerits

- Idea 1: Dzimwe tsika dzava kushaya tsigiro muvanhu.
- Idea 2: Vamwe havazive mutemo uyu.
- Idea 3: Zvirongwa izvi hazviwanikwe kune vamwe vechidiki vakasiwa nevakabereki.

2.4 Overall Quality

Zvakaratidzwa zvine musoro uye zvinobatsira mukugadzirisa dambudziko.

STAGE 3: GENERATION OF POSSIBLE SOLUTIONS

3.1 Possible Solutions

- Solution 1: Kugadzira poster rinoratidza zvinodiwa netsika pakuroorana.
- Solution 2: Kuumba mutambo weShona une chidzidzo chewanano yakarurama.
- Solution 3: Kugadzira tsamba inotsanangura mutemo weZimbabwe pamusoro pechikoro newanano.

3.2 Merits

- Zvinodzidzisa munharaunda yose.
- Zvinosimudzira hunyanzvi hwevana.
- Zvakareruka uye hazvinyanyi kudhura.

3.3 Demerits

- Vamwe havadi kudzidza pamusoro pezvinhu zvine chekuita newanano.
- Kushaikwa kwezvishandiso (mapepa, midziyo).
- Vamwe vabereki vangasazobvuma zvakadzidzwa.

3.4 Overall Quality

Mazano anobatika, anoenderana nedzidzo yeShona uye ehupfumi hwezvikoro.

STAGE 4: DEVELOPMENT / REFINEMENT OF CHOSEN IDEA

4.1 Indication of Choice

Ndakasarudza kugadzira mutambo weShona unodzidzisa nezvewanano yakarurama.

4.2 Justification

- Mutambo unonakidza, unodzidzisa nekunakidza.
- Unobatanidza vechidiki vachidzidzira hunyanzvi hweShona.

4.3 Refinements

- Kunyorwa kwenyaya yechiShona ine tsika nemutemo pamusoro pechikoro newanano.
- Kushandisa mutauro weShona zvakajeka uye nemadimikira.
- Kugadzira zvipfeko nemutinhimira wechinyakare.

4.4 Overall Presentation

Mutambo wakaratzidzwa zvakanaka uye wakanyatsoratidza zvese zvaidiwa.

STAGE 5: PRESENTATION OF FINAL SOLUTION

Type of Presentation: Service (Performance/Drama)

5.1 Description:

Vana vakaita mutambo weShona wakararatidza vechidiki vaviri vakanga votanga kupfimbana vasati vakura, uye kuti vanachiremba vechivanhu nemhuri vakavapindira vachivadzidzisa tsika nemitemo.

5.2 Methods Used:

- Mutauro wakajeka weShona.
- Zvokushandisa zvekuchikoro uye zvekugadzira (e.g., marapeti, zvipfeko zvechivanhu).
- Kunyora script uye kuita rehearsal.

5.3 Adherence to Standards:

Zvakaitwa zvinoenderana nehurongwa hweShona nemitemo yehunhu nekodzero dzevana.

STAGE 6: EVALUATION AND RECOMMENDATIONS

6.1 Relevance

Mutambo wakanyatsoenderana nechinangwa — kudzidzisa nezvewanano inotenderwa.

6.2 Challenges

Kuwanika kwezvipfeko uye zvimwe zvinhu zvakanga zvakaoma.

6.3 Recommendations

- Kudzidzisa mutemo weZimbabwe pamusoro pechikoro newanano mumasabhuku eShona.
- Kukurudzira mhemberero dzetsika muzvikoro.

School-Based Project

Subject: Mathematics

Sub-topic: Data Handling and Interpretation

Theme: Mathematics in Daily Life

Topic: Investigating the Amount of Time Grade 7 Pupils Spend on Homework per Day

STAGE 1: PROBLEM IDENTIFICATION

1.1 Description of the Problem

Most pupils in Grade 7 are unsure of how much time they should spend on homework daily. Some spend too much time and become tired, while others do too little and do not perform well in tests. This inconsistency affects academic performance.

1.2 Statement of Intent

This project aims to collect and analyze data on the amount of time Grade 7 pupils spend on homework each day and use mathematics to determine the average time, identify trends, and make recommendations.

1.3 Project Specification

- Data will be collected from at least 30 Grade 7 pupils using a short questionnaire.
- The information will be recorded, represented on graphs (bar graph and pie chart), and analyzed using mean, mode, and median.

STAGE 2: INVESTIGATION OF RELATED IDEAS

2.1 Evidence of Related Ideas

- Idea 1: A school in Harare conducted a survey and found pupils perform better with 1–2 hours of homework per day.
- Idea 2: Educational psychologists recommend 10 minutes per grade level (i.e., 70 minutes for Grade 7).

- Idea 3: Some parents monitor homework time using charts and time logs.

2.2 Merits

- Idea 1: Based on real school evidence — helps compare findings.
- Idea 2: Scientifically supported — provides a guideline.
- Idea 3: Encourages responsibility and discipline at home.

2.3 Demerits

- Idea 1: Data may not match our school's situation.
- Idea 2: The 10-minute rule may not work for every subject or child.
- Idea 3: Not all families have resources or time to monitor children.

2.4 Overall Presentation

Information was clearly organized with visuals, examples, and tables where appropriate.

STAGE 3: GENERATION OF POSSIBLE SOLUTIONS

3.1 Evidence of Possible Solutions

- Solution 1: Design a homework timetable template based on collected average times.
- Solution 2: Create a bar graph to show how many pupils fall into each time category.
- Solution 3: Develop a pie chart to represent proportions of time spent on different subjects.

3.2 Merits

- Solution 1: Helps pupils manage time better.
- Solution 2: Easy visual comparison of data.
- Solution 3: Clearly shows how time is divided across subjects.

3.3 Demerits

- Solution 1: May not work for all due to different home environments.
- Solution 2: Difficult if pupils are unfamiliar with graphing skills.
- Solution 3: Some pupils may not keep accurate time records.

3.4 Overall Quality

All solutions were well explained using sample data and included neat and clear sketches.

STAGE 4: DEVELOPMENT / REFINEMENT OF CHOSEN IDEA

4.1 Indication of Choice

I chose to develop Solution 2 – creating a bar graph using real data from pupils.

4.2 Justification

- It gives a clear visual summary of how much time most pupils spend.
- Easy to compare and interpret results across the class.

4.3 Refinements

- Used colour-coded bars for each time range (e.g., 0–30 mins, 31–60 mins, etc.).
- Added labels and a key for clarity.
- Included mode and median calculations to explain findings.

4.4 Overall Presentation

The bar graph was neatly done with a ruler, well-labeled, and correctly scaled.

STAGE 5: PRESENTATION OF FINAL SOLUTION

Type of Presentation: Artefact (Bar Graph and Summary Report)

5.1 Description

A large bar graph was created on chart paper showing how many Grade 7 pupils fall into each category of homework time. A short written report was attached with key statistics:

- Mode: 60 minutes
- Mean: 65 minutes
- Median: 60 minutes

5.2 Methods Used

Used a questionnaire, table for tallying, frequency table, calculator for averages, and graph paper for neat bar graph construction.

5.3 Standards and ISO Alignment

The project met Grade 7 Math standards for data handling, and presentation was clear, systematic, and easy to interpret by any audience.

STAGE 6: EVALUATION AND RECOMMENDATIONS

6.1 Relevance to Intent

The project successfully addressed the question of how much time pupils spend on homework and helped suggest ideal time ranges.

6.2 Challenges Encountered

Some pupils were unsure of their average homework time, so I had to assist them with estimation.

6.3 Recommendations

- Teachers and parents should guide pupils to spend 1–1.5 hours on homework daily.
- More awareness and discipline on time management should be introduced in class discussions.