



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

SENIOR PRIMARY PHASE

INFORMATION AND COMMUNICATION SYLLABUS

GRADE 4 – 7

For implementation in 2024

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Information and Communication Syllabus Grade 4 – 7

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1. Introduction

This syllabus describes the intended learning and assessment for Information and Communication in the Senior Primary phase. As a subject, Information and Communication is within the linguistic and literacy, moral and ethical and technological areas of learning in the curriculum, but has thematic links to other subjects across the curriculum.

Linguistic and literary learning

Linguistic and literary learning involves the acquisition and development of language communication skills. These comprise listening, speaking, reading and writing in real and simulated situations relating to life as it is experienced by the learner. This provides a basis for learning in all other areas and for further language study. It is vital to the intellectual, emotional and social development of the learner.

Moral and ethical development

Moral and ethical development is not only an area which is dealt with in various subjects, but is also dependent on the social atmosphere of the school. Learners have to cope with moral and ethical issues involving principles such as tolerance, responsibility, honesty, justice and fairness. Learning about moral and ethical problems helps to develop moral convictions and attitudes. The school should foster respect for the feelings and views of others, and show that problems can and should be solved in a rational and empathetic manner. The school system should foster a culture of tolerance, where the rights of others are respected and promoted.

Technology

Learning about technology includes applying knowledge of how to do work more efficiently and effectively using tools, materials and processes. Technology is a specific way of solving problems through planning, design, realisation and evaluation. Learners develop the necessary knowledge, skills and attitudes to perform tasks using appropriate technology

Information and Communication is a compulsory, non-promotional (but assessable) subject for Grades 4-12. A fixed curriculum review cycle will be followed. This subject would need one period per week.

2. Rationale

There is a wide variety of information available in all kinds of formats and with varying degrees of integrity and accuracy.

The particular features of Information and Communication at this phase are for learners to be made aware of their need for information and to equip them with the necessary skills to locate, evaluate and effectively and responsibly use and acknowledge the needed information.

Information and Communication provides the opportunity to learn and practise skills that will serve to make the use, creation and communication of and the search for information across the curriculum possible, meaningful, fruitful and enjoyable.

Information and Communication promotes learner-centred and resource-based education through identifying sources of information, for instance, practising retrieval and application of information from sources and creation of own information through combined project work between Information and Communication and other subjects.

Learners will be exposed to a wide variety of media sources; through this exposure, together with being equipped with the necessary skills, they will develop literacy in the following areas:

- Information and Communication Technology (ICT)
- Media
- Information

3. Aims

Information and Communication aims to:

- develop critical thinking and a problem solving attitude
- develop skills to search for and use information through classroom tasks and assignments
- enhance a lifelong learning attitude through reading
- provide awareness of HIV and AIDS, democratic principles, population growth, ecological sustainability, ICT, and improvement of quality of life for all Namibians
- provide the learner with a basic working knowledge of ICT tools, mainly computer hardware and software
- make the learner aware of the ways in which ICT is used in practical and school-related situations

4. Inclusive education

Teachers of information and communication should strive to create a welcoming atmosphere that invites all learners to actively partake in all activities. Care should be taken to cater for the diverse needs of all learners, including those with serious disadvantages and disabilities.

This syllabus promotes equality of opportunity for males and females, enabling both sexes to participate equally and fully. Teachers should know and understand how to treat learners equally, and all materials should support gender equality.

5. Links to other subjects and cross-curricular issues

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 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

This syllabus is exceptionally suited to address all these cross-curricular issues, since the retrieval, evaluation and usage of information forms the backbone of the syllabus. Teachers can use their creativity in planning lessons to include these issues.

Examples:

- Research (utilising a variety of methods) on any topic suggested by other subject teachers and presented in a variety of formats
- Creating posters and storyboards
- Reporting by learners
- Information search and presentation
- Performing web quests

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 therefore 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.

Crucial to this subject is collaborative teaching. Teachers of Information and Communication should consult with teachers of other subjects to make informed decisions about topics for research, reporting and practical investigations.

Local media (print, radio, TV, etc.) should dominate in the development and usage of teaching and learning materials. Material from other sources should be adapted to suit the Namibian context and the learners' field of reference, but should still expand horizons.

7. End-of-phase competencies

On completing the Senior Primary phase of education in information and communication, learners should be able to:

ICT Literacy

1. Identify and use different components of a computer system
2. Use ICT skills for information processing in everyday life

Media Literacy

1. Describe and explain the culture of the media environment
2. Critically evaluate media content in a variety of formats
3. Describe media ethics

Information Literacy

1. Identify multiple forms of information sources
2. Use the library and other sources to effectively locate and access information
3. Collect and manage information
4. Make ethical use of information
5. Communicate information

8. Summary of the Learning Content

Theme	Grade 4	Grade 5	Grade 6	Grade 7
ICT Literacy	• ICT skills for the processing of information - introduction to a computer - creating and editing graphics	• ICT skills for the processing of information - introduction to ICT - health risks associated with using a computer - files and folders - Internet	• ICT skills for the processing of information - peripheral devices - desktop publishing	• ICT skills for the processing of information - types of computers - word-processing
Media Literacy	• types of media • evolution of media • media ethics - definition	• evaluation of different types of media • civic participation in media	• reliability and effectiveness of different types of media • freedom of expression	• participate in media • media Ombudsman • internet safety issues
Information Literacy	• sources of information (traditional media) • the library • information access tools • information access rights • communicate information verbally	• sources of information (new media) • library layout and facilities • information privacy and security • designing posters	• sources of information (primary and secondary) • parts of a book • conducting research • digital citizenship • writing storyboards	• evaluation of different sources of information • fiction and non-fiction • scanning and skimming • presenting information • copyright and plagiarism • select appropriate communication medium

9. Learning content

9.1 ICT Literacy

Learning Objectives <i>Learners will:</i>	Competencies Grade 4 <i>Learners should be able to:</i>	Competencies Grade 5 <i>Learners should be able to:</i>	Competencies Grade 6 <i>Learners should be able to:</i>	Competencies Grade 7 <i>Learners should be able to:</i>
Theme 1.1: ICT skills for the processing of information				
understand ICTs and use the equipment associated with it for educational and personal goals	- define the following terms: - computer - hardware - software - identify the following components of a computer system and give their functions - system unit / base panel - monitor / screen - keyboard - mouse / touchpad	- define ICT - identify ICT tools in everyday life - discuss the application of ICT tools in home and business environments - list the health risks associated with using a computer - describe ways of minimising health risks when using a computer	- identify the following peripheral devices and state their functions - scanner - printer - speaker - projector - joystick - storage devices	- identify the following types of computers and give their functions - mobile phones (including smart phones) - tablets - laptop computers - desktop computers

Learning Objectives <i>Learners will:</i>	Competencies Grade 4 <i>Learners should be able to:</i>	Competencies Grade 5 <i>Learners should be able to:</i>	Competencies Grade 6 <i>Learners should be able to:</i>	Competencies Grade 7 <i>Learners should be able to:</i>
understand ICTs and use the equipment associated with it for educational and personal goals (continued)	- describe and apply the procedures for starting and shutting down a computer - identify and use the following features of a windows operating system - desktop - taskbar - icons - menus (including the start menu) - identify and apply the following features when working with window frames - minimize button - maximize button - close button - use any program to create and edit graphics such as Paint program	- identify and apply the features of an operating system to manage files and folders - create - rename - delete - explain the functions of sub-folders - define Internet - list the reasons for using the Internet - use web browsers and search engines to locate information on the Internet - identify and use hyperlinks on a web page	- state the purpose of desktop publishing - describe and apply the procedures for creating, saving, printing, retrieving and closing a desktop publishing document - use various techniques available in desktop publishing to: - design different types of publications from built-in templates - insert graphics - manipulate text and graphics - add borders and other enhancements	- state the purpose of word processing - describe and apply the procedures for creating, saving, printing, retrieving and closing a word processing document - apply different features to format and edit a word processing document - font type, size and colour - bold, underline, italics - orientation options - copy, cut and paste - undo and redo - insert graphics - line spacing - spell check

9.2. Media Literacy

Learning Objectives <i>Learners will:</i>	Competencies Grade 4 <i>Learners should be able to:</i>	Competencies Grade 5 <i>Learners should be able to:</i>	Competencies Grade 6 <i>Learners should be able to:</i>	Competencies Grade 7 <i>Learners should be able to:</i>
Theme 2.1: The culture of the media environment, evaluation of media content and interaction therewith				
understand media literacy	- define media - identify types of media - traditional media - new media - list examples of each type of media	explain the evolution from traditional media to new media technologies	identify the advantages and disadvantages of traditional and new media technologies	- describe the features of reliable and effective media, such as: - language used - date of publication - sources - journalist's reputation - blue tick - about section
interact with the media	explain how media promotes cultural diversities	explain how different targeted audience interact with media	- engage with the media through production of user-generated content - complaint	- engage with the media through production of user-generated content - letter to the editor - define media ombudsman - list the roles of the media Ombudsman
learn through media	- use basic educational games e.g. - blockbuster - sudoku	use interactive educational games	- use simulation applications - distinguish between educational games and entertainment games	- engage media to produce educational content e.g. - newspaper article - radio program - use a variety of social networking platforms to share information

Learning Objectives <i>Learners will:</i>	Competencies Grade 4 <i>Learners should be able to:</i>	Competencies Grade 5 <i>Learners should be able to:</i>	Competencies Grade 6 <i>Learners should be able to:</i>	Competencies Grade 7 <i>Learners should be able to:</i>
Theme 2.2: Media ethics				
• be aware of the ethical responsibility of generators and users of media	• define media ethics	• list the ethical standards in media	• explain freedom of expression in media	• identify risks and safety measures while interacting with others online, such as: - cyber bullying - identity theft - scam - sexual predators - game challenges

9.3 Information Literacy

Learning Objectives <i>Learners will:</i>	Competencies Grade 4 <i>Learners should be able to:</i>	Competencies Grade 5 <i>Learners should be able to:</i>	Competencies Grade 6 <i>Learners should be able to:</i>	Competencies Grade 7 <i>Learners should be able to:</i>
Theme 3.1: Multiple forms of information sources				
• be exposed to a variety of information sources • develop an understanding of and appreciation for the importance of the library	• identify and explore sources of information such as: - people - environment - traditional media - new media • explain what a library is	• define primary and secondary sources of information • identify examples of primary and secondary sources of information • state the rules and procedures to take care of library materials, facilities and equipment • demonstrate an understanding of the layout and organisation of the library	• differentiate between primary and secondary sources of information, their use and importance • identify the parts of a book - spine - spine label - cover - title page - verso page - barcode - author	• identify the advantages and disadvantage of a variety of sources of information i.e. primary and secondary sources of information • explain the difference between fiction and non-fiction

Learning Objectives <i>Learners will:</i>	Competencies Grade 4 <i>Learners should be able to:</i>	Competencies Grade 5 <i>Learners should be able to:</i>	Competencies Grade 6 <i>Learners should be able to:</i>	Competencies Grade 7 <i>Learners should be able to:</i>
Theme 3.2: Locating and accessing information				
• obtain information using various methods • select the most appropriate method or tool for finding information	• identify and use various information access tools to retrieve information in a variety of formats - questioning and story listening - books: alphabetical order and using the index • investigate the scope, content and organisation of information access tools: - table of content - alphabetical arrangement e.g. in dictionaries - indexes	• identify and use various information access tools to retrieve information in a variety of formats - books: Dewey Decimal Classification (DDC) - search engines • investigate the scope, content and organisation of information access tools: - card catalogue - DDC system - search engines and other web pages	• identify and use various information access tools to retrieve information in a variety of formats - use mass media - observation and experiments - browse the Internet • identify appropriate sources of information, e.g. laboratory experiment, simulation, fieldwork	• scan and skim to retrieve information • determine the benefits and applicability of various sources
Theme 3.3: Collecting and managing information				
• collect and record information			• identify a research topic • collect information on a research topic and present the findings	• organise content in a manner that supports the purpose and format of the product, e.g. outlines, drafts, storyboards

Learning Objectives <i>Learners will:</i>	Competencies Grade 4 <i>Learners should be able to:</i>	Competencies Grade 5 <i>Learners should be able to:</i>	Competencies Grade 6 <i>Learners should be able to:</i>	Competencies Grade 7 <i>Learners should be able to:</i>
Theme 3.4: The ethical use of information				
• use information with understanding and acknowledging the accompanying ethical standards	• discuss the rights of all users to access information	• identify and articulate issues related to privacy and security in the print- and electronic media • demonstrate caution before sending personal information over the internet	• define digital citizenship • identify and understand the rights and responsibilities of a digital citizen	• define copyright • define plagiarism • explain the importance of acknowledging the work and ideas of others • list the consequences of plagiarism
Theme 3.5: Communication of information				
• effectively use a variety of skills to communicate information	• verbally communicate information	• communicate information by designing posters	• communicate information by writing storyboards • communicate information electronically	• choose a communication medium and format that best supports the purposes of the product and the intended audience • communicate clearly and in a style to support the purposes of the intended audience

10. Assessment

A learner-centred curriculum uses 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 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 assessment

10.1.1 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 all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the 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, where and how they need to try more. The parents should be regularly informed about the progress of their children in all subjects, be encouraged to reward achievements, and given suggestions as to how they can support their learning activities.

The learners' progress in Information and Communication must be reported to parents on the school report.

10.1.2 Formative assessment

Formative 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

10.1.3 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.

10.1.4 Informal and formal methods

The teacher must assess how well each learner masters the competencies described in the subject 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 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 judgements, 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 for the lower grades and a whole lesson in higher grades. **No end-of-term examinations may be written.**

10.1.5 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.

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 Grades 4 to 7, letter grades are related to percentages. The relation between the grades awarded and competencies are shown below.

Grade	% Range (Gr. 4-7)	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. 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 Continuous assessment: detailed guidelines

10.3.1 Types of continuous assessment

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

In Information and Communication in the Senior Primary phase the continuous assessment tasks are as follows:

10.3.2 Summary of continuous assessment tasks

Continuous assessment				
	Term 1		Term 2	
Components	Number & Marks	Total	Number & Marks	Total
Practical investigations	1 x 10	10	1 x 10	10
Topic tasks	1 x 10	10	1 x 10	10
Topic tests	2 x 10	20	1 x 10	10
Term marks		40		30
Weighted term marks (report marks)		$(40 \div 0.4)$ 100		$(70 \div 0.7)$ 100

10.3.2 Final mark

For Information and Communication in Grades 4 – 7 continuous assessment contributes 100% to the final mark.

10.4 Assessment rubrics/criteria

Practical investigation

A guideline for marking of a practical investigation: (10 marks)

Criteria/Marks	0	1	2	3
Following instructions (2)	The learner did not follow any of the instructions given	The learner followed some of the instructions given	The learner followed all instructions given	
Completeness of investigation (2)	The learner did not do the investigation	The learner did an incomplete investigation	The learner did a complete investigation	
Presentation of results (3)	No presentation given	Incomplete presentation	Results were presented, but little creativity	Creative, interesting and informative
Neatness / clarity of presentation(1)	Untidy, slovenly done	Legible or audible presentation		
Use of pictures or products (2)	Presentation was not enhanced with the use of real-life objects or pictures	Used some real-life objects or graphics, but not relevant or incomplete	Good and complete use of objects and/or pictures	

ANNEXE 1: Glossary of terms

Audio-visual	materials using sight or sound to present information
Browser	a software application enabling a user to access the Internet
Card catalogue	a library catalogue in which each publication is described on a separate file card
Citation	short note recognising a source of information or of a quoted passage
Communication software	a program that makes it possible to send and receive data in a multitude of formats and using various channels (e.g. telephone lines or satellite transmission)
Computer	an electronic device which accept, process, output and store information according to a set of instructions
Copyright	a law that prohibits unauthorised copying of someone's creative work
Critique	a careful judgment in which you give your opinion about the good and bad parts of something
DDC	the Dewy Decimal Classification system used in libraries to divide non-fiction books into ten main classes
Database	a collection of information organised in such a way that a computer program can quickly select desired pieces of data. Traditional databases are organised by fields and records
Digital citizenship	responsible use of technology
Hardware	the physical components that makes up a computer system
ICT	the Information and Communications Technology is a set of technological tools and resources used to transmit, store, create, share or exchange information
ICT literacy	the ability to effectively use computers and other digital devices
Information literacy	the ability to find and use information effectively and appropriately
Intellectual property	intangible property that is the result of creativity (such as patents or trademarks or copyrights). Also see plagiarism
Interactive software	software that accepts human input and responds to it
Internet	a computer network consisting of a worldwide network of computer networks to facilitate data transmission and exchange

Lobbying	method of trying to convince people to adopt a certain political or economic stance
Mass communication	the process of transferring or transmitting a message to a large group of people at the same time
Media	the means to communicate information
Media ethics	a set of moral principles and standards that should be applied by media users
Media literacy	the ability to understand how media work, how they produce meanings, how they are organised, and how to use them wisely
Media Ombudsman	a person whose role is to determine whether the actions of a media house are in line with good journalistic practice.
Netiquette	Internet etiquette
New media	means of mass communication using digital technologies such as the Internet
Online	strictly speaking, it means being connected to a computer; but mostly used to indicate “when using the Internet”
Open resources	materials (mostly digital) used to support education that may be freely accessed, re-used, modified and shared by anyone
Plagiarism	presenting someone else’s work as your own. Also see intellectual property
Prejudice	a biased opinion based on subjective points of view
Presentation software	a computer software package used to display information, normally in the form of a slide show – which typically consists of a combination of text and graphics
Primary source	an original source of information
Reference material	documents, files, or intellectual properties that are consulted frequently for general information regarding a definition of a term, or background information on a subject
Search engine	a software system that is designed to search for information on the World Wide Web
Secondary source	materials produced sometime after an event happened
Simulation	the technique of representing the real world by means of a computer program
Social networks	materials used to support education that may be freely accessed, reused, modified and shared by anyone.

Software	a set of instructions that tells a computer what task to perform and how to perform them
Traditional media	consists of all forms of communication used before the Internet age
Web browser	a computer program used to access and view web pages
Web quest	an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web; the teacher pre-selects the sources

ANNEXE 2: Continuous Assessment record sheet for Grade 4 – 7

Assessment Record Sheet: Information and Communication						Grade:		Year:				
School:						Teacher:						
	Term 1						Term 2				End of Year	
	Practical investigation	Topic Task	Topic Test		Total Term 1 Mark	Weighted Term Mark (40 ÷ 0.4)	Practical investigation	Topic Task	Topic Test	Total Term 2 Mark	Total of Terms Mark (40 + 30)	Total CA (70÷0.7)
Name of learner	10	10	10	10	40	100	10	10	10	30	70	100



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