

An Overview of 2026 Integrated Project Item Development

GEC MASTER TRAINERS

April 2026

Your Name



An Overview of the changes

Briefly provide a summary of the approach adopted for developing your project (**MST** /LO Anchor) and the motivations

One Project – Three Subjects, One Purpose

*“The project no longer asks: What can learners do?
It now asks: **How can learners solve real problems?**”*

Natural Science (Concepts & Investigation)

- Electrical components & circuits
- Series and parallel circuits
- Scientific investigation
- Variables and hypothesis
- Practical data collection
- Drawing conclusions based on evidence



Mathematics (Skills & Thinking Tools)

- Measurement & data recording
- Tables and graphs (data handling)
- Identifying patterns & trends
- Understanding relationship between variables
- Logical reasoning & problem-solving
- Interpretation of results

Technology (Application & Design)

- System and control
- Circuit construction
- Alarm system design and building
- Applying knowledge to a real-world problem
- Testing and improving solutions

Item Development approach

Summarize the approach for the MST ANCHOR:

TECH & NS

Principles	Motivations
Scenario	To mirror South African realities such as community safety, fire risks and responsible use of resources
Technological Process	IDMEC
Worksheets	• Relevant to relate more completely to the IDMEC • AFL (enabling activities) before Ass of Learning activities, require alignment and clearer scaffolding • Stronger conceptual foundation before formal assessment (circuit concepts) • Improved assessment of inquiry skills and scientific reasoning

Item Development approach

Summarize the approach for the MST ANCHOR:

TECH & NS

Principles	Motivations
Worksheets	• <i>Better subject differentiation</i> between NS and Tech (remove drawing of circuit diagram with electronic components for NS) • Hands on investigation activities included whereby <i>learners collect data practically / simulations</i> that encourages deeper understanding • <i>Smooth progression</i> from investigation to application – strengthen integration between NS & Tech



Item Development approach

Summarize the approach for the MST ANCHOR:

Mathematics

Principles	Motivations
Scenario-based Learning	• Real-life contexts such as data analysis related to the scenarios • Real-life contexts such as possible costs related to the project • Build early links between diagrams, variables and meaning which is essential for later graph work (Support conceptual clarity and accuracy in representation) • Strengthen early proportional reasoning (e.g “more current results in ...)



Item Development approach

Summarize the approach for the MST ANCHOR:

Mathematics

Principles	Motivations
Integration with Tech/NS	• Links Mathematics with Technology (design of packaging) • Links Mathematics with Natural Science (using Graph and Table from Ns), to determine the relationship between variables and determine the equation of the graph. Learners explore relationships (e.g. direct proportion, Ohm's Law) before applying formulas, ensuring deeper understanding.



Item Development approach

Summarize the approach for the MST ANCHOR:

Mathematics

Principles	Motivations
Application of Mathematics in real-life financial contexts	• Data is used as evidence not just as numbers • Tasks on VAT, budgeting, and interest build financial literacy
Multiple representations of concepts	• Strengthens connections between algebraic, graphical, and numerical forms of relationships.
Problem-solving and reasoning emphasis	• Learners justify answers (e.g. choosing cheaper interest option), promoting mathematical reasoning. • Practice real scientific data handling not as isolated maths exercises

How subjects Integrate

- **Natural Science** provides the ***scientific knowledge***
- **Mathematics** provides the tools to ***analyse, organise and interpret data***
- **Technology** provides the context for ***application and problem-solving***

Key refinements focus

- **Stronger integration** across Mathematics, Natural Sciences and Technology
 - **Clearer scaffolding** of learning and assessment
 - **Greater relevance to South African community challenges**
-
- The project now places learners in the role of **problem-solvers and decision-makers**, not just task-completers.

Value of Improvements

- **Learners:**
 - Engage more deeply
 - See relevance beyond the classroom
 - Develop transferable skills
- **Teachers:**
 - Have clearer guidance and assessment tools
 - Experience improved subject collaboration
- **The GEC:**
 - Moves closer to its goal of **holistic, skills-based certification**
- 2026 strengthens both **learning quality and purpose.**

Conclusion

The Integrated Project develops learners who can ***think scientifically, reason mathematically*** and **apply knowledge practically** to solve real-world problems.



Every child is a National Asset

Thank you!

www.education.gov.za

facebook: DBE SA

twitter: @DBE_SA

callcentre@dbe.gov.za

callcentre: 0800 202 933