



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

SENIOR PRIMARY PHASE

ENGLISH SECOND LANGUAGE SYLLABUS

GRADE 4-7

To be implemented in 2024

Ministry of Education, Arts and Culture
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English Second Language Syllabus Grade 4 - 7

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for English Second Language in the upper primary phase. As a subject, English Second Language falls within the language area of learning in the curriculum, but has thematic links to other subjects across the curriculum.

2. RATIONALE

In the Namibian curriculum, English has a dual purpose – as a subject taught from Grade 1 to 12 and a medium of instruction from Grade 4 to 12. As such, English plays a key role within the Namibian context.

Being the official national language of Namibia, English occupies an important position in our citizens' lives. By virtue of it being the one language all Namibian learners will study, English operates as an important language of national unity and identity. In the wider sphere it is an access language to the international community and the worldwide information network. This is reflected in the position of English as one of the compulsory subjects in the curriculum. Through the curriculum and the efforts of teachers, the Namibian education system must meet its constitutional obligation to “ensure proficiency in the official language”.

By the end of the Senior Primary phase, learners should have developed the English language literacy and communication competency that forms the basis for lifelong learning. English has the same potential as any other language to act as a catalyst of personal growth and to assist in the development of broad general knowledge, positive attitudes, critical thinking abilities, moral values and the aesthetic sensibilities. This potential is enhanced by the rich and varied literary and scholarly heritage that is a part of the English language.

English has an interdisciplinary role in supporting learning across the curriculum. As English is the medium of instruction, conscious attention to language will be the concern of all teachers, not only English teachers. English teachers, however, have a special responsibility to assist their colleagues and learners so that they are able to use the language effectively in all subjects.

The particular features of English Second Language in this phase are that:

- Through wide experience of and exposure to English, learners will become increasingly aware of correct and meaningful language and correct uses of grammatical structures.
- It is important that all four language skills, including literature and language usage are integrated during teaching and learning, in order to maximise growth and development in the language.
- Language under-grades the entire curriculum: the stories that learners read and listen to, the topics they deliberate on, the role plays they perform, will all have cross-curricular links with issues such as the environment, health (HIV and AIDS), information and technology, human rights, the rights of children, personal and community values including gender, social justice and democracy. They will learn to understand and deal with these issues and develop values as they read, talk and write about them.

3. AIMS

The overall aim of teaching English as a second language is the development of the learners' communicative skills for meaningful interaction in a multi-lingual and multi-cultural society. English Second Language promotes general and specific aims in the curriculum:

The syllabus promotes the following general aims to:

- support creativity and intellectual development
- help learners develop self-confidence and a better understanding of the world in which they live
- develop positive attitudes, values and an understanding of local, social and cultural issues
- develop greater awareness of health and population issues, democracy and human rights, information and technology, HIV and AIDS, the environment and individual responsibilities regarding these and to enable learners to talk, read and write about them

The syllabus promotes the following specific aims to:

- enable learners to communicate effectively in speech and writing in their second language
- enable learners to express thoughts, ideas, experiences and values as an essential part of personal development
- develop proficiency in the medium of instruction

4. INCLUSIVE EDUCATION

Ideally, learners with impairments get accommodated in special schools or classes. However, due to the scarcity of special schools/classes in Namibia, many learners with visual-, hearing impairments and learning difficulties end up in mainstream schools. As English Second Language teachers, you should try to understand that learning impairment affects the way that an individual takes in, retains, or expresses information. Different types of learning impairments can impact spoken or written language, spelling, organisational skills and memory, among others.

Nonetheless, it is imperative that English Second Language teachers should uphold the same high standards for a learner with visual or hearing impairments and or learning difficulties as would for all of the learners in the class. Schools do not serve a learner with visual or hearing impairments and or learning difficulties well by lowering expectations, but rather by understanding the impairment as an aspect of such a learner's identity. The child with any form of impairment is above all a learner and in recognising this, English Second Language teachers should ask not whether one can teach such a learner, but how to assist and support him or her to learn.

Though many teachers in mainstream schools are unspecialised, English Second language teachers are expected to firstly try to identify the impairment some of their learners might have and provide support for them by employing various strategies, methods and approaches. Learners with visual or hearing impairment and or learning difficulties can benefit from highly structured, multisensory, direct and explicit approaches that help them to see and understand how the English Second Language is structured and provide ample opportunity for practice in an accommodating environment.

Additionally, where learners with impairments are found in English Second Language classes, teachers are expected to liaise with parents or guardians and speak to such learners to find out how they were assisted and supported in the previous grades.

Furthermore, English Second Language teachers should be aware of gender issues. Learners and teachers confront gender inequities daily in schools. It is a reflection of sexist and stereotypical attitudes and behaviours that exist in our society. School textbooks and teacher attitudes may reinforce repressive sex-roles. For instance, teachers may encourage boys to play rough noisy games while expecting girls to play passive ones.

English Second language instruction should be well suited to address gender issues. The different ways males and females think about morals and values, their identities, feelings, choices and conflict can be integrated into lessons, and learners can share perspectives and learn to respect each other. For example, teachers can use role-plays to counteract gender stereotypes as prescribed by the syllabus. For example, boys can work in groups with girls and reverse gender roles in order to learn more about the roles they each play in society. Teachers can group learners: girls can role-play engineers, mechanics, drivers, etc.; while boys can role play nurses, typists, nannies, etc. All teaching/learning materials should be analysed by teachers and learners to ensure that they promote gender equity.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues including Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety have been introduced to the formal curriculum to be dealt with in each subject and across all phases because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face if we do not adhere to Road Safety measures
- the challenges and risks we face from globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following are examples on the links to cross-curricular issues for grade 4-7. It should be noted that the cross-curricular issues are NOT used as basis for the development of schemes of work. The scheme of work must be designed based on the whole syllabus, but more specifically on the content section of this syllabus:

Cross-curricular issues

CROSS-CURRICULAR ISSUE	TOPIC – EXAMPLES ONLY	ACTIVITIES FOR EACH SKILL			
		LISTENING	SPEAKING	READING	WRITING (Read & Dir. Writing; Continuous Writing)
Environmental learning	• Conservation and sustainability of the environment	• Listen to a texts and do various aspects of environmental education and answer questions	• Discuss and debate on various issues on environmental education issues	• Read various texts in English on various aspects of environmental education	• Write in response to various tasks on environmental education aspects
Population Education	• Population and: - food supply - e.g. - life expectancy - work	• Listen to various texts on population and do various activities	• Discuss and debate on various aspects of population education	• Read various texts in English on population	• Write various short and longer pieces on population aspects
Information and Communication Technology (ICT)	• Ethical aspects of ICT • Law and ICT issues • Impact of ICT	• Listen to stories on ICT	• Discuss, dramatise and debate ICT issues	• Read texts and stories on ICT issues	• Draw and or write about various ICT issues
Education for Human Rights and Democracy	• Promoting a culture of peace • Understanding culture and diversity • Rights and responsibilities	• Listen to various texts on rights and responsibilities and complete different tasks	• Role play, discuss and debates issues on EHRD	• Read various texts on EHRD and do the activities based on them	• Write various tasks based on EHRD
HIV and AIDS	• Various aspects of HIV and AIDS	• Listen to various texts on HIV and AIDS and answer questions	• Talk, role play and debate aspects on HIV and AIDS	• Read and respond to tasks on various HIV and AIDS aspects	• Write different tasks on various aspects of HIV and AIDS
Road Safety	• Responsible choices (alcohol, drugs, medicine) • Becoming a good driver • Causes of road accidents • Road safety campaigns	• Listen to adverts/texts on road safety campaigns and answer questions • Listen to texts on human, vehicle and road factors as causes of accidents • Listen to traffic rapports and discuss	• Talk about effects of alcohol, drugs and medicine on a person's ability to use the road safe • Discuss distractions such as cell phones while driving • Speak about road safety measures as pedestrians, cyclists and passengers in vehicles	• Read articles with statistics on accidents caused by human error • Read passages about the behaviour and attitude of a good driver and road user	• Write a letter to the editor about traffic problems in your area • Browse internet/ search for information about factors contributing to road accidents and write an article on road safety in your area • Write a drama as a group and perform to fellow learners as part of road safety campaign

6. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of Learner-Centred Education (LCE) described in ministerial policy documents and the LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim is to develop learning with understanding, and the knowledge, skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the English Second Language learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Working in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task at hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increased responsibility to participate in planning and evaluating their work, with the teacher's guidance.

The teaching of English Second Language as a subject should draw on the cultural richness of, and relate topics to the immediate environment. Only if learners feel secure in their personal and linguistic identity, and value their own culture, will they be able to absorb English and the globalisation it brings, without being alienated from their own language and culture. Apart from textbooks and prescribed literature texts, various texts from newspapers, documents, magazines and texts from content subjects (e.g. Social Studies, Natural Science,) could be used to teach English Second Language as a subject. Cross-curricular issues from such content subjects should be used to teach the different aspects of language.

For the sake of curriculum design, the English Second Language Skills in this syllabus are separated. However, it is imperative that teachers integrate skills in their lessons. Nonetheless, the focal objective and its competency for the day or week must be taken from one specific skill.

7. END-OF-PHASE COMPETENCIES

Many of the competencies included in the Senior Primary English Second Language syllabus have been introduced already in the same syllabus for the Junior Primary Phase. In this phase, it is important that the teacher works towards the progressive development of these competencies with the learners. In subsequent grades, learners will be required to develop the competencies with growing levels of sophistication.

The learners who will just manage the minimum number of competencies must receive learning support through adapted teaching approaches, adapted materials, and assistance from teachers and the school management.

On completing the Senior Primary phase, learners in Namibia are expected to be able to demonstrate that they have mastered the end-of-phase competencies below:

SKILL	GRADE 7: SENIOR PRIMARY PHASE
LISTENING	The learner will be able to listen (observe) for information and pleasure to texts [texts on every day issues, children's literature and authentic materials] appropriate for Second Language speakers and respond in various ways.
	The learner will be able to listen and employ a few listening strategies through verbal and non-verbal actions.
SPEAKING	The learner will be able to communicate ideas, opinions and emotions adequately and appropriately in various situations.
READING	The learner will be able to read and view for information, enjoyment and understanding easy children's literature and texts on every day issues, literature and authentic materials and respond critically in various ways
	The learner will be able to read and use simple vocabulary building and reading strategies well.
	The learner will be able to read and demonstrate knowledge of simple research strategies.
WRITING	The learner will be able to use prompts and instructions to write various short and longer texts in which language errors do not confuse meaning.
GRAMMAR AND USAGE	The learner will be able to know and use the English language to create and interpret texts.

8. SUMMARY OF THE LEARNING CONTENT

The English Second Language Syllabus for Grade 4-7 consists of the following essential skills that should be acquired by all learners:

- Listening and responding
- Speaking
- Reading and responding
- Writing
- Grammar and usage

The table below shows the areas of learning or activities in each of the skills that should be acquired:

Skills Area	Area of Learning/Activities
Listening and responding	Develop auditory skills; listen and respond to information heard; recognise instructions and directions; comprehend feelings, intentions, emotions and attitudes of speakers; develop awareness of the structure of language and vocabulary.
Speaking	Develop fluency in correct use of language structure; communicate confidently and effectively using appropriate vocabulary convincingly in different situations, showing a sense of audience and purpose.
Reading and responding, including literature	Develop silent reading skills as well as skills for reading aloud; know and use reading strategies for enjoyment; understanding; extract information from a variety of texts; use reference materials and know and use simple research strategies.
Writing	Write a variety of texts, showing a progressive knowledge of writing processes; a sense of audience and purpose, using sentence structures, correct spelling and punctuation in well-structured paragraphs.
Grammar and usage	Write with progressively more accuracy in spelling, punctuation and referencing, using appropriate vocabulary, idioms and parts of speech in a range of sentence structures.

These skills are dealt with separately for reasons of convenience and clarity but should not be taught in isolation. In practice, language skills do not function in isolation and should therefore be taught in an integrated and holistic way.

9. LEARNING CONTENT

9.1 Listening

In order to assess the development of listening skills, learners will have to respond either orally or in writing. The texts and questions/tasks used in the different grades will vary in length and difficulty according to the grade. Enjoyment and appreciation of texts will follow from learners' listening to, discussing and understanding a variety of oral texts. Please take note that teachers should build on what has been taught in previous grades as well. What should differ is the degree of quality and quantity.

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
1. listen for specific information and comprehension	answer questions orally and in writing based on texts heard: closed ended questions	answer questions orally and in writing based on texts heard: short answer questions	answer questions orally and in writing based on texts heard: short and long answer questions	answer questions orally and in writing based on texts heard: short and long answer questions
2. listen extensively to a variety of texts	make drawings while listening to a simple text	complete a task by filling in the details while listening	complete a task by filling in details while listening	complete a task by describing a scenario while listening
	express own simple ideas on information heard	discuss information heard	debate, discuss and express own opinions on information about any text including cross-curricular issues heard	express detailed opinions when debating or discussing information on any text including cross-curricular issues heard
	do role-plays based on texts listened to	do role-plays based on texts listened to	dramatise texts listened to	dramatise, in detail, texts listened to
	rearrange cartoons and pictures in the correct order as they listen to a text	sequence pictures, words and short sentences while listening to texts	- sequence sentences according to texts heard - rearrange jumbled sentences into paragraphs	- sequence paragraphs while listening - listen to various texts and rearrange the jumbled paragraphs, stanzas or verses in the correct order

9.1 Listening (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
2. listen extensively to a variety of texts (continued)	complete various simple tasks by labelling drawings while listening to simple texts	complete various simple and short questions while listening	complete various complex questions while listening	complete variety of complex questions with increasing difficulty: e.g. <i>wh</i>-questions, simple questionnaires, form-filling on information heard
3. listen to distinguish: fact/opinion; mood of speaker; cause/effect	identify and role play moods portrayed as they listen to a text	identify and act out a few different moods from the text heard	identify and dramatise different moods heard from a text	identify and dramatise as many different moods heard from a text as possible
	listen to different stories and answer <i>True</i> or <i>False</i> on fact or opinion activities	distinguish fact from opinion from heard stories	distinguish fact from opinion from stories heard and write down a few reasons to support the answer	- distinguish fact from opinion from stories heard and write down reasons - construct own sentences on facts and opinions
	listen to a text and begin to answer simple questions based on cause and effect	listen to a text and answer various questions based on cause and effect	listen, distinguish and describe cause/effect	listen, distinguish and describe cause/effect
4. listen extensively for pleasure	dramatise simple stories heard focussing on main characters	dramatise stories heard focussing on the main characters and distinguishing between protagonist and antagonist	dramatise a story heard focusing on all characters, development of the plot and setting	dramatise a story heard focusing on characters, development of the plot, setting, climax and resolution
	retell simple stories heard	retell and develop heard stories further by looking at how characters' aspects could be changed	retell and develop heard stories further by looking at how some aspects within the story could be changed	retell and develop heard stories further by looking at how most aspects such as body and ending could be changed
	listen and match the correct descriptions of the characters in stories	listen to match descriptions with character features	listen to identify and use descriptions to distinguish characters in stories heard	identify and use descriptions to distinguish characters and other aspects in stories heard

9.1 Listening (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
4. listen extensively for pleasure (continued)	listen to initial parts of stories and predict what happens next	listen to stories to predict what happens next and support own predictions	listen to parts of stories to predict endings and support own predictions	listen to parts of stories to predict endings and provide detailed support for own predictions
	- listen to songs for pleasure - fill in the missing words form songs	- listen to songs for pleasure - fill in the missing words from songs - recite simple songs and sing them	- listen to songs for pleasure - complete gap-filling tasks - recite songs and sing them	- listen to songs for pleasure - respond in various ways to tasks based on songs - recite songs and choreograph/dance/dramatise them
	listen to a variety of texts and share what you enjoyed about it	listen to a variety of texts and share what you enjoyed about it	listen to a variety of texts and share what you enjoyed about it	listen to a variety of texts and share what you enjoyed about it

9.2 Speaking

Teach speaking skills in meaningful contexts and help get learners engage in real-life communicative tasks. Learners should be assisted and supported to understand English when spoken at normal conversational speed and encouraged to respond to language functions in English. Learners should be sensitised towards cultural differences where applicable, for instance differences in greetings and relationships between adults and juveniles. Understandable pronunciation, correct word and sentence stress in English should be encouraged and developed. Please take note that you are required to build on what has been taught in previous grades as well. What should differ is the degree of quality and quantity.

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
1. speak with accurate pronunciation and appropriate intonation	pronounce <i>one</i> and <i>two</i> syllable words	pronounce words of up to <i>three syllables</i>	pronounce words of <i>three to four syllables</i>	pronounce words of <i>four to five syllables</i>
	use clear voice qualities	speak clearly and fluently using the appropriate voice qualities	speak clearly and fluently using the appropriate voice qualities	speak clearly and fluently using the appropriate voice qualities, e.g. volume, intonation/pitch, pace, volume, tone and stress/emphasis
	speak with clarity and fluency to be understood	give simple descriptions on a particular topic using appropriate vocabulary	- speak fluently and confidently in a range of situations - give descriptions on a particular topic showing a sense of purpose	- speak fluently, appropriately and confidently in a range of situations - give descriptions on a particular topic showing sense of purpose and audience
	use simple blends	use simple blends	use complex blends	use complex blends
	respond orally to information in English in school contexts	practise greetings, showing an awareness of audience in communication	participate in the classroom discussions	communicate effectively, showing a sense of audience
	retell short simple stories	retell stories in detail	retell and compare stories from newspapers	retell, compare and interpret various texts

9.2 Speaking (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
2. use English in appropriate contexts	present a simple prepared fictional or personal story or a poem	- present talks on books and projects - participate in role play activities based on fictional and non-fictional stories	present and dramatise short dramas	- present own prepared stories, dramas or poems - report on school events
	make simple speeches about self, family members and on familiar topics	make simple speeches	make speeches and engage in arguments, agreeing/ disagreeing politely	present detailed speeches on various topics and engage in arguments, agreeing/disagreeing politely
	greet others	greet, introduce self and others	greet, introduce self and others and sustain dialogue	greet, introduce self and others and sustain dialogue
	express gratitude through one word or short phrase e.g. “thanks”, “thank you”,	express gratitude using various phrases	express gratitude using various phrases	express gratitude using various phrases
	show, through role-play feelings (e.g. anger, sadness, joy) and participate in simple debate on concrete things	show by demonstrating, different emotions (e.g. anger, worry, sadness, happiness) and interact in simple debates	show by demonstrating, different emotions (e.g. shock, fear/terror) and participate in debates	demonstrate different emotions (e.g. disappointment, guilt) and participate in debates
	make requests and apologies	make requests, apologies and decline an offer	make and respond to requests; e.g. decline an offer and give/accept apologies /congratulations	make and respond to requests, congratulations; e.g. decline an offer and give and accept apologies
	give simple instructions and directions	ask and give detailed instructions and information in a variety of contexts	ask and give detailed instructions, information and directions	use formal or informal language when asking and giving information in different contexts

9.2 Speaking (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
2. use English in appropriate contexts (continued)	request the speaker to repeat	use simple words to request clarification or confirmation	request clarification or confirmation, using persuasive language when necessary	request clarification, confirmation; persuade and negotiate when necessary
	share personal information and experiences	participate in classroom and group discussions	participate in classroom discussions and presentations using a variety of techniques such as explaining and describing	participate in classroom discussions and presentations using a variety of techniques such as explaining, describing and summarising
3. develop understanding of key characteristics of spoken language	demonstrate knowledge of using simple grammar	demonstrate knowledge of using grammar and register	demonstrate knowledge of using correct grammar and polite language	demonstrate knowledge of using grammar, register and discourse markers

9.3 Reading

Make reading lessons an **interesting challenge** as opposed to a tedious chore. Help learners enjoy reading lessons by teaching them reading strategies and how to use them; selecting and using interesting texts; spending time preparing and guiding them (through tasks) before and while they read, and helping them consolidate what they read. The use of other texts across the curriculum is highly encouraged. Enjoyment and appreciation of texts will follow from learners' reading, discussing and understanding a variety of texts. As learners progress through the grades they should gain increased skill in **silent** and **reading aloud** techniques. DO NOT encourage learners to **read** texts **aloud** by themselves unless this is to learn a play or recite a poem OR when the reading aloud objective is the focus. Please take note that you are required to build on what has been taught in previous grades as well. What should differ is the degree of quality and quantity. Texts should be selected or set at a grade appropriate level.

9.3.1 Reading Comprehension

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
1. read aloud authentic texts for a specific purpose and to extend vocabulary	• read texts of about 200 words for a specific purpose and to extend vocabulary	• read texts of about 250 words to extract specific information and extend vocabulary	• read texts of about 300 words to extract specific information and extend vocabulary	• read texts of about 350 words to extract specific information and extend vocabulary
	• recognise frequently used punctuation marks found in reading texts of about 200 words	• recognise and understand the functions of punctuation marks in a reading text of about 250 words	• recognise and understand the functions of punctuation marks in a reading text of about 300 words	• read different texts of about 350 words fluently responding to punctuation marks appropriately
	• read aloud with appropriate use of pause, to show understanding of the text	• read aloud with appropriate use of pause and correct pronunciation, to show understanding of the text	• read aloud with correct pronunciation and good voice projection, to show understanding of the text	• read aloud with correct pronunciation, good voice projection and fluency, to show understanding of the text
2. read silently and aloud to understand a range of selected texts	• identify text features	• identify text features and make predictions about the content of the text	• read for details and use contextual clues to make predictions and find meaning of the text	• read for details and use contextual clues to make predictions and find meaning of the text
	• demonstrate meaning from visual texts	• demonstrate meaning from simple written texts	• show awareness of different reading strategies	• use reading strategies to determine meaning of simple texts
	• do simple word puzzles of about 10 words	• do simple word puzzles of about 20 words	• do simple word puzzles of about 30 words	• do simple word puzzles of about 40 words

9.3.1 Reading Comprehension (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
3. read a range of texts across the curriculum	• read texts for personal pleasure	• choose and read texts for personal pleasure to demonstrate independent reading	• choose and read texts for personal pleasure to demonstrate independent and extensive reading	• choose and read texts for personal pleasure to demonstrate independent and extensive reading
	• read texts to extract information for simple tasks	• choose and read appropriate texts	• choose and read a variety of texts and respond to tasks in various ways	• read and use texts for various purposes
	• read a paragraph with familiar vocabulary and identify the main idea	• read simple passages and identify the main ideas	• read passages and identify the topic sentence of each paragraph	• read passages and identify the topic sentence and purpose of a text
	• read, write and discuss texts on cross-curricular issues and respond to simple questions	• read, write and discuss texts on cross-curricular issues and respond to simple questions	• read, write and discuss texts on cross-curricular issues and respond to simple questions	• read, write and discuss texts on cross-curricular issues and respond to complex questions
4. read and respond to instructions appropriately	• respond to simple instructions	• respond to moderate instructions	• respond to moderate instructions in textbooks and other assessment tools	• respond to complex instructions in textbooks and other assessment tools
	• interpret various simple directions and rules	• interpret various simple directions, rules and procedures	• interpret various moderate directions, rules and procedures	• interpret various complex directions, rules and procedures
5. read and respond to various texts	• read a variety of simple texts set on eight reading levels	• read a variety of simple texts set on eight reading levels	• read a variety of complex texts set on eight reading levels	• read a variety of complex texts set on eight reading levels

9.3.2 Literature

Texts can be classified into genres: prose; drama or poetry. Texts can also take various forms and structure. Though essay writing can be classified into narratives, argumentative, expository, documents and descriptive, literary texts is, on the other hand, differentiated into narrative (story), expository (information) and document (charts, diagrams and maps). Literary narrative (story), like poetry, can take a descriptive or narrative form and structure. For example, we find descriptive poetry and narrative poetry. Please take note that you are required to build on what has been taught in previous grades as well. What should differ is the degree of quality and quantity. The term text in literature refers to and includes articles from newspapers, magazines, novels, drama, short stories and poetry.

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
1. read literary texts and demonstrate understanding of various elements of literature	• read various simple genres of texts for pleasure	• read various genres of texts for pleasure	• read various genres of texts for pleasure	• read various genres of texts for pleasure
	• read and identify title, main ideas and key features of a poem	• read and identify key features and the message/theme of a poem	• read and recognise rhyming words	• read and distinguish between literal and figurative meaning
	• read simple and short poems aloud with understanding	• read poems aloud with appropriate expression, understanding	• read poems aloud with a sense of expression, understanding and intonation	• read poems aloud with expression, emotion understanding and intonation
	• read poems and identify figures of speech	• read poems and identify figures of speech	• read poems, identify and interpret figures of speech	• read poems, identify and interpret figures of speech
	• identify and discuss simple elements of literature in short novels and drama	• identify and discuss simple elements of literature in short novels and drama	• identify and discuss basic elements of literature in short novels and drama	• identify and discuss basic elements of literature in short novels and drama
	• read simple short stories to complete simple tasks	• read short stories to complete a variety of tasks	• read short stories for detail and use contextual clues to find meaning	• read short stories for detail and use contextual clues to find meaning

9.3.2 Literature (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
2. read and demonstrate knowledge of and apply acquired reading strategies	use pictures to predict content of the texts	use pictures and titles to predict content of the texts	use pictures, titles and index to predict content of texts	use various pre-reading strategies to predict and brainstorm content
	predict new events relating to characters while reading	predict new events relating to characters and story line while reading	predict events relating to various aspects while reading	use prediction as a strategy for while-reading stage
	use <i>pre-</i>, <i>while-</i> and <i>post-</i>reading strategies to enhance understanding	use <i>pre-</i>, <i>while-</i> and <i>post-</i>reading strategies to enhance understanding	use <i>pre-</i>, <i>while-</i> and <i>post-</i>reading strategies to enhance understanding	use <i>pre-</i>, <i>while-</i> and <i>post-</i>reading strategies to enhance understanding

9.4 Writing

At this phase, English Second Language learners progress from writing isolated words and phrases, to short paragraphs about themselves or about very familiar topics. Since many learners at this level are not yet capable either linguistically or intellectually of creating a piece of written text from scratch, it is important that time is spent building up the language they will need and providing a model on which they can then base their own efforts. The writing activities should therefore be based on parallel texts and guide the learners, using simple cues. Please take note that teachers are required to build on what has been taught in previous grades as well. What should differ is the degree of quality and quantity.

9.4.1 Directed Writing

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
1. write a variety of sentences accurately	• copy short notes from the chalkboard/texts	• copy short notes from the chalkboard/texts	• copy notes from the chalkboard/texts	• copy notes from the chalkboard/texts
	• apply knowledge of basic writing rules to form simple sentences (punctuation and spelling)	• apply knowledge of basic writing rules to form simple sentences (questions using correct conjunctions and punctuation)	• apply knowledge of basic writing rules to form compound sentences	• apply knowledge of basic writing rules to form complex sentences
	• write simple sentences using visual stimuli and text	• write compound sentences using visual stimuli and text	• write complex sentences using visual stimuli and text	• write complex sentences using visual stimuli and text using subordinating conjunctions
2. write a variety of paragraphs	• organise jumbled short sentences into a paragraph	• write short paragraphs	• organise and sequence ideas into paragraphs	• write different well-structured short paragraphs
3. complete a range of tasks	• select information from texts to respond effectively to directed writing tasks	• select information from texts to respond effectively to directed writing tasks	• select information from texts to respond effectively to directed writing tasks	• select information from texts to respond effectively to directed writing tasks

9.4.2 Creative Writing

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
1. know a range of types of writing	identify different types of writing	identify different types of writing	identify different types of writing	identify different types of writing
2. plan to produce pieces of writing	brainstorm ideas and suitable vocabulary for a task	sequence ideas in writing a task	draw mind map for a short/longer pieces	draw mind a map for a shorter/longer piece
	identify chronological order	identify and use chronological order	sequence ideas in chronological order	compile ideas in chronological order
3. produce well organised, coherent pieces of writing	draft, revise, edit and proofread sentences on given topics	draft, revise, edit and proofread sentences on given topics	draft, revise, edit and proofread paragraphs on given topics	draft, revise, edit and proofread essays on given topics
	write sentences for different audiences, in different situations	write paragraphs for different audiences, in different situations	write shorter pieces for different audiences, in different situations	write longer pieces for different audiences, in different situations
4. write creatively a variety of formal and informal texts, showing a sense of audience and purpose	use appropriate register in formal and informal writing	use appropriate register in formal and informal writing	use appropriate register in formal and informal writing	use appropriate register in formal and informal writing
	write sentences for different audiences, in different situations	write paragraphs for different audiences, in different situations	write shorter pieces for different audiences, in different situations	write longer pieces for different audiences, in different situations

9.5 Grammar and usage

The correct **use** of grammatical structures should be emphasised through enough exposure to the language rather than teaching grammatical terminology. It is very important that grammar be taught in context. Please take note that you are required to build on what has been taught in previous grades as well. What should differ is the degree of quality and quantity.

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
1. have knowledge of grammatical structures and form words and phrases	• identify and use nouns	• identify and use different types of nouns	• identify and use different types of nouns	• apply different types of nouns
	• identify and use pronouns	• identify and use different types of pronouns	• identify and use different types of pronouns	• apply different types of pronouns
	• identify and use adjectives	• identify and use different types of adjectives	• identify and use different types of adjectives	• apply different types of adjectives
	• identify and use verbs	• identify and use different types of verbs	• identify and use different types of verbs	• apply the different types of verbs
	• identify and use adverbs	• identify and use different types of adverbs	• identify and use different types of adverbs	• apply different types of adverbs
	• use direct and indirect speech	• use direct and indirect speech	• use direct and indirect speech	• use direct and indirect speech
	• identify and use articles	• identify and use the different types of articles	• identify and use the different types of articles	• apply the different types of articles
	• identify and use prepositions	• identify and use different types of prepositions	• identify and use different types of prepositions	• apply different types of prepositions
	• identify and use conjunctions	• identify and use different types of conjunctions	• identify and use different types of conjunctions	• apply different types of conjunctions

9.5 Grammar and usage (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
2. have knowledge of grammatical rules to form sentences	identify different types of sentences	construct simple and compound sentences	use different types of clauses to construct complex sentences	- use different types of clauses to construct complex sentences - construct and use active and passive sentences
	construct and use simple sentences	construct and use simple sentences	construct and use simple sentences	construct and use simple sentences
3. have knowledge of punctuation and spelling	identify and use punctuation marks	identify and use different types of punctuation marks	identify and use different types of punctuation marks	apply different types of punctuation marks
	use spelling rules to spell	use spelling rules to spell	use spelling rules to spell	use spelling rules to spell doubling a final consonant
4. have knowledge of a variety of appropriate, idiomatic expressions	use idiomatic expressions	use idiomatic expressions	use idiomatic expressions	use idiomatic expressions
5. have knowledge and understanding of effective vocabulary learning strategies	preview reading materials to identify and define unfamiliar words and their meanings	preview reading materials to find and discuss unfamiliar words and their meanings	preview reading materials to find and discuss unfamiliar words and their meanings	preview reading materials to find and discuss unfamiliar words and their meanings
	read relatively simple texts with similar topics and or themes	read simple texts with similar topics and or themes	read texts with similar topics and or themes	read relatively complex texts with similar topics and or themes

9.5 Grammar and usage (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
6. use words repeatedly	use new words in their written and spoken form through multiple opportunities	use new words in their written and spoken form through multiple opportunities	use new words in their written and spoken form through multiple opportunities	use new words in their written and spoken form through multiple opportunities
	use new words in their written and spoken form in simple sentences	use new words in their written and spoken form in more complex sentences	new words in their written and spoken form in short paragraphs	use new words in their written and spoken form in multiple opportunities e.g. forming sentences, paragraphs and essays
	participate in wide or extensive independent reading to expand word knowledge	participate in wide or extensive independent reading to expand word knowledge	participate in wide or extensive independent reading to expand word knowledge	participate in wide or extensive independent reading to expand word knowledge
	look up words in a simple illustrated dictionary	look up words in a simple dictionary	look up words in a dictionary	look up words in a dictionary and thesaurus
7. use keyword method	use word clue or key words to remember meanings of new words	use word clue or key words to remember meanings of new words	use word clue or key words to remember meanings of new words	use word clue or key words to remember meanings of new words
8. do word maps	use graphic organisers for new words	use graphic organisers for new words	use graphic organisers for new words	use graphic organisers for new words
9. do root analysis	in morphemic analysis identify word roots, prefixes and suffixes in simple words	in morphemic analysis identify word roots, prefixes and suffixes that hold meaning to get meaning of simple words	in morphemic analysis identify and use word roots, prefixes and suffixes that hold meaning to get meaning of words	in morphemic analysis identify and use word roots, prefixes and suffixes that hold meaning to get meaning of difficult words
	determine meanings by breaking down simple words into their prefixes, suffixes and roots	determine meanings by breaking down simple unfamiliar words into their prefixes, suffixes and roots	determine meanings by breaking down unfamiliar words into their prefixes, suffixes and roots	determine meanings by breaking down unfamiliar words into their roots, prefixes, and suffixes

9.5 Grammar and usage (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4 <i>By the end of Grade 4 learners should be able to:</i>	Grade 5 <i>By the end of Grade 5 learners should be able to:</i>	Grade 6 <i>By the end of Grade 6 learners should be able to:</i>	Grade 7 <i>By the end of Grade 7 learners should be able to:</i>
10. develop incidental learning skills	• use incidental learning to get meaning of difficult words	• use incidental learning to get meaning of difficult words	• use incidental learning to get meaning of difficult words	• use incidental learning to get meaning of difficult words
11. use contextual skills	• find and use context clues for learning new vocabulary words	• find and use context clues for learning new vocabulary words	• find and use context clues for learning new vocabulary words	• find and use context clues for learning new vocabulary words

10. ASSESSMENT

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The competencies in the syllabus state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which competencies will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning.

10.1 Types and methods of assessment

Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in English Second Language. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. English Second language teachers must elicit reliable and valid information of the learner's performance in the basic competencies. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well, and why, and where, how and why they need to try harder. The parents should be informed regularly about the progress of their child in all subjects, be encouraged to reward achievements, and given suggestions as to how they can support the child's learning activities. The learner's progress and achievements in this subject must be reported to parents in the school report.

Formative and summative assessment

The two modes of assessment used are formative continuous assessment and summative assessment. Formative continuous assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- It is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study.
- Assessment tasks help learners to solve problems intelligently by using what they have learned.
- The teacher uses the information to improve teaching methods and learning materials.

Summative assessment is an assessment made at the end of the school year based on the accumulation of the progress and achievements of the learner throughout the year in a given subject, together with any end-of-year tests or examinations. The result of summative assessment is a single end-of-year promotion grade.

Informal and formal methods

The teacher must assess how well each learner is mastering the basic competencies described in the English Second Language syllabus and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way and in their participation in general, through structured observation of each learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating and making value judgements.

When it is necessary to structure assessment more formally, the English Second Language teacher should as far as possible use situations similar to ordinary learning and practice situations to assess the competency of the learner. Formal written and oral tests can be used to assess only a limited range of competencies and therefore should not take up a great deal of time. Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson.

Evaluation

Information from informal and formal continuous assessment is to be used by the English Second Language teacher to ascertain where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher, together with the learners, should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the competencies, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each letter grade must have a descriptor for what the learner must demonstrate in order to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

10.2 Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest grade for learners achieving minimum competency level. In cases where a learner has not reached the minimum level of competency a U will be awarded. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives. The relation between the letter grades and specific objectives is shown in the table below.

Grade	% Range	Grade descriptions
A	80% +	Achieved competencies exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved competencies very well. The learner's achievement lies substantially above average requirements and is highly proficient in most areas of competency.
C	60-69%	Achieved competencies well. The learner has mastered the competencies and can apply them in unknown situations and contexts.
D	50-59%	Achieved competencies satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of competencies to be considered competent. The learner may not have achieved all the competencies, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Not achieved the minimum number of competencies. The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.3 Conducting and recording assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class work, homework activities and short tests may be recorded for continuous assessment.

10.4 Assessment objectives

The assessment objectives for second language are:

10.4.1 Listening and responding

The learner should be able to:

- listen to and comprehend information
- recognise and follow instructions and directions
- recognise a speaker's main points and identify the supporting details and examples
- use appropriate vocabulary to initiate discussions and to communicate effectively

10.4.2 Reading and responding, including literature

The learner should be able to:

- read aloud to entertain and convey understanding of the text
- read silently from a variety of texts to extract general and specific information
- read and respond to a variety of texts, including prescribed literary texts

10.4.3 Writing

The learner should be able to:

- write simple, complex and compound sentences
- write well-structured paragraphs
- write creatively a variety of formal and informal texts
- show a sense of audience and purpose

10.4.4 Grammar and usage

The learner should be able to:

- exercise accuracy in spelling, punctuation and grammar
- use appropriate and imaginative vocabulary and idioms
- use different parts of speech effectively
- apply a variety of sentence structures

10.5 Continuous assessment: detailed guidelines

Assessment will consist of both informal and formal continuous assessment. These continuous assessments must be carefully planned and marked according to a marking scheme, marking criteria or memorandum. The criteria used to assess the activities other than tests should be given to the learner before the assessment activity. Internal tests are allowed as part of formal continuous assessment. Continuous assessment will count 50% towards the final year grade (promotion) and an internally set end-of-year examination will count 50 % [50 marks + 50 marks = 100]. Various question types should be used to test a broad range of skills

Teachers should note that there is no selection of the best marks in English Second Language. Where the teacher has given more than the minimum activities specified herein, a record book must be used for recording and the averages per learner per skill must be worked out. The average mark of the learner per skill should then be transferred to the appropriate column on the CA record sheet towards the end of each semester. A copy of all formal assessment activities,

including the mark schemes and or memorandum, record book and the CA record sheet must be kept safely.

Listening

Learners' listening comprehension should be assessed formally at least twice per term. For this purpose, teachers will have to set a listening test that should be answered in writing. The marks are recorded in the column for Listening Comprehension on the CA Record Sheet.

Speaking

Learners' speaking proficiency should be graded at least twice per term: once for a prepared speech and once unprepared. The marks are recorded in the appropriate columns on the CA Record Sheet.

Reading and literature

Reading (aloud) proficiency should be assessed at least once per term. It should preferably be done by means of a text that the learners have prepared beforehand. The teacher may assess reading comprehension by asking a few questions which the learner should answer orally, but please note that the formal assessment of reading comprehension is done in the Reading and Directed Writing exercises.

At least one short task/test on the prescribed literature should be marked per term and the marks recorded in the appropriate column on the CA Record Sheet.

The study of literature comprises two components: **prose and poetry**. Both prose and poems may form part of the formal oral assessment as well as being tested in written form.

(a) Prose (either novel or short stories or drama)

The content should be studied informally as to characters and sequence of events, actions and consequences. Written questions should be contextual. Learners should be able to work out the answers themselves using the texts. In the primary phase an in depth study of the texts is not required.

(b) Poetry

Learners should be taught to appreciate and enjoy poetry. To actualise this, the learners should understand the content of the poem. Poems should not be memorised. Learners should rather be guided towards the ability to read with expression and interpretation of the emotions involved. Senseless "sing-song" chorusing must never be encouraged or permitted. However, teachers who are well versed in coaching a speech chorus (verse-speaking choir) are encouraged to use that skill in the classroom, because it usually adds enjoyment to the poetry lesson.

Minimum prescribed reading per grade:

Grade 4: 3 poems **AND** a choice of 3 short stories **OR** 1 short novel/drama per annum
Grade 5: 4 poems **AND** a choice of 4 short stories **OR** 1 short novel/drama per annum
Grade 6: 5 poems **AND** a choice of 5 short stories **OR** 1 short novel/drama per annum
Grade 7: 6 poems **AND** a choice of 5 short stories **OR** 1 short novel/drama per annum

Recommended extensive reading per grade:

Grade 4: 4 short stories **and** 1 short novel/drama per annum
Grade 5: 4 short stories **and** 2 short novel/drama per annum
Grade 6: 5 short stories **and** 3 short novel/drama per annum
Grade 7: 6 short stories **and** 4 short novel/drama per annum

Reading and directed writing

Although the CA record sheet makes provision for only one reading and directed writing task per semester, tasks containing reading texts on which various question types are set should be taught and assessed regularly throughout the term. These questions may include questions testing knowledge of grammar. It is, however, important to note that knowledge of **grammar should be assessed within context**. Questions should also assess reading comprehension. At least one task should be marked by the teacher and entered on the CA record sheet.

Grammar

Grammar and vocabulary are the building blocks of language and therefore learners must acquire a sound knowledge of the sounds, words and grammar of the language in order to be able to communicate effectively. Therefore the assessment of grammar has now been included pertinently in the continuous assessment schedule as well as in the end-of-year examination paper. Despite the fact that reading and directed writing tasks may include grammar questions, at least one comprehensive grammar test should be written per term and the marks entered on the CA record sheet. Also in this case it is important to note that **grammar should be assessed within context**.

Dictation/Spelling

Dictation in the form of sentences or a paragraph which is read to the learners will assess learners' spelling proficiency in the language. It is important that learners get regular exercise in writing dictation tests. The paragraphs (or sentences) should include words that were encountered and deliberately taught during the course of a week/term/year. It could be marked by the learners themselves. At least one dictation test per term should be marked by the teacher for purposes of formal continuous assessment and the marks recorded on the CA record sheet.

Continuous writing

At least one essay and one shorter piece of writing should be marked per term and the marks recorded on the CA Record Sheet. Learners will be expected to write essays of approximately the following length:

Compositions/essays:

Grade 4:10-15 sentences

Grade 5: 80-120 words

Grade 6:120-150 words

Grade 7:150-180 words

Shorter tasks:

Grade 4: 5-8 sentences

Grade 5: 60-80 words

Grade 6: 80-100 words

Grade 7: 100-120 words

Summary of assessment:

Skills Area	Marks	Total
1. Listening		
Listening Comprehension	10	
Listening Comprehension	10	
Total:		20
2. Speaking		
Prepared speech	10	
Unprepared speech	10	
Total:		20
3. Reading & Literature		
Reading aloud	10	
Reading Comprehension	10	
Literature	5	
Total:		25
4. Directed Writing		
Reading & Directed Writing Task	10	
Total:		10
5. Grammar & Vocabulary		
Grammar	5	
Spelling & Dictation	10	
Total:		15
6. Continuous Writing		
Composition	5	
Shorter Task	5	
Total:		10
TOTAL		100

10.6 End-of-term mark for the report

The CA marks for one term (semester) add up to 100. This mark should be used for the report at the end of term 1. Schools wanting to organise a short end of term test series, can let the learners write one Reading and Directed Writing task, plus a dictation, during the test series. The marks for these tasks will then form part of the formal CA marks. It should be entered on the CA record sheet and, along with the CA marks for the other components, will make up the report mark.

It is unacceptable to let the learners write essays and shorter pieces of continuous writing on the last school day, in an attempt to keep them at school until the last day. This practice is not educationally sound, because it can lead to negative attitudes towards continuous writing.

10.7 End-of-year examination

An internal end-of-year examination will be written in English Second Language. The purpose of this examination is to assess the extent to which each learner has mastered the learning objectives for that year. Preparing for and conducting this examination should not take up more than two weeks altogether right at the end of the year.

The end-of-year written examination will consist of two papers.

GRADE 4 AND 5	Time	Marks
Paper 1: Reading and Directed Writing Paper 1 consists of two parts. The range of questions in paper 1 could include: multiple choice questions; true/false questions, matching questions and sentence length questions. Part 1: Reading Skills and Grammar (15 marks) Questions should be set on two or three unseen narrative, informative or document texts (approximately 250 – 300 words) and can include visual materials. Do not use two texts of the same type. Questions will assess detailed comprehension (10 marks) and grammar (5 marks) and will include a range of question types. Part 2: Directed Writing and Literature (15 marks) Three tasks will be set. Task 1 will be a form filling or questionnaire completion exercise (1x5 marks). Task 2 will be another directed writing task based on lexical and/or visual information and requiring a range of types of answers (1x5 marks). Task 3 will consist of literature questions based on an extract from one of the literature works done during the last semester. (1x5 marks)	1h 30 min.	30
Paper 2: Continuous Writing Two tasks will be set. Task 1 will be a selection of 4 topics including descriptive, narrative and simple explanation of information, of which learners must choose 1 and write a composition on. (<i>Grade 4: 10-15 sentences; Grade 5: 80-120 words</i>) Stimulus material will be provided where necessary. (10 marks). Task 2 will be a selection of 3 topics. Learners will write on one of the topics and will be required to use language for a specific purpose, (e.g. informal letter, report, dialogue). (<i>Grade 4: 5-8 sentences; Grade 6: 80-100 words</i>). Stimulus material will be provided where necessary. (10 marks) (10 marks).	1 hour	20
TOTAL EXAMINATION MARK	50	

10.8 Promotion marks

Continuous assessment will contribute 50% towards the final year grade and an internal end-of-year examination will contribute 50 % [50 marks + 50 marks = 100].

The weighting of each assessment component is as follows:

Grade 4 and 5

COMPONENT	DESCRIPTION	MARKS	WEIGHTING
Continuous assessment	Various language skills	100	50%
Written examination	Paper 1	30	30%
	Paper 2	20	20%
Total:			100%

Grade 6 and 7

COMPONENT	DESCRIPTION	MARKS	WEIGHTING
Continuous assessment	Various language skills	100	50%
Written examination	Paper 1	70	35%
	Paper 2	30	15%
Total:			100%

10.9 Specification grid

Assessment Objective	Continuous Assessment	Paper 1	Paper 2
Listening and responding 1	✓		
Listening and responding 2	✓		
Listening and responding 3	✓		
Listening and responding 4	✓		
Reading and responding 1	✓	✓	
Reading and responding 2	✓	✓	
Reading and responding 3	✓	✓	
Writing 1	✓	✓	
Writing 2	✓		
Writing 3	✓		✓
Writing 4	✓	✓	✓
Grammar and usage 1	✓	✓	✓
Grammar and usage 2	✓	✓	✓
Grammar and usage 3	✓	✓	✓
Grammar and usage 4	✓	✓	✓

10.10 Assessment rubrics/criteria

The assessment rubrics for English Second Language are annexes to this syllabus. (see annexes 3-7)

ANNEXE 1: GLOSSARY OF TERMS

Acrostic poems	verse in which certain letters such as the first in each line forms a word
Chronological order	the order in which events happened
Communicative	exchanging information, news, ideas in an interactive way
Specific objectives	Smaller actionable goals that lead to fulfilling the general objectives
Contextual analysis	involves inferring the meaning of an unfamiliar word by scrutinising the text surrounding it
Continuous writing	longer and shorter pieces of writing such as compositions, letters, reports, dialogues
Debate	formal discussion
Directed writing	shorter pieces of writing, using a variety of sentence types based on stimulus materials
Extensively	Widely
Final examination mark	the mark obtained for the internal or external examination/test at the end of the year
Formal continuous evaluation	takes place during structured assessment under controlled conditions
Humorous	funny, amusing
Imaginary	not real, something made up
Informal continuous evaluation	takes place during lessons and forms integral part of everyday teaching
Internal examination	an examination set by the teacher and moderated by the Subject Head or a member of the school management
Mixed ability classes	classes with less able and more able learners
Morphemic analysis	is the process of deriving a word's meaning by analysing its meaningful parts, or morphemes
Predict/Make predictions	to say/guess what is going to happen before reading or listening to a text
Promotion mark	the average of the CA and the Final Examination Mark
Reading strategies	reading processes and skills
Scan	to read a text quickly (to look for specific information)
Sequencing	ordering a series of things to follow in a particular way

Skim	read a text quickly looking for main points/general information
Summative assessment	when end-of-year test/examination marks is added to the continuous assessment marks and used for the promotional mark
Formative assessment	any assessment made during the school year in order to improve learning and help shape the teaching-learning process
Term mark	the grand total for all four skills for the semester

ANNEXE 2: Expressions used in conversational English - Reference list

ASKING PERMISSION/REQUESTS • Can I.....? • May I.....? • Would it be possible for me.....? • Is it all right if.....? • Would it be ok if...? • Do you mind if I ...? • Please let/permit/allow me to ... • Would you agree to ...?	INTERRUPTING • Excuse me, could I ...? • Sorry, do you think I could ...? • Excuse me, do you know ...? • I beg your pardon, could you help me? (formal)
OFFERING HELP • May I help you? • Can I help you? • Are you looking for something? • Would you like some help? • Do you need some help? • What can I do for you today?	SEEKING ASSISTANCE • Can I help with.....? • Would you help me to.....? • I need help with ... • Please assist me ... (formal) • Please lend a hand with ...
APOLOGISING • Sorry. • I'm sorry for.... • I regret..... • Please forgive me for ... • I apologise for ... • Pardon me. • Excuse me. • I beg your pardon.	COMPLAINING • I'm sorry to have to say this, but... • I'm sorry to bother you, but... • Maybe you forgot to... • I think you might have forgotten to... • Excuse me if I'm out of line, but... • There may have been a misunderstanding about... • Don't get me wrong, but ...
GIVING ADVICE • I don't think you should • You ought to..... • You ought not to..... • If I were you, I'd • If I were in your position, I'd ... • If I were in your shoes, I'd • You had better • You shouldn't..... • Whatever you do, don't.....	STATING A PREFERENCE • Would you like to • I'd rather..... • Why don't we ...? • Well, I'd prefer What do you think? • What do you think we should do? • If it were up to me, I'd ... • I think we should
GUESSING, INFERRING • I'd say he's about ready to ... • It might need some ... • He could be ... • It looks like ... • Perhaps he needs some... • Maybe they want to ... • It's difficult to say, but I'd guess that ... • I'm not really sure, but I think ...	GIVING IMPRECISE INFORMATION • There are about • There are approximately. • There are a large number of • predicts up to • It's kind of ... • It's the type of ... • They're the sort of • It's difficult to say, but I'd guess... • I'm not really sure, but I think ...

SAYING GOODBYE Long trips, vacations, short outings • Have a good trip. • Enjoy your vacation. • Have a good journey. • Enjoy your holidays. • Enjoy! • Have a good time at (destination place such as a restaurant) • Have a good time in (destination city)	EVALUATING YOURSELF • This worked well/was effective because.... • I did this well because.... • It would have been better if I had ... • This could be improved by.... • Progress is/is not evident because ... • This succeeds because ...
GREETING AFTER A TRIP • How was your vacation/holiday in...? • Did you enjoy your time in (destination)? • How was your journey/flight/trip?	

ANNEXE 3: ASSESSMENT OF SPEAKING

Mark	Accuracy	Fluency	Appropriacy
Level 5 (Very good) 9-10	• Very good range of vocabulary used appropriately • Virtually no grammar mistakes • Clear ideas, opinions and pronunciation of words	• Communicates independent thoughts with confidence • Develops ideas and personal feelings well • Easy and effective flow of ideas, feelings and information	• Appropriate language for the topic and audience in a variety of interactions
Level 4 (Good) 7-8	• Good range of vocabulary • Occasional grammar mistakes • Few pronunciation errors – speaks clearly	• Speaks with some confidence and ease to get message across • Develops ideas and personal feelings well	• Uses largely appropriate vocabulary and structure in most interactions
Level 3 (Average) 5-6	• Satisfactory vocabulary • Some grammar mistakes • Reasonable pronunciation – speech clear	• Speaks with some hesitancy but gets message across • Occasional development of ideas	• Uses satisfactory language in everyday familiar interactions
Level 2 (Below average) 3-4	• Limited vocabulary and many mistakes in language usage • Many grammar mistakes • Can be understood, but poor pronunciation – occasionally unclear	• Speech hesitant, difficulty in communicating meaning fluently • Ideas muddled	• Sometimes uses appropriate language for the given task or audience
Level 1 (Poor) 1-2	• Very limited vocabulary, needs much support from the teacher • Speech very unclear (makes understanding difficult)	• Needs much prompting to communicate • Speaks with hesitancy	• Uses appropriate language only in very familiar situations and with considerable support

ANNEXE 4: ASSESSMENT OF READING COMPREHENSION

Mark	Uses strategies to comprehend	Understand main ideas	Comment on characters and events	Sequence events	Make predictions	Form and support opinion
Level 5 (Very good) 9-10	uses comprehension strategies, including inference and deduction to establish meaning (e.g. emotions, moods)	- identifies key features, themes and characters - select all essential points	uses inference and deduction to give detailed explanations of events and characters	retail the sequence of events clearly and concisely	locates and uses words and phrases to back predictions	identifies appropriate words and phrases to support opinion
Level 4 (Good) 7-8	reads a text independently using comprehension strategies appropriately to establish meaning	- grasps main idea of a text and explains it - has no difficulty in identifying information words	explains most events and describes characters	shows a good understanding of sequence of events	makes informed predictions and gives some reasons for them	gives opinions with some support from text
Level 3 (Average) 5-6	uses more than strategy to comprehend the passage	- understands what the main idea of a text is - finds some information words	identifies and comments on some characters and events	understands and retells the sequence of events	makes some sensible predictions using evidence from the passage	gives opinion on aspects of text
Level 2 (Below average) 3-4	uses knowledge of betters to read words and establish meaning	- displays some understanding of main ideas - has difficulty in finding information words without prompting	has limited ability to identify events and characters	connects some events	predicts some immediate events	forms opinion but without reference to text
Level 1 (poor) 1-2	guesses at immediate events from the context of the passage	- displays little understanding of main idea - needs support to find content words	has difficulty in identifying events and characters	needs prompting to connect events	makes limited predictions with prompting	gives very general opinion about the events or information in the text

ANNEXE 5: READING ALOUD ASSESSMENT CRITERIA

Levels	Pronunciation	Fluency	Tone
Level 5 9-10	• Good pronunciation with clear articulation	• Reads with fluency and very good pace	• Variation in pitch and tone
Level 4 7-8	• Pronunciation good with very few errors – articulation mostly clear	• Mostly fluent and good pace	• Very few errors of intonation and phrasing
Level 3 5-6	• Satisfactory ability in pronunciation	• Adequate pace and fluency	• Tone and pitch varies sufficiently to aid fluency
Level 2 3-4	• Pronunciation is not quite satisfactory. Pace halting, this makes reading unclear	• Frequency not quite satisfactory. Needs a few prompts	• Sometimes tone varies
Level 1 1-2	• Incorrect pronunciation interferes with pace and clarity	• Reading is hesitant. Needs frequent prompting	• Little or no variation in tone

ANNEXE 6: MARKING GRID FOR SHORTER WRITING PIECES/TASKS

SENSE OF AUDIENCE/REGISTER, STYLE, LANGUAGE AND ACCURACY TASK ACHIEVEMENT, COMMUNICATION, CONTENT AND LAYOUT/FORMAT	1	2	3	4	5
	Original and imaginative use of language and style; clear <i>sense of audience/ register</i> . Few errors.	Appropriate selection of language for task; some <i>sense of audience/register and style</i> . Some minor mistakes.	Language ordinary but satisfactory; a <i>little sense of audience</i> . Some more serious errors to impede understanding.	Simple and not very effective language which is only rarely suited to task or audience. Errors of <i>idioms</i> and syntax may cause confusion.	Language insufficient for task though understandable in places. Frequent serious errors force the reader to use the deduction in order to glean meaning.
1. Task clearly achieved; good, perhaps detailed, selection of contents; layout appropriate and positively helpful to communication.	9-10	8	7	6	5
2. Task partially achieved; selection of content appropriate (but not adventurous); some understanding that layout can assist understanding.	8	7	6	5	4
3. Understanding of task shown; some use of simple but appropriate contents; a little evidence of appropriate layout .	7	6	5	4	3
4. Task not satisfactorily achieved; some content may be appropriate; layout plain and likely to communicate purpose.	6	5	4	3	2
5. Minimal effectiveness of task; very simple and very little content; sense of presentation lacking.	5	4	3	2	1

Glossary:

- *glean* – get/work out the meaning
- *idioms* – fixed or common expressions e.g. It is raining cats and dogs/part and parcel of/to put up with
- *impeded* – interfere with
- *layout/format* – the way the information is presented or arranged e.g. where the address and salutation for a letter should be put; how well the writing and pictures on a poster have been placed
- *sense of audience/register* - *being aware of who you are writing to and using an appropriate level of formality or informality*
- *syntax* – (use of a variety of different types of sentences e.g. simple/complex and compound sentences)
- *task achievement* – *to complete the task required; to successfully communicate a message*

Example:	CS 3	=	<u>4</u>
	LS 4		10

ANNEXE 7: MARKING GRID FOR COMPOSITION

LANGUAGE; STYLE AND ACCURACY	1	2	3	4	5
	Sentences show a variety of appropriate structures. Creative use of vocabulary, <i>idioms</i> and <i>syntax</i> . Fluent and appropriate style	Sentences quite well structured. Appropriate use of vocabulary and idioms . Some evidence of style.	Simple sentences and linking structures used correctly. Occasional sense of <i>register</i> .	Errors of idioms and <i>syntax</i> can cause confusion. Vocabulary is limited and may be inappropriate.	Virtually no control of the language. Frequent and serious errors may force the reader to use deduction in order to glean meaning.
CONTENT AND ACCURACY STRUCTURE	Few mistakes.	Some minor mistakes.	Some more serious errors do not impede understanding.	There is much inaccuracy which may <i>impede</i> communication.	
1. Imaginative, creative, factually interesting. Mature thought and well-structured paragraphs arranged in convincing order.	9-10 17-20	8 15-16	7 13-14	6 11-12	5 9=10
2. Some interesting and effective content. Fairly imaginative, well-structured with some detail and development.	8 15-16	7 13-14	6 11-12	5 8-10	4 7-8
3. Content adequate but unadventurous. Ideas are partly undeveloped and structure is apparent, with a recognisable beginning and end.	7 13-14	6 11-12	5 9-10	4 7-8	3 5-6
4. Content is limited. Little attempt to develop ideas although main ideas are comprehensible; some examples of wrong order.	6 11-12	5 9-10	4 7-8	3 5-6	2 3-4
5. Little understanding of the topic. Poor structure leads to some confusion. Random, simple ideas.	5 9-10	4 7-8	3 5-6	2 3-4	1 1-2

Glossary:

- *syntax* – (use of) a variety of different types of sentences e.g. simple/complex and compound sentences
- *idioms* – fixed or common expressions e.g. It is raining cats and dogs/part and parcel of/to put up with
- *register* – appropriate level of formality or informality
- *impeded* – interfere with
- *glean* – get/work out the meaning

Example:

CS 3 = 4 or 8
LS 4 = 10 or 20

ANNEXE 8: TEXT DOMAINS AND READING LEVELS

1. The 3 text domains:

- 1.1. Narrative (story)
- 1.2. Expository (information)
- 1.3. Documentary (maps, charts)

2. Defining the 8 reading levels:

2.1. Reading Level 1: Pre-Reading (*Note: Pre-Reading here means before learners know how to read and not the pre-reading of the three stages of reading*). Matches words and pictures involving concrete concepts and everyday objects, and follows short simple written instructions.

2.2. Reading Level 2: Emergent Reading
Matches words and pictures involving prepositions and abstract concepts; uses cuing systems (by sounding out, using simple sentence structure, and familiar words) to interpret phrases by reading on.

2.3. Reading level 3: Basic Reading
Interprets meaning (by matching words and phrases; completing a sentence, or matching adjacent words) in a short and simple text by reading on or reading back.

2.4. Reading Level 4: Reading for Meaning
Reads on or reads back in order to link and interpret information located in various parts of the text.

2.5. Reading Level 5: Interpretive Reading
Reads on and reads back in order to combine and interpret information from various parts of the text in association with external information (based on recalled factual knowledge) that “completes” and contextualizes meaning.

2.6. Reading Level 6: Inferential Reading
Reads on and reads back through longer (narrative, document or expository) in order to combine information from various parts of the text so as to infer the writer's purpose.

2.7. Reading Level 7: Analytical Reading
Locates information in longer (narrative, document or expository) texts by reading on and reading back in order to combine information from various parts of the text so as to infer the writer's personal beliefs (value systems, prejudices, and/or biases).

2.8. Reading Level 8: Critical Reading
Locates information in a longer (narrative, document or expository) texts by reading on and reading back in order to combine information from various parts of the text so as to infer and evaluate what the writer has assumed about both the topic and the characteristics of the reader – such as age, knowledge, and personal beliefs (value systems, prejudices, and/or biases)

ANNEXE 9: ASSESSMENT RECORD SHEET FOR GRADE 4 - 7: ENGLISH SECOND LANGUAGE

ASSESSMENT RECORD SHEET FOR GRADE 4 - 7: ENGLISH SECOND LANGUAGE																					
GRADE:											YEAR:										
SCHOOL:											TEACHER:										
NAME	SEMESTER	Listening		Speaking		Reading & Literature			Grammar & vocabulary		Directed writing	Cont. Writing		End-of-term test	Term mark Semester 1	Weighted term mark Semester 1 (150 ÷ 1.5)	Term mark Semester 2	Total mark Sem 1 & Sem 2 (100 + 100)	Continuous assessment mark (200 ÷ 4)	Examination mark	Promotion mark (50 + 50)
		Listening Comprehension	Listening Comprehension	Prepared speech	Unprepared speech	Reading aloud	Reading Comprehension	Literature (Prose & Poetry) (20 ÷ 4)	Grammar (10 ÷ 2)	Spelling & Dictation (20 ÷ 2)	Reading and Dir. Writing Task	Composition (10 ÷ 2)	Shorter Task (10 ÷ 2)								
		10	10	10	10	10	10	5	5	10	10	5	5								
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Semester 1:
Moderated by Subject head/HOD/Principal:..... Date:.....

Semester 2:
Moderated by Subject head/HOD/Principal:.....Date:.....



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