



Republic of Namibia

**MINISTRY OF EDUCATION, INNOVATION, YOUTH
SPORTS, ARTS AND CULTURE**

SENIOR PRIMARY PHASE

HOME ECOLOGY SYLLABUS

GRADE 5 - 7

For implementation in 2024

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Home Economics syllabus Grade 5 - 7

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Home Ecology in the Senior Primary phase. As a subject, Home Ecology is within the pre-vocational area of learning in the curriculum, but has thematic links to other subjects across the curriculum.

This subject would need 2 periods per week and it is compulsory that double periods are scheduled.

2. RATIONALE

The learning of this subject will enable learners to acquire a desirable quality of life for themselves, their families, their communities as well as future generations.

Home Ecology is the only curriculum area that focuses on practical living skills related to family life and occupations that serves to enhance the working of the family. The family is an enduring institution that serves as a major factor in determining who a person is and what a person becomes. Everyone is a part of one or more families in their lifetime. Everyone needs practical skills for successful family life and for work outside the family.

3. AIMS

Home Ecology aims to:

- encourage creative and aesthetic awareness;
- develop qualities of organization of self and resources;
- develop skills for further study and for the creative use of leisure time;
- encourage an appreciation of and an enquiring approach to Home Ecology;
- stimulate and sustain an enjoyment of the creative use of textiles and resources regardless of gender, culture or geographic location;
- encourage the use of waste materials;
- help acquire the basic concepts and skills through active learning and through practical work;
- promote and encourage group work projects;
- promote the skill of learning with understanding by working co-operatively and constructively with others;
- provide a foundation for further education through integration with other subjects;
- demonstrate an understanding of the interrelationship between Home Ecology and the environment;
- demonstrate consumer responsibility towards the sustainability of the environment and use of resources;
- lay the foundation for the development of human resources as a basis for entrepreneurship;
- enhance effective management of personal finances, with special consideration of saving money for investment in business;
- promote entrepreneurship as an option to improve one's own living standard;
- recognise the importance of costs and sales prices for business success.

4. INCLUSIVE EDUCATION

Inclusive education is the right of every learner and promotes participation in, or access to, the full range of educational programme and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning.

Basic education prepares the society, as envisaged in Namibia Vision 2030, by promoting inclusivity. Learners experiencing barriers to learning and other individual needs will be included in a mainstream school and their needs will be attended to through differentiation of teaching methods and materials as required. Learners, who are so severely impaired that they cannot benefit from attending inclusive schools, will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join the inclusive school where applicable. The curriculum, teaching methods and materials are adapted for learners in these institutions.

The learner-centered approach to teaching is highly suitable for learners with special learning needs since it capitalises on what learners already know and can do, and then assists them to acquire new knowledge and skills. The *Curriculum Framework for Inclusive Education* (2018) specifies the competencies, which learners with special learning needs should master. Individual Learning Support Plan (ILSP) should be in place to guide and evaluate the individual learning process for learners with special learning needs.

Further guidelines on planning for learning and teaching in an inclusive classroom can be found in the *Curriculum Framework for Inclusive Education* (2018). These guidelines will help to equip all learners with knowledge, skills and attitudes to help them succeed in the world that is increasingly complex, rapidly changing and rich in information and communication technology.

Home Ecology in the Senior Primary phase promotes equal opportunity for males and females, enabling both to participate equally. Teachers should know and understand how to treat learners equally, and all materials should support gender fairness.

Including gender perspectives is important in all social themes in order to raise awareness of gender stereotyping, how limitations are set on gender equity, and how to promote gender equity in all spheres of life. All teaching/learning materials should be analysed to ensure that they promote gender equity.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR TEACHING

The cross-curricular issues include Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety. These 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 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 links to cross-curricular issues:

Grade	HIV and AIDS	Environment Education	Human Rights and Democracy	ICT	Entrepreneurship Education
5	Family studies food and nutrition	A clean environment water	The influence of eating and living habits on the health of an individual Family roles	Teachers should encourage learners to search the internet where resources are available	The role of Home Ecology in terms of a stable family life and employment A clean environment Family roles Craft work
6	Food and nutrition Communication and decision making in the family	Family studies	Food and nutrition	Search the internet where resources are available	Fuel communication and decision making in the family Craft work
7	Food and nutrition Friendship and relationships	Home management	Family studies	Search the internet where resources are available	Care and storage of food in the household/shops Cost and price Family life and work Craft work

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 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.

Work in groups, in pairs, individually, or as a whole class must be organised as appropriate to the task in 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 increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

Home Ecology emphasizes the re-use of locally available resources to conserve the environment and the content has been adapted to suit the Namibian child. The subject emphasises the importance of family life and the perspective of the syllabus is seen from a family point of view.

7. END-OF-PHASE COMPETENCIES

This curriculum focuses on developing skills that allow individuals to make informed decisions regarding a number of social concerns. Home Ecology programs provide learners with practical skills to improve their quality of life.

In the Senior Primary phase in Home Ecology, the following skills will be installed in learners:

7.1 Thinking skills

Skills such as critical thinking (coming up with alternative possibilities; making rational choices); creative thinking (producing new ideas); decision making (the process of coming to a conclusion); inquiring (investigating, asking questions to solve problems); problem solving; recalling (remembering); collecting; analysing (thinking through); comparing and contrasting; classifying (putting in groups); generalising (stating broadly) and evaluating (finding out the worth of something).

7.2 Interpretation skills

Learners will learn to interpret through evidence, time, chronology (sequence of time); cause and effect, change and continuity, fact and opinion, conflict (disagreement) and consensus models, cartoons, charts, instructions and illustrations.

7.3 Construction skills

These skills will be used for the production of various original usable items from scrap materials and for the sewing of articles.

7.4 Creative skills

These will be developed through own initiative and design as well as through other skills and attitudes.

7.5 Communication skills

Communication skills will be developed through reading, listening, speaking, writing and designing.

7.6 Social participation skills

Such as sensitivity to needs; feelings and problems of self and others; co-operative and constructive behaviors; weighing individual needs against the needs and wider interest of a wider society; commitment to the removal of stereotypes and prejudices; competence for responsible social action.

On completing the Senior Primary phase of education in Home Ecology, the learners are expected to be able to take care of their own health and develop skills related to home and family life as well as the development of all basic competencies creating the awareness of the possibility of self-employment.

8. SUMMARY OF THE LEARNING CONTENT

The syllabus comprises of four main themes: Food and Nutrition, Home Management, Family Studies and Craft Work.

Topic	Grade 5	Grade 6	Grade 7
An introduction to the subject Home Ecology	An introduction to the subject Home Ecology	Home Ecology, the family and the near environment	Home Ecology and the community
Food and nutrition	• Healthy eating and living habits • Basic table manners	• The healthy individual: <i>The Namibian Food and Nutritional Guidelines</i>	• The ten Namibian food and nutrition guidelines • The four Namibian Food Groups • Food tradition in Namibia • Basic table setting
Resource management	• Utilities in the home - water • A clean environment	• Utilities in the home - Fuel - solar energy - electricity	• Utilities in the home: - ventilation - lighting • Basic costing and pricing
Family studies	• Personal hygiene • Safety precautions in the household	• The family • Family unity • Caring for sick family members	• Communication within a family • Relationships within the family • The effect of sick family members on family resources
Craftwork	• Craftwork - weaving - plaiting - paper art	• Craftwork - weaving - plaiting - bead work - painting or drawing - wire work	• Craftwork - bead work - knotting - knitting - clay work - hand stitching

9. LEARNING CONTENT

9.1 Grade 5 Learning content

Topic	Learning Objectives: <i>Learners will:</i>	Competencies: <i>Learners should be able to:</i>
1. Introduction to the subject Home Ecology		
1.1 Introduce the subject Home Ecology	be introduced to the subject Home Ecology with its four components	- define <i>home ecology</i> - list the four components of Home Ecology - food and nutrition - resource management - family studies - craftwork
2. Food and nutrition		
2.1 Healthy, unhealthy eating and living habits	- know healthy, unhealthy eating and living habits - know the importance of personal hygiene	- define <i>health</i> - state healthy and unhealthy eating habits - state healthy and unhealthy living habits - describe characteristics of a healthy and unhealthy individual - define <i>germs</i> - state ways how germs are spread - list guidelines for personal hygiene and daily grooming
2.2 Basic table manners	understand basic table manners	- state basic table manners - apply basic table manners

Topic	Learning Objectives: <i>Learners will:</i>	Competencies: <i>Learners should be able to:</i>
3. Resource management		
3.1 Water as a utility in the home	• realise the importance of household water in terms of (sources, safe storage, conservation and purification)	• list water sources for the household • identify ways of safe storage of household water • name ways of saving household water • state reasons why clean water is important in the household • list ways of purifying household water
3.2 A clean environment	• realise the importance of waste management in the household • understand the importance of a clean environment	• identify types of waste in the household • list ways of getting rid of waste (including solid waste) in the household • demonstrate how to dispose waste in a correct manner in an environment color-coded waste bins) • explain different ways in which waste can become useful to the household (re-use, reduce and recycle) • describe why a clean environment is important for the health of the individual and family

Topic	Learning Objectives: <i>Learners will:</i>	Competencies: Learners should be able to:
4. Family studies		
4.1 The Family	• know what a family is • know types of family	• define <i>family</i> • identify the following family types - nuclear family - single parent family - blended family - extended family
4.2 Safety in the household	• know the importance of safety precautions in the home environment	• define: - <i>hazard</i> - <i>safety</i> • identify general hazards in the home environment • write down safety precautions in the home environment
5. Craftwork		
5.1 Mastering craftwork techniques	• know different kinds of craftwork in the community • develop creative craftwork techniques	• identify handmade craftwork from local community • design at least 3 craftwork products using the following techniques: - weaving - plaiting - paper art
NOTE: The use of natural and recycled materials is highly recommended		

9.2 Grade 6 Learning content

Topic	Learning Objectives: <i>Learners will:</i>	Competencies: <i>Learners should be able to:</i>
1. Home Ecology		
1.1 Studying Home Ecology	understand how Home Ecology will add to the quality of family life and their near environment	- explain how the family can benefit from the following Home Ecology components: - food and nutrition - resource management - family studies - craftwork
2. Food and nutrition		
2.1 The healthy individual: <i>Namibian Food and Nutrition Guidelines</i>	realise the importance of the Namibian food and nutrition guidelines to ensure the health of an individual	list ten Namibian food and nutrition guidelines
3. Resource Management		
3.1 Fuel, electricity and solar energy as utilities in the household	- know different types of fuel and energy - understand the use of solar energy in the home	- identify types of fuel used in the household - wood - charcoal - paper-bricks - animal dung - paraffin, cooking gel - gas (household gas) - solar - electricity - list examples of proper ways of using (safety measures) and conserving these fuels in the household - explain how solar energy is used in the home for cooking and heating water

Topic	Learning Objectives: <i>Learners will:</i>	Competencies: <i>Learners should be able to:</i>
4. Family Studies		
4.1 The family	• understand family types • understand the importance of family unity • understand the importance of leisure time and educational activities in a family • understand the importance of household chores	• describe the following family types - nuclear family - single parent family - blended family - extended family - foster family • state the importance of family as a unit - belonging - support - love, share and care - shelter - safety and security • list different leisure time and educational activities to strengthen family unity: - drawing - painting - games - dinning out - family vacation - sports - craftwork - fishing - dancing and singing - assisting with homework • identify different household chores • explain the importance of doing household chores

Topic	Learning Objectives: <i>Learners will:</i>	Competencies: <i>Learners should be able to:</i>
4.2 Caring for sick family members	• realise the need of caring for sick family members	• describe ways of caring for sick family members, taking into consideration - hygiene and safety - feeding - clothing - room and sanitation (facilities)
5. Craftwork		
5.1 Mastering craftwork techniques	• know different kinds of craft-items in the community • develop creative craftwork techniques	• identify handmade craftwork in the local community • design at least 3 craftwork products using the following techniques: - weaving - bead work - plaiting - drawing and painting - wire work
NOTE: The use of natural and recycled materials is highly recommended		

9.3 Grade 7 Learning content

Topic	Learning Objectives <i>Learners will:</i>	Competencies <i>Learners should be able to:</i>
1. Home Ecology and the community		
1.1 Home Ecology and the community	understand how Home Ecology will add to the sustainability of the community	- define the term <i>community</i> - describe how studying Home Ecology will aid to take care of the: - family - community
2. Food and nutrition		
2.1 The healthy individual: <i>Namibian Food Nutrition Guidelines</i>	realise the importance of the <i>Namibian Food and Nutrition Guidelines</i> to ensure the health of an individual	- define the following terms: <i>food</i> <i>nutrition</i> <i>nutrients</i> - explain the ten Namibian food and nutrition guidelines
2.2 The four (4) Namibian food groups	know the four Namibian food groups	- state the four Namibian food groups - classify food into the four Namibian food groups
2.3 Food traditions in Namibia	understand different food traditions in Namibia	describe food traditions in Namibian families

Topic	Learning Objectives <i>Learners will:</i>	Competencies <i>Learners should be able to:</i>
2.4 Basic table setting	• understand basic table setting	• identify basic items used for table setting - table linen (cloths, napkins and overlay) - cutlery - crockery - glassware - decorative items
3. Resource management		
3.1 Ventilation, lighting as utilities in the household	• understand that proper ventilation is essential for healthy living • understand that proper lighting is essential for living • understand the importance of saving electricity	• identify methods of ventilation in the household - natural ventilation - artificial ventilation • explain why proper ventilation is essential for healthy living • identify methods of lighting in the household - natural lighting - artificial lighting • explain why proper lighting is essential for living • list ways to save electricity
3.2 Basic costing and pricing	• know how to calculate cost and price	• define the following - <i>income</i> - <i>costing</i> - <i>pricing</i> • list sources of income • determine the cost of the product and calculate the selling price

Topic	Learning Objectives <i>Learners will:</i>	Competencies <i>Learners should be able to:</i>
4. Family Studies		
4.1 Communication within a family	understand the importance of communication within a family	- define <i>communication</i> - state the differences between verbal and non-verbal communication - list ways of good communication within the family
4.2 Relationships within the family	develop good relationships within the family	state characteristics of good family relationships
4.3 The impact of sick family members on family resources	understand the impact of sick family members on family resources	explain the impact of sick family members on family resources
5. Craftwork		
5.1 Mastering craftwork techniques	- know different kinds of craft-items in the community - develop creative craftwork techniques	- identify handmade crafts to the local community - design at least 3 craftwork products using the following techniques - beading - knotting - knitting - clay work - hand stitching
NOTE: The use of natural and recycled materials is highly recommended		

10. ASSESSMENT

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

10.1 Types and methods of continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations are needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centered principles and practice. 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 they need to try more, how, and why. The parents should be regularly informed about the progress of their child in all subjects, be encouraged to reward achievements, and given suggestions as to how they can support their learning activities.

The learner's progress and achievements in all subjects must be reported to parents on the school report.

Formative 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

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.

Diagnostic assessment

Barriers to learning, strengths, learning difficulties and gaps in learning can be determined through diagnostic assessment, which takes place at any time during the learning process. Diagnostic assessment should include inputs from the multidisciplinary support team. It informs lesson planning and which learning and teaching methods should be used to support the learners.

Informal and formal methods

The teacher must assess how well each learner masters the basic competencies described in the subject syllabuses 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 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, making value judgments, and in their participation in general.

When it is necessary to structure assessment more formally, the teacher should as far as possible use the same sort of situation as ordinary learning and practice situations to assess the competency of the learner. The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a great deal of time. Short tests in any subject should be limited to part of a lesson and only exceptionally use up a whole lesson. End- of-term tests should only be written in the first lesson of the day, so that teaching and learning can continue normally for the rest of the time.

Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to know 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 Basic 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 level of achievement in relation to the competencies in the subject syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. In Grade 5 to 7 letter grades are related to percentages. The relation between the grades awarded and competencies are shown below.

Grade	% Range (Gr. 5-7)	Competency 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.

10.3 Assessment objectives

The three assessment objectives in Home Ecology are:

- A.** Knowledge with understanding
- B.** Handling information and solving problems
- C.** Practical skills and their application

Description of each assessment objective

follows

A. Knowledge with understanding

Learners should be able to demonstrate their knowledge and understanding in relation to:

1. social, economic and environmental needs;
2. scientific and technical vocabulary and terminology;
3. definitions, principles and theories;
4. techniques and methods and an appreciation of the need for accuracy;
5. artistic and creative considerations

B. Handling information and solving problems

Learners should be able to:

1. read and interpret information;
2. translate information from one form to another;
3. interpret information on which to base judgments and choices;
4. manipulate numerical and other data;
5. organise and manage time, money, fuel, energy, effort, materials, equipment and tools according to stated criteria for a given situation

C. Practical skills and their application

Learners should be able to:

1. test and compare techniques and methods, materials and equipment for practicing practical skills;
2. identify priorities when solving problems;
3. assess and evaluate the effectiveness of the course of action;
4. propose further development

10.4 Continuous assessment: detailed guidelines

A specified number of continuous assessment activities per term should be selected, graded and recorded. Not more than two assessments per term are to be topic tests. These continuous assessment activities must be carefully planned and marked according to a marking scheme or marking criteria. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by good, average and low-achieving candidates, as well as the written assignment and marking scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus. End-of-term tests should not contribute more than thirty percent (30%) towards the total term mark. Not more than forty percent (40%) of the summative grade may be based on tests, which include topic tests and end-of-term tests.

Types of continuous assessment

Topic tasks: These are recorded, assessed activities that could introduce a topic or used during teaching of a topic and/or revision of a topic. They may include assessment involving competencies to do with locating information, conducting surveys, analysing information or presenting information. Topic task will involve assessment of basic competencies in all assessment objectives, however not all assessment objectives need to be present in every topic task. Continuous assessment marks will be allocated for topic tasks written per term.

Craft work: Craft work in Home Ecology will comprise of a craft article that the learner have to complete. One project per year is done. Marks will be allocated to the project.

Topic tests: Completed topics should be ended off with a test indicating the achievements of the learners in these topics. Written tests are specifically set by the teacher to assess the learners' achievements in relation to competencies specified in the syllabus and should consist of short questions as well as more structured questions. Topic tests should be written during the term and marks recorded.

End of term test: This is a comprehensive test of the whole term's work.

Summary of Continuous Assessment Tasks

Continuous Assessment Grade 5, 6 and 7						
Components	Term 1		Term 2		Term 3	
	Number & marks	Total	Number & marks	Total	Number & marks	Total
Topic tasks	2 x 15	30	2 x 15	30	2 x 20	40
Topic Tests	1 x 20	20	1 x 20	20	1 x 20	20
Craft work	1 x 20	20	1 x 20	20	1 x 40	40
End of Term Test	1 x 30	30	1 x 30	30		
Term Marks		100		100		100
Weighted Term Mark		100		100		100

10.5 End of year examinations: Detailed guidelines

Internal end-of-year examinations will be written in the Senior Primary examination subjects. The purpose of these examinations is to focus on how well learners can demonstrate their thinking, communication and problem-solving skills related to the areas of the syllabus, which are most essential for continuing in the next grade. Preparing for and conducting these, examinations should not take up more than two weeks altogether right at the end of the year. The purpose of the examination is to assess how far each learner can demonstrate their achievement in reaching the competencies.

The end of year examination for Grade 5 should consist of work done in the second terms only, while the end of year examination for Grades 6 and 7 will consist of all work done during the whole year.

Written Examination Grades 5-7			
Grade	Description of papers	Duration	Marks
5	Section A: Compulsory short answer questions to be answered on the examination paper Section B: Structured questions	1 hour	50
6	Section A: Compulsory short answer questions to be answered on the examination paper Section B: Structured questions	1 hour	50
7	Section A: Compulsory short answer questions to be answered on the examination paper Section B: Structured questions	1 hour	50

Promotion marks

A promotion mark will be awarded at the end of each year based on the average of the continuous assessment mark and the mark obtained in the examination.

In Grade 5 - 7, continuous assessment contributes 50% of the summative mark. The weighting of each assessment component is as follows:

Component	Description	Marks	Weighting
End-of-year examination	Section A: Compulsory short answer questions to be answered on the examination paper Section B: Structured questions	50	50%
Continuous assessment	Topic Tasks, Topic Tests, Craftwork, End of Term Test	50	50%
Total marks		100	100

The promotion marks are calculated as follows:

Promotion marks for Grades 5, 6 and 7				
	Term 1	Term 2	Term 3	Total
Weighted term mark	100	100	100	300
CA mark	300÷6			50
End-of-year examination	50			50
Promotion mark				100

10.6 Specification Grid

The specification grids below indicate the mark weighting allocated to each objective for both continuous assessment and for the end-of-year examination.

End-of-year examination	Weighting
Assessment objectives for written examination	
Objective A Knowledge with understanding	50%
Objective B Handling Information and solving problems	30%
Objective C Practical skills and their application	20%
Total	100%

Continuous Assessment (CA)	Weighting
Assessment Objective for Written Examination	
Objective A Knowledge with understanding	20%
Objective B Handling Information and solving problems	30%
Objective C Practical skills and their application	50%
Total	100%

10.7 Assessment rubrics

Guidelines for the assessment of craft work Grade 5-7

Planning, Organisation			
%	Sampler 7 Marks	Article 20 Marks	Description
A 80	7	16-20	Learner planned craftwork of exceptional standard. It is an attractive and eye-catching design with appropriate colours, displaying originality and creativity.
B 70-79	6	14-15	The learner has planned craftwork of very good quality. The work is to a large extend above average requirements and displays skillful craftsmanship
C 60-69	5	12-13	The standard of the work is proof of a skill mastered and are above average. Colour and design forms a harmonious display.
D 50-59	4	10-11	Good work but some poor work reduces the overall layout and presentation of the design. Inappropriate choices were made in terms of colour and design.
E 40-49	3	8-9	The learner shows poor skills in the presentation of the craftwork. No interest in craftsmanship. The craftwork may not be long lasting.
U 0-39	0-2	0-7	Uncompleted or no work submitted
	Sub-total 7	Sub-total 20	

Skills			
%	Sampler 7 Marks	Article 20 Marks	Description
A 80	7	16-20	Learner produced skills of an excellent standard on basic craft demonstrated. Appropriate finishes with sturdy attaching and ending methods were applied.
B 70-79	6	14-15	The workmanship shown in the skills taught are above average.
C 60-69	5	12-13	There are some good skills showing but some of the skills are not well mastered on the craft article.
D 50-59	4	10-11	Learner produced skills of an average standard on basic craft demonstrated.
E 40-49	3	8-9	The standard of craftsmanship is very low. The learner has demonstrated little understanding of the skills taught.
U 0-39	0-2	0-7	Uncompleted or no work submitted
	Sub-total 7	Sub-total 20	

Accuracy			
%	Sampler 6 Marks	Article 20 Marks	Description
A 80	6	16-20	The learner has showed an excellent standard on a wide variety of craft and basic techniques. The finished result is of a high standard.
B 70-79	5	14-15	Techniques and stitches applied on the craftwork lies substantially above requirements. The overall standard of the work is very good.
C 60-69	4	12-13	Some of the craft and basic techniques mastered is of a satisfactory standard
D 50-59	3	10-11	Some of the craft and basic techniques mastered corresponds to average requirements but other work is of a poorer quality
E 40-49	2	8-9	The standard of workmanship is poor on most craft and basic techniques. A limited range of skills and basic techniques is shown
U 0-39	0-1	0-7	Uncompleted or no work submitted
	Subtotal 6	Sub-total 20	
Total			
	Sampler 20 Marks	Article 60 Marks	

ANNEXE 1: Glossary of Terms (Key verbs for assessment and evaluation)

Assessment is an integral part of the teaching profession for teachers to set better questions and assignments and to interpret syllabuses. The understanding of the meaning of key verbs is important.

Key verb	Meaning of key verbs
Analyse	separate into parts or elements and to describe in detail or to give your own opinion, judgment or interpretation of separate parts or elements presented
Apply	put subject matter/content to a practical use
Compile	collect or to put together facts and arguments in an orderly or organised way
Compare	point out or show similarities and differences between statements, ideas, etc. or to assess the relationship between subject matter
Demonstrate	describe and explain subject matter/content by experimental or practical use
Define	give the exact meaning of, or to state precisely and briefly the meaning of a term
Describe	list or state the characteristics of something in spoken or written words; it should be a logical, well-structured account of issues
Discuss	critically examine or investigate issues raised and to introduce evidence wherever possible to support conclusions of arguments
Distinguish	point out or describe the differences amongst qualities or characteristics, or to discover by listening, looking, etc.
Explain	make clear or plain or to make sure that the reader understands, by means of illustrations or description of the information presented
Evaluate	make a value judgment by judging, rating, determining or comparing facts, actions, etc.
Identify	give the essential characteristics of, or recognise certain characteristics of a term
Illustrate	give a clear example or a graphic representation of something
Label	attach names and information to illustrations, drawings and objects
List	present a list of names, facts, aspects of items in a certain order or specific category
Motivate	give reasons, judgments or value statements

Name/mention	give only the names, characteristics, items or facts
Plan	arrange subject matter content in a predetermined way to accomplish a certain action
Relate	bring subject matter/content into relation, or to relate your opinion to your own experiences
Report	repeat, recall and quote from memory, or to mention items or facts in a certain order, or to give a more personal opinion, but one related to the event or content of the subject matter
State/give	present information or details in words without discussion
Suggest	recommending valid arguments in an orderly fashion or making certain proposals based on facts and observations
Summarise/conclude	to set out/draw together the main points of content, orally or in writing

ANNEXE 2: Glossary of Home Ecology terminology

Artificial ventilation	fresh air that enters a room through the help of a machine like a fan or an air conditioner
Beadwork	is the art or craft of attaching beads to one another by stringing them onto a thread or thin wire with a sewing or beading needle or sewing them to cloth
Business	selling products or services for profit
Clay work	the art of using clay to make things
Communication	the exchange of information by speaking, writing or using some other medium
Community	a group of people living in the same place or having particular characteristics in common
Conservation	is the care and protection of resources so that they can continue being used for future use
Costing	the price at which goods are or have been bought.
Craft	an activity involving skill in making things by hand
Craft item	the items and materials used for making
Craftwork	is the making of decorative or practical objects by hand as a profession
Crockery	plates, dishes, cups, and other similar items
Dispose	is to get rid of something
Eating habits	refers to why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain it
Ecology	is the study of organisms and how they interact with the environment around them
Electricity	is a form of energy commonly used in a set up for; lighting, cooking, etc.
Facilities	a plan or piece of equipment provided for a particular purpose
Food	are the products obtained from plants or animals
Food tradition	is the transmission of customs from generation to generation
Fuel	any substance that is burned to produce heat or energy
Germ	a microorganism, especially one which causes disease
Hazards	anything that has the potential to cause harm or danger
Health	is a state of complete physical, mental and social well-being and not merely the absence of disease
Home ecology	is the study of people, their immediate environment and the management of their resources
Household	is a group of people who live together and share the resources

Hygiene	is a team that refers to the steps you take to keep clean and healthy
Impact	strong positive and negative effects on someone or something
Income	is the money received or earned
Junk food	is food that are high in sugar, salt and fat, with low nutritional value
Knotting	an art where different types of knots are used to make objects
Leisure	is the time when you are free from work or other duties and you can relax
Lighting	equipment in a room, building, or street for producing light
Living habit	a learned repetitive behaviour that become automatic over a period overtime
Natural ventilation	natural fresh air that enters a room through a window or a door
Nutrients	is the substances obtained from food that help the body to function properly
Nutrition	is a study of nutrients in food, how the body uses them and the relationship between diet, health and disease
Precaution	action taken to prevent something unpleasant or dangerous
Pricing	is the amount of money given in exchange of a good or services
Purify	to remove any harmful or dirty substances in order to make it clean
Recycle	making rubbish/waste into usable materials
Resource	are the things that you need in order to achieve your goals
Safety	is a state of being protected or free from danger, risk or injury
Sanitation	is the process of keeping places clean and healthy. especially by providing a sewage system and a clean water supply
Saving	to put aside resources for future use
Solar fuel	is light heat and other forms of energy given off by the sun
Stitches	a piece of thread that is passed through a piece of material with a needle
Sustainability	the ability to be maintained at a certain rate or level
Utilities	something useful or designed for use, for example electricity or water
Ventilation	process whereby fresh air enters a room either through a window or door or through the help of a machine
Wearing	one of the oldest form of art which people use to make clothes and other objects

ANNEXE 3: List of tools

Tools to select from to provide for the learners' needs:

Weaving: Weaving needles Wool or <u>Waste material</u> - Empty vegetable bags - Any old cloth - Plastic bags - Carton box fastener strips - Fresh leaves (banana tree/palm tree) - Paper - Rope (* Any of the above which is available in your environment)
Plaiting: Wool or rope <u>Waste material</u> - Any old cloth - Plastic bags (* Any of the above or any other soft material which can be used for plaiting, available in your environment)
Beadwork: Beading needles/ embroidery needles Beading wire/ string Glass beads or <u>Waste material</u> (*Any other material collected from the environment that can be used as beads)
Paper Art: Copy paper Pencils Colour pencils/ Oil pastels Small scissors Glue Ruler <u>Waste material</u> (*Any old paper available in your environment)
Painting/Drawing: Copy paper Pencils Colour pencils/ Oil pastels or wax crayons Paint brushes Paint sets Small scissors Glue Ruler <u>Waste material</u> (*Any old paper plain available in your environment)

Wire work: Wire Pliers <u>Waste material</u> (*Any old wire that can be collected from the environment) Spray paint (silver or gold) optional
Knotting: Rope/ string <u>Waste material</u> (*Any old or soft natural material from the environment that can be used as knotting material)
Knitting: Knitting needles Wool <u>Waste material</u> (*Sticks from any kind of firm material from the environment that can be used as knitting needles)
Clay work: Modelling clay <u>Waste material</u> (*Any type of natural clay available from the environment)
General tools: Plain/ printed fabric, calico or hessian for basic techniques Hand thread Hand needles Dressmakers pins Embroidery thread Embroidery needles Thimbles Cloth scissors Tape measure

- Tools to be selected depending on the craftwork chosen for the grade
- Each grade should preferably engage in a different craft

ASSESSMENT RECORDSHEET HOME ECOLOGY

Year:

[illegible]



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