



**REPUBLIC OF NAMIBIA**

**MINISTRY OF EDUCATION**

**JUNIOUR SECONDARY PHASE**

**BASIC INFORMATION SCIENCE SYLLABUS**

**GRADES 8-10**

**FOR IMPLEMENTATION IN 2008**

Ministry of Education  
National Institute for Educational Development (NIED)  
Private Bag 2034  
Okahandja  
Namibia

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Basic Information Science Phase Syllabus Grades 8 - 10  
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## **1. INTRODUCTION**

Basic Information Science is a compulsory, non-promotional subject for Grades 5-7 and Grades 8-10. The Pilot Curriculum Guide for Basic Education makes provision for 1 period per week for every grade.

BIS provides the opportunity to learn and practice skills that will serve to make the search for and the use of information across the curriculum possible, meaningful, fruitful and enjoyable.

BIS needs to be practiced, rather than memorized. Learners should have as much opportunity as possible to practice the skills referred to in the syllabus: retrieval, research, critical thinking, and creativity and communication skills. Teachers should facilitate and provide continuous guidance information retrieval and presentation at every stage of the learning process.

BIS promotes learner-centred and resource-based education through identifying sources of information, for instance practicing retrieval and application of information from sources, through combined project work between BIS and other subjects.

The teaching can be integrated and coordinated through BIS. BIS supports the total teaching program of the school. These resources created by learners can enhance and expand the existing school library collection. BIS also offers an opportunity to create information sources for the enhancement of the existing school library collection.

## **2. RATIONALE**

Information is a major requirement for development, whether the development is personal, social, spiritual, economic, political or educational. Learners must be stimulated to generate their own relevant information in order to facilitate the production of the country's own publications. Information skills form the foundation for all learning and development; they are indispensable elements of learner-centred education; and become the main elements of a life-long attitude of learning and personal growth.

## **3. AIMS**

### **BIS aims to:**

- foster effective communication through speech and writing
- develop competence in language communication skills
- develop critical thinking and problem solving attitude
- develop self confidence, self reliance 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
- enhance integration of ICT in teaching and learning
- promote a reading culture in our learners.

#### **4. COMPETENCIES AND LEARNING OUTCOMES**

BIS learning objectives are derived from the topics. They express in broad terms the desired learning outcomes. The basic competencies are the basic knowledge, understanding, reading and research skills, attitudes and concepts, which learners should acquire with regard to the learning objective. On completing Grade 10, learners should be independent information users for lifelong learning.

#### **5. PARTICULAR FEATURES OF BIS AT JUNIOUR SECONDARY PHASE**

Mastery of the skills acquired in BIS should serve to make the study of every subject and the participation in every extra-curricular activity easier, more meaningful and rewarding. BIS is meant to be practiced rather than learnt. Learners should have as much opportunity as possible to practice the skills referred to in the syllabus such as doing interviews, doing observations, listening and watching and making notes, taking notes from printed and other sources and reading as much as possible. Teachers should give continuous guidance at every stage of information search and presentation, thus guiding learners to generate new sources of information, which could be used by other information seekers. The products of the search done by learners in tangible form, such as essays; posters; pictures; scrap books; photographs; tapes; etc. should be put in the school library for use by other learners. If there is no school library, they may form the nucleus of a library, which will gradually expand as BIS is offered over the years.

Overall, BIS promotes Information Communication Technology (ICT) as a tool that enhances understanding of learning content.

#### **6. LINKS TO OTHER SUBJECTS AND CROSS CURRICULAR ISSUES**

Cross-curricular issues such as Environmental Education, Population Education, Human Rights and Democracy and Information and Communication Technology and HIV and Aids form an integral part of the BIS curriculum. The cross-curricular issues thus serve as a direct link of BIS syllabi to other subjects for the Namibian school curriculum.

BIS contribute to the learner's self-confidence, self-knowledge and self-reliance and promote values such as co-operation, tolerance and respect for other's culture and possessions. It also allows for new ways of understanding the crucial importance of sustaining our environment and shows the interdependence of environmental sustainability and political, moral, social, and economic demands through the study of the cross-curricular issues. BIS largely promotes English as medium of instruction and learning through frequent use of library resources.

Namibia must address the main risks and challenges to ensure that our communities become better places to live, work and learn. Since some subjects are more suitable to address specific cross-curricular issues, BIS directly emphasizes those issues marked with an asterisk\* bellow:

- the challenge and risks we face if we do not care for and manage our natural resources\*
- the challenges and risks caused by HIV and AIDS\*
- challenges and risks to health caused by population, 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 we face from globalization including ICT\*.

Links in the syllabus to cross curriculum issues

| <b>Cross-curricular Issues</b>           | <b>GRADE 8</b>                                                                                                                          | <b>GRADE 9</b>                                                                                                                       | <b>Grade 10</b>                                                                                                                                                           |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Environmental Learning                   | <ul style="list-style-type: none"> <li>Use printed reference sources to describe the term environmental degradation</li> </ul>          | <ul style="list-style-type: none"> <li>Find information about environment from audiovisual media</li> </ul>                          | <ul style="list-style-type: none"> <li>find online information services about conservation of natural habitat</li> </ul>                                                  |
| HIV and AIDS                             | <ul style="list-style-type: none"> <li>Use visual media to describe the term HIV and AIDS</li> </ul>                                    | <ul style="list-style-type: none"> <li>Find information on HIV and AIDS infection and symptoms from non fiction materials</li> </ul> | <ul style="list-style-type: none"> <li>Use recommended internet/ search engines/electronic sources to find information on HIV and AID prevention and treatment</li> </ul> |
| Population Education                     | <ul style="list-style-type: none"> <li>Use printed media to describe effects of overpopulation</li> </ul>                               | <ul style="list-style-type: none"> <li>find causes of population density by research</li> </ul>                                      | <ul style="list-style-type: none"> <li>use internet to find SADC statistical data on population</li> </ul>                                                                |
| Education for human rights and democracy | <ul style="list-style-type: none"> <li>Use printed resources from information service centres to describe basic human rights</li> </ul> | <ul style="list-style-type: none"> <li>Use pictures from printed mass media to illustrate human rights abuse</li> </ul>              | <ul style="list-style-type: none"> <li>Research strategies to curb human rights abuse on internet/ printed sources and site references</li> </ul>                         |
| Information communication technology     | <ul style="list-style-type: none"> <li>Use pamphlets and cuttings to describe ICT s</li> </ul>                                          | <ul style="list-style-type: none"> <li>Use word processing to create one page document that describes advantages of ICT s</li> </ul> | <ul style="list-style-type: none"> <li>Create a CDROM that illustrates the use of other ICT s</li> </ul>                                                                  |

## **7 GENDER ISSUES**

Teachers should be aware that males and females differ in the way they use information. Therefore, all information used for learning should be analyzed to ensure that they are interesting to both genders and promote gender equity.

## **8. LOCAL CONTEXT AND CONTENT**

In presenting the themes, Teachers are encouraged to also use available local information sources as basis for information searching and learning. These will serve as a supplementary resource to learning and teaching. Learning content as much as possible be contextualised to learner's environment.

## **9. APPROACHES TO TEACHING AND LEARNING**

The approach to teaching and learning is based on a paradigm of learner-centred education described in Ministry of Education's policies documents, curriculum guides, and the conceptual framework document.

The aim is to develop learning with understanding, the skills and attitudes to contribute to the development of society. 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 need, 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.

The starting point for teaching and learning is the fact that a learner comes to school with 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. Thus, teaching strategies must therefore be varied but flexible within well-structured sequences of lessons. It is also important to make the teaching and learning of BIS more practical, as a skills driven subject.

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 and when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, pairs, individually, or as a whole class must therefore be organized 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 the relevance in carrying out tasks together. As the learners develop personally and acquire social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work under the teacher's guidance.

## 10. SUMMARY OF LEARNING CONTENT

| <b>THEMES</b>                            | <b>GRADE 8</b>                                                    | <b>GRADE 9</b>                                                     | <b>GRADE 10</b>                                                    |
|------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Library orientation<br>library etiquette | Library usage                                                     | Services offered by libraries in own region                        | specialised information services                                   |
| Value of information                     | Nature of information                                             | Information retrieval                                              | Use of information                                                 |
| Information sources                      | Printed resources<br>electronic resources<br>history of recording | Printed resources<br>electronic resources<br>audiovisual resources | Printed resources<br>electronic resources<br>audiovisual resources |
| Information services                     | Information sources                                               | Information services                                               | Specialised information institutions                               |
| Information profession                   | Introduction to information<br>profession                         | Career options in information fields                               | Meet information professionals                                     |
| Computer literacy                        | Basic computing skills                                            | Basic word processing                                              | Internet use                                                       |
| Research skills                          | Understanding research<br>methods                                 | Basic data collection                                              | Data analysis and reporting                                        |
| Develop a reading culture                | Introduction to fiction and<br>non-fiction                        | Differences between fiction and non-<br>fiction text               | Summarise fiction and non-fiction texts                            |

## 11. LEARNING CONTENT

### 11.1. LEARNING CONTENT FOR GRADE 8

| THEMES / TOPICS                                            | LEARNING OBJECTIVES                                                                                                          | BASIC COMPETENCIES                                                                                                                                                                                                                             |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            | <i>Learners will:</i>                                                                                                        | <i>Learners should be able to:</i>                                                                                                                                                                                                             |
| <b>11.1.1 Library Orientation</b><br><br>Library etiquette | <ul style="list-style-type: none"> <li>learn how to become responsible library users</li> </ul>                              | <ul style="list-style-type: none"> <li>explain and demonstrate responsible library use</li> </ul>                                                                                                                                              |
| Value of information                                       | <ul style="list-style-type: none"> <li>know basic Library information concepts</li> </ul>                                    | <ul style="list-style-type: none"> <li>use library information concepts correctly: (data, downloading, search, retrieve, information institution, shelve, call number, find, research, author, title, bibliography, reference etc.)</li> </ul> |
| Basic Information concepts                                 | <ul style="list-style-type: none"> <li>develop understanding of basic information concepts systems and operations</li> </ul> | <ul style="list-style-type: none"> <li>explain basic information concepts: (data, search, login, browse, scroll, cut paste , database , computer, DVD, floppy, card mouse, keyboard etc.</li> </ul>                                            |
| <b>11.1.2 Information sources</b>                          |                                                                                                                              |                                                                                                                                                                                                                                                |
|                                                            | <ul style="list-style-type: none"> <li>know the history of recording</li> </ul>                                              | <ul style="list-style-type: none"> <li>describe different stages used to develop the alphabet writing</li> </ul>                                                                                                                               |
|                                                            | <ul style="list-style-type: none"> <li>learn different types of printed media</li> </ul>                                     | <ul style="list-style-type: none"> <li>find and use different printed media to</li> </ul>                                                                                                                                                      |

| THEMES / TOPICS                 | LEARNING OBJECTIVES                                                                      | BASIC COMPETENCIES                                                                                                                                                                     |
|---------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <i>Learners will:</i>                                                                    | <i>Learners should be able to:</i>                                                                                                                                                     |
|                                 |                                                                                          | describe environmental degradation, overpopulation and human rights                                                                                                                    |
|                                 | <ul style="list-style-type: none"> <li>• appreciate visual media</li> </ul>              | <ul style="list-style-type: none"> <li>• use visual media to show different forms of ICT gadgets</li> <li>• use visual media to show different ways of HIV transmission</li> </ul>     |
| <b>11.1.3 Computer literacy</b> |                                                                                          |                                                                                                                                                                                        |
|                                 | <ul style="list-style-type: none"> <li>• learn basic computer skills</li> </ul>          | <ul style="list-style-type: none"> <li>• describe basic computer functions</li> <li>• open and use Word software programs</li> <li>• process data, print and report results</li> </ul> |
|                                 | <ul style="list-style-type: none"> <li>• develop appreciation for computers</li> </ul>   | <ul style="list-style-type: none"> <li>• use computers for basic activities e.g. play educational computer games and puzzles</li> </ul>                                                |
| <b>11.1.4 Research skills</b>   |                                                                                          |                                                                                                                                                                                        |
|                                 | <ul style="list-style-type: none"> <li>• understand basic research theory</li> </ul>     | <ul style="list-style-type: none"> <li>• explain ways in which information research could be conducted</li> </ul>                                                                      |
|                                 | <ul style="list-style-type: none"> <li>• learn to collect basic research data</li> </ul> | <ul style="list-style-type: none"> <li>• collect data on learners and library use</li> <li>• present research data statistics</li> </ul>                                               |

| THEMES / TOPICS                         | LEARNING OBJECTIVES                                                                                                          | BASIC COMPETENCIES                                                                                                                                                                                                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <i>Learners will:</i>                                                                                                        | <i>Learners should be able to:</i>                                                                                                                                                                                                       |
|                                         | <ul style="list-style-type: none"> <li>learn note taking skills from oral/digital presentations</li> </ul>                   | <ul style="list-style-type: none"> <li>apply note taking skills to academic projects and assignments</li> </ul>                                                                                                                          |
| <b>11.1.5 Information services</b>      | <ul style="list-style-type: none"> <li>know different types of information service institutions</li> </ul>                   | <ul style="list-style-type: none"> <li>identify and differentiate between types of information services institutions e.g. libraries, museums, archives, radio and TV stations, newspaper and publishing companies</li> </ul>             |
| <b>11.1.6 Information profession</b>    | <ul style="list-style-type: none"> <li>learn different career options in the information profession</li> </ul>               | <ul style="list-style-type: none"> <li>identify and describe key functions of different information professionals e.g. librarians, curators, archivists, journalists, media officers, communication officers, announcers etc.</li> </ul> |
| <b>11.1.7 Develop a reading culture</b> |                                                                                                                              |                                                                                                                                                                                                                                          |
|                                         | <ul style="list-style-type: none"> <li>appreciate other sources of information to compliment prescribed materials</li> </ul> | <ul style="list-style-type: none"> <li>use other sources of information than textbooks to explain human rights abuse</li> </ul>                                                                                                          |
|                                         | <ul style="list-style-type: none"> <li>appreciate reading for different purposes</li> </ul>                                  | <ul style="list-style-type: none"> <li>participate in annual readathon and other reading competitions</li> </ul>                                                                                                                         |

## 11.2. LEARNING CONTENT FOR GRADE 9

| THEMES/ TOPICS                          | LEARNING OBJECTIVES                                                                                                      | BASIC COMPETENCIES                                                                                                                                                                                     |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <i>Learners will:</i>                                                                                                    | <i>Learners should be able to:</i>                                                                                                                                                                     |
| <b>11.2.1. Library orientation</b>      | <ul style="list-style-type: none"> <li>learn about services offered by various information services</li> </ul>           | <ul style="list-style-type: none"> <li>identify and use various information services e.g. online information services, teletext, travel bureaux</li> </ul>                                             |
| <b>11.2.2. Value of information</b>     | <ul style="list-style-type: none"> <li>know advanced information concepts systems and operations</li> </ul>              | <ul style="list-style-type: none"> <li>use information concepts in assignments and projects (science, studies, services, communication, message, and medium)</li> </ul>                                |
| <b>11.2.3. Information sources</b>      | <ul style="list-style-type: none"> <li>learn different types of printed, electronic and audiovisual resources</li> </ul> | <ul style="list-style-type: none"> <li>compare and contrast different types of printed, electronic and audiovisual resources</li> </ul>                                                                |
| <b>11.2.4 Develop a reading culture</b> | <ul style="list-style-type: none"> <li>appreciate reading by web searches</li> </ul>                                     | <ul style="list-style-type: none"> <li>use internet and recommended web searches to inform academic projects and assignments e.g. Wikipedia</li> </ul>                                                 |
|                                         | <ul style="list-style-type: none"> <li>appreciate reading fiction and non-fiction materials</li> </ul>                   | <ul style="list-style-type: none"> <li>differentiate between fiction and non-fiction materials</li> <li>use non fiction materials to find information on symptoms of HIV and AIDS infection</li> </ul> |

| THEMES/ TOPICS                     | LEARNING OBJECTIVES                                                                                 | BASIC COMPETENCIES                                                                                                                                                                                                                                                                                                 |
|------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <i>Learners will:</i>                                                                               | <i>Learners should be able to:</i>                                                                                                                                                                                                                                                                                 |
| <b>11.2.5 Computer literacy</b>    | <ul style="list-style-type: none"> <li>• use basic word processing software</li> </ul>              | <ul style="list-style-type: none"> <li>• use computer word processing program to create one page document that describes advantages of using ICT s</li> <li>• use Word software/dictionary to spell check and edit the document</li> </ul>                                                                         |
|                                    | <ul style="list-style-type: none"> <li>• appreciate the use of integrated media</li> </ul>          | <ul style="list-style-type: none"> <li>• use a variety of appropriate sources and media to communicate effects of over population</li> </ul>                                                                                                                                                                       |
| <b>11.2.6 Research skills</b>      | <ul style="list-style-type: none"> <li>• learn different research methods</li> </ul>                | <ul style="list-style-type: none"> <li>• compare different research methods</li> </ul>                                                                                                                                                                                                                             |
|                                    | <ul style="list-style-type: none"> <li>• understand different research methods</li> </ul>           | <ul style="list-style-type: none"> <li>• apply different research methods in projects and assignments</li> </ul>                                                                                                                                                                                                   |
|                                    | <ul style="list-style-type: none"> <li>• know how to integrate research methods in media</li> </ul> | <ul style="list-style-type: none"> <li>• use different media to undertake basic research on causes of population density</li> <li>• apply integrated audiovisual media to show examples of environmental threats</li> <li>• use picture collection from printed media to illustrate Human rights abuses</li> </ul> |
| <b>11.2.7 Information services</b> | <ul style="list-style-type: none"> <li>• know specialised information services</li> </ul>           | <ul style="list-style-type: none"> <li>• identify and compare the use of</li> </ul>                                                                                                                                                                                                                                |

| THEMES/ TOPICS | LEARNING OBJECTIVES   | BASIC COMPETENCIES                                                                                                                                  |
|----------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|                | <i>Learners will:</i> | <i>Learners should be able to:</i>                                                                                                                  |
|                |                       | specialised information services e.g. governmental and non-governmental libraries, academic libraries, subject libraries, information centres, etc. |

### 11.3. LEARNING CONTENT FOR GRADE 10

| THEMES AND TOPICS                   | LEARNING OBJECTIVES                                                                                                                       | BASIC COMPETENCIES                                                                                                                                                                                                                                |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <i>Learners will:</i>                                                                                                                     | <i>Learners should be able to:</i>                                                                                                                                                                                                                |
| <b>11.3.1. Library orientation</b>  | <ul style="list-style-type: none"> <li>use different services offered by own and other libraries</li> </ul>                               | <ul style="list-style-type: none"> <li>identify different services offered by own and other libraries</li> </ul>                                                                                                                                  |
| <b>11.3.2. Value of information</b> | <ul style="list-style-type: none"> <li>value indispensable role of information</li> </ul>                                                 | <ul style="list-style-type: none"> <li>use basic research to solve a classroom problem</li> </ul>                                                                                                                                                 |
| <b>11.3.3. Information sources:</b> | <ul style="list-style-type: none"> <li>learn how to locate printed, electronic and audiovisual resources (advanced techniques)</li> </ul> | <ul style="list-style-type: none"> <li>retrieve and use information from printed electronic and audiovisual resources</li> </ul>                                                                                                                  |
| <b>11.3.4. Computer literacy</b>    | <ul style="list-style-type: none"> <li>appreciate the use of computers</li> </ul>                                                         | <ul style="list-style-type: none"> <li>create a CD-ROM to illustrate the use of other ICT gadgets</li> </ul>                                                                                                                                      |
|                                     | <ul style="list-style-type: none"> <li>know how to use the Internet</li> </ul>                                                            | <ul style="list-style-type: none"> <li>use and retrieve information from Internet for assignments, reports, projects and personal development</li> </ul>                                                                                          |
|                                     | <ul style="list-style-type: none"> <li>appreciate Internet sources</li> </ul>                                                             | <ul style="list-style-type: none"> <li>use online information services and find out ways of conserving natural habitat</li> <li>use recommended internet search engines/electronic sources to find current information on HIV and AIDS</li> </ul> |

| THEMES AND TOPICS                     | LEARNING OBJECTIVES                                                                                                           | BASIC COMPETENCIES                                                                                                                                                                                           |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <i>Learners will:</i>                                                                                                         | <i>Learners should be able to:</i>                                                                                                                                                                           |
|                                       |                                                                                                                               | prevention and treatment                                                                                                                                                                                     |
| <b>11.3.5. Information services</b>   | <ul style="list-style-type: none"> <li>use the information retrieved from the Internet in assignments and projects</li> </ul> | <ul style="list-style-type: none"> <li>critically evaluate information retrieved from the Internet for academic use</li> <li>site internet as relevant reference to academic work and assignments</li> </ul> |
| <b>11.3.6. Information profession</b> | <ul style="list-style-type: none"> <li>learn about career options in the information profession</li> </ul>                    | <ul style="list-style-type: none"> <li>identify and describe key functions of the different information professions</li> </ul>                                                                               |
|                                       | <ul style="list-style-type: none"> <li>visit career shows and meetings of associations and unions</li> </ul>                  | <ul style="list-style-type: none"> <li>interview information professionals about their career</li> </ul>                                                                                                     |
| <b>11.3.7. Research skills</b>        | <ul style="list-style-type: none"> <li>develop adequate skills in different research methods</li> </ul>                       | <ul style="list-style-type: none"> <li>apply research methods in assignments and projects (e.g. observation, interviewing, critical reading, evaluation and experiments)</li> </ul>                          |
|                                       | <ul style="list-style-type: none"> <li>develop adequate skills in web searching</li> </ul>                                    | <ul style="list-style-type: none"> <li>use internet /recent electronic data to present comparative SADC statistical data on population</li> </ul>                                                            |
|                                       | <ul style="list-style-type: none"> <li>learn integrated media research</li> </ul>                                             | <ul style="list-style-type: none"> <li>use integrated media to research to research strategies to curb human rights abuse</li> </ul>                                                                         |

| THEMES AND TOPICS                        | LEARNING OBJECTIVES                                                          | BASIC COMPETENCIES                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <i>Learners will:</i>                                                        | <i>Learners should be able to:</i>                                                                                                                                                                                                                                                                                                     |
|                                          |                                                                              | <ul style="list-style-type: none"> <li>• site your references correctly</li> <li>• document your findings in a two page computer written report</li> </ul>                                                                                                                                                                             |
| <b>11.3.8. Develop a reading culture</b> | <ul style="list-style-type: none"> <li>• appreciate web searching</li> </ul> | <ul style="list-style-type: none"> <li>• browse Internet news channels and for breaking news on: <ul style="list-style-type: none"> <li>- Namibia and Africa in general,</li> <li>- EHRD, pop edu, HIV and AIDS, ICT and env edu</li> <li>- recent research data on school curriculum</li> </ul> and present verbal reports</li> </ul> |
|                                          | <ul style="list-style-type: none"> <li>• appreciate reading</li> </ul>       | <ul style="list-style-type: none"> <li>• dramatise interesting stories from prescribed novels</li> </ul>                                                                                                                                                                                                                               |
|                                          | <ul style="list-style-type: none"> <li>• learn to read critically</li> </ul> | <ul style="list-style-type: none"> <li>• evaluate stories from prescribed novels by relating them to own life</li> </ul>                                                                                                                                                                                                               |

## 12. ASSESSMENT

### 12.1. Introductory remarks

Assessment includes informal continuous assessment over a period during normal classroom activities. The assessment specified in this syllabus is related to the Basic competencies of the syllabus and to life skills competencies (investigating, interpreting, applying knowledge and skills, communicating, valuing and participating) and how well each learner achieves within the competencies.

### 12.2. Purpose of Assessment

In learner-centred education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process.

- **Information to the learner**

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.

- **Information to the parents**

The parents should be regularly informed about the progress of their child and be encouraged to reward achievements.

- **Evaluating the teaching/learning process**

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 continually improve the working atmosphere and achievements of the class.

### 12.3. Types of Assessment

- **Formative assessment**

Assessment of this type is formative because the observations made and information collected are used both to guide the learner 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.

- **Continuous assessment**

Continuous assessment should be planned and programmed at the beginning of the year, should be kept as simple as possible and should not take up too much teaching time. Marks given for class activities, assignments, homework, or short tests on completion of a topic can be recorded for continuous assessment.

## 12.4. Methods of Assessment

- **Informal 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. Largely, 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.

- **Criterion-referenced Assessment**

When grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the Basic Competencies and not to other learners. Criterion referencing and rubrics should be used to assess learning as understanding. Using criterion referencing for cumulative and informal tasks should link competencies and assessment. Criterion marking based on rubrics can be translated into normative marks to be recorded on the general cumulative recording sheet.

- **Recording grades**

The grades obtained by learners through continuous assessment must be systematically recorded throughout the year, and used to inform the learner and parents on progress and achievements.

## 12.5. Grade Descriptions

Grading for Grades 8, 9 and 10

The grading scale shows learner's level of achievement in relation to the Basic Competency as outlined in the subject syllabuses. The 7- point scale (A-G) covers a wide ability range, using letters A to G where A is the highest and G the lowest grade. Candidates scoring below a G grade, i.e. 0-19 will be ungraded.

| GRADES | GRADE INTERVALS (%) | GRADE DESCRIPTIONS                                                                                   |
|--------|---------------------|------------------------------------------------------------------------------------------------------|
| A      | 80 - 100            | Achieved basic competencies exceptionally well<br>Learner is outstanding in all areas of competency  |
| B      | 70 - 79             | Achieved basic competencies well<br>Learner is highly proficient in most of the areas of competency  |
| C      | 60 – 69             | Achieved basic competencies well                                                                     |
| D      | 50 – 59             | Achieved basic competencies satisfactory                                                             |
| E      | 40 – 49             | Achieved sufficient number of basic competencies to exceed the minimum competency level              |
| F      | 30 - 39             | Achieved sufficient number of basic competencies to be considered competent                          |
| G      | 20 - 29             | Achieved minimum number of basic competencies worthy of a grade. Learner needs compensatory teaching |
| U      | 0 - 19              | ungraded                                                                                             |

## **12.6. Subject Specific Continuous Assessment**

Subject specific assessment will focus on the six main skills: Identifying information sources, Information retrieval and use, ICT integration skills, integrated media research skills, Communication and reading comprehension skills. The teacher will assess each specific skill once per term and allocate marks corresponding to the weight of the skill. Grades obtained by learners including their portfolio mark, will be recorded through out the term. These grades will then be averaged to determine the final grade at the end of the year. The grades will be recorded on a subject specific assessment form. The assessment form contains all themes and specific skills to be assessed.

A portfolio, which contains evidence of learning products, is included and allocated marks. This is a physical systematic arrangement of the learners' classroom tasks and products stored in a personal file. The file will display learners' procedural learning products and reflect learners' intellectual skills through safe storage, neat display, update and use of retrieval tools to access documents from their personal files. As such, the files will serve as constant reminder of basic library rules in their own hands.

The learners' report will form part of the quarterly progress report of learners only that it will not contribute to the final rating of pass or failure in learners.

## **12.7. How to arrive at the final grade**

The following table will assist in determining a letter grade from a percentage as well as the level of achievement of the learner. Each specific skills is allocated points worked out to accrue to hundred percent. Term totals will be worked out according to indicated totals. The sub total mark will be divided by three and a total mark be allocated in the total column (100). All marks in the total column will be added against 100. The grand total will be converted to a percentage mark out from 100% and a grade will be allocated according to the five-point scale: Grades A to U. Terms such as Pass and Fail will not be used on the record form but grade descriptions.

## **12.8. Subject Specific Continuous Assessment form**

The following record form is a template that will be used in schools to record continuous assessment grades and performance record of learners. Teachers could use it as it is or design their own forms for use.

The following table is the Basic Information Science assessment record form.

# CONTINUOUS ASSESSMENT RECORD FORM: GRADE 8-10

## BASIC INFORMATION SCIENCE

School: .....

Year: .....

Grade: .....

Teacher: .....

Learner: .....

Date: .....

| Topics                                       | Specific skills                      | Term 1 | Term 2 | Term 3 | Sub Total (+3) | Total 100 (%3) |
|----------------------------------------------|--------------------------------------|--------|--------|--------|----------------|----------------|
|                                              |                                      |        |        |        |                |                |
| Information sources, services and profession | Correct use of information sources   | 15     | 15     | 15     | 45             |                |
|                                              |                                      |        |        |        |                |                |
|                                              |                                      |        |        |        |                |                |
| Value of information                         | Information retrieval                | 20     | 20     | 20     | 60             |                |
|                                              |                                      |        |        |        |                |                |
|                                              |                                      |        |        |        |                |                |
| Computer Literacy                            | ICT integration skills               | 20     | 20     | 20     | 60             |                |
|                                              |                                      |        |        |        |                |                |
| Integrated Media Research skills             |                                      | 20     | 20     | 20     | 60             |                |
|                                              | Listening skills                     |        |        |        |                |                |
|                                              | Observation skills                   |        |        |        |                |                |
|                                              | Interviewing skills                  |        |        |        |                |                |
|                                              | Online Web searching                 |        |        |        |                |                |
| Communication skills                         |                                      | 10     | 10     | 10     | 30             |                |
|                                              | Speaking skills                      |        |        |        |                |                |
|                                              | Writing skills                       |        |        |        |                |                |
|                                              | Drama/Play                           |        |        |        |                |                |
|                                              |                                      |        |        |        |                |                |
| Developing a reading culture                 | Reading comprehension                | 10     | 10     | 10     | 30             |                |
|                                              |                                      |        |        |        |                |                |
|                                              |                                      |        |        |        |                |                |
| Portfolio display                            | File of procedural learning products | 5      | 5      | 5      | 15             |                |
|                                              |                                      |        |        |        |                |                |
|                                              |                                      |        |        |        |                |                |
| <b>Total: 100</b>                            |                                      |        |        |        |                |                |
|                                              |                                      |        |        |        |                |                |
| <b>Grand Total</b>                           |                                      |        |        |        | %              |                |
| <b>Grade</b>                                 |                                      |        |        |        | Symbol         |                |

### **12.9. How to use the record sheet**

The assessment form contains all themes and specific skills to be assessed. A portfolio which contains evidence of learning products is included and allocated marks. The teacher will assess each specific skill once per term and allocate marks corresponding to the weight of the skill as indicated. Each specific skill is allocated points worked out to accrue to hundred percent. Term totals will be worked out according to indicated totals. The sub total mark will be divided by three and a total mark be allocated in the total column (100). All marks in the total column will be added out of a total of 100. The grand total will be converted to a percentage mark out from 100% and a grade will be allocated according to the five point scale: Grades A to E. Terms such as Pass and Fail will not be used on the record form but grade descriptions.



**12.8. The following table is an example of a completed assessment form**

**School:** .....

**Year:** .....

**Grade:** .....

**Teacher:** .....

**Learner:** .....

**Date:** .....

| Topics                                       | Specific skills                      | Term 1 | Term 2 | Term 3 | Sub Total (+3) | Total 100 (%3) |
|----------------------------------------------|--------------------------------------|--------|--------|--------|----------------|----------------|
| Information sources, services and profession | Correct use of information sources   | 15     | 15     | 15     | 45             |                |
|                                              |                                      | 7      | 7      | 9      | 23             | 8              |
| Value of information                         | Information retrieval                | 20     | 20     | 20     | 60             |                |
|                                              |                                      | 9      | 8      | 6      | 23             | 8              |
| Computer Literacy                            | ICT integration skills               | 20     | 20     | 20     | 60             |                |
|                                              |                                      | 11     | 12     | 12     | 35             | 12             |
| Integrated Media Research skills             |                                      | 20     | 20     | 20     | 60             |                |
|                                              | Listening skills                     |        |        | 15     | 32             | 11             |
|                                              | Observation skills                   |        |        |        |                |                |
|                                              | Interviewing skills                  |        | 10     |        |                |                |
|                                              | Online/ Web searching                | 12     |        |        |                |                |
| Communication skills                         |                                      | 10     | 10     | 10     | 30             |                |
|                                              | Speaking skills                      |        |        | 4      | 16             | 5              |
|                                              | Writing skills                       |        | 5      |        |                |                |
|                                              | Drama/Play                           | 7      |        |        |                |                |
| Developing a reading culture                 | Reading comprehension                | 10     | 10     | 10     | 30             |                |
|                                              |                                      | 6      | 7      | 7      | 20             | 7              |
| Portfolio display                            | File of procedural learning products | 5      | 5      | 5      | 15             |                |
|                                              |                                      | 2      | 3      | 3      | 8              | 3              |
| <b>Total Mark</b>                            |                                      |        |        |        | <b>157</b>     | <b>54</b>      |
| <b>Grand Total</b>                           |                                      |        |        |        | <b>%</b>       | <b>54%</b>     |
| <b>Grade</b>                                 |                                      |        |        |        | <b>Symbol</b>  | <b>D</b>       |

NB: The BIS syllabus can be downloaded from the NIED website at <http://www.nied.edu.na>.

### 13. LIST OF REFERENCES

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## 14. GLOSSARY

|                |                                                                                                                                        |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Catalogue:     | Descriptive inventory of items in a library in various sequences                                                                       |
| CD Rom:        | Compact Disc Read Only Memory                                                                                                          |
| Database:      | Collection of related information in electronic format                                                                                 |
| DDC:           | Dewey Decimal Classification System                                                                                                    |
| DVD:           | Digital Versatile Disc                                                                                                                 |
| E.E.           | Environmental Education                                                                                                                |
| Genres:        | Types of literature                                                                                                                    |
| EHRD           | Education for Human Right and Democracy                                                                                                |
| Internet:      | Global network of interconnected computers which enables sharing of any type of digital information on websites, emails and multimedia |
| Readathon:     | International and national reading event/competition                                                                                   |
| Search Engine: | Huge databases of web page files that have been assembled automatically by machines                                                    |
| Teletext:      | Information service covering news, sport based offers, TV listing whether showbiz, film and theatre reviews                            |
| WWW:           | World Wide Web                                                                                                                         |

## APPENDIX A

### CONTINUOUS ASSESSMENT RECORD FORM: GRADE 8-10

#### BASIC INFORMATION SCIENCE

School: .....

Year: .....

Grade: .....

Teacher: .....

Learner: .....

Date: .....

| Topics                                       | Specific skills                      | Term 1 | Term 2 | Term 3 | Sub Total (+3) | Total 100 (%3) |
|----------------------------------------------|--------------------------------------|--------|--------|--------|----------------|----------------|
|                                              |                                      |        |        |        |                |                |
| Information sources, services and profession | Correct use of information sources   | 15     | 15     | 15     | 45             |                |
|                                              |                                      |        |        |        |                |                |
|                                              |                                      |        |        |        |                |                |
| Value of information                         | Information retrieval                | 20     | 20     | 20     | 60             |                |
|                                              |                                      |        |        |        |                |                |
|                                              |                                      |        |        |        |                |                |
| Computer Literacy                            | ICT integration skills               | 20     | 20     | 20     | 60             |                |
|                                              |                                      |        |        |        |                |                |
| Integrated Media Research skills             |                                      | 20     | 20     | 20     | 60             |                |
|                                              | Listening skills                     |        |        |        |                |                |
|                                              | Observation skills                   |        |        |        |                |                |
|                                              | Interviewing skills                  |        |        |        |                |                |
|                                              | Online Web searching                 |        |        |        |                |                |
| Communication skills                         |                                      | 10     | 10     | 10     | 30             |                |
|                                              | Speaking skills                      |        |        |        |                |                |
|                                              | Writing skills                       |        |        |        |                |                |
|                                              | Drama/Play                           |        |        |        |                |                |
|                                              |                                      |        |        |        |                |                |
| Developing a reading culture                 | Reading comprehension                | 10     | 10     | 10     | 30             |                |
|                                              |                                      |        |        |        |                |                |
|                                              |                                      |        |        |        |                |                |
| Portfolio display                            | File of procedural learning products | 5      | 5      | 5      | 15             |                |
|                                              |                                      |        |        |        |                |                |
|                                              |                                      |        |        |        |                |                |
| <b>Total: 100</b>                            |                                      |        |        |        |                |                |
|                                              |                                      |        |        |        |                |                |
| <b>Grand Total</b>                           |                                      |        |        |        | %              |                |
| <b>Grade</b>                                 |                                      |        |        |        | Symbol         |                |

## APPENDIX B

## 15. Table of Information Sources

The following classification of information sources is purely intended as a guide. It must be kept in mind that there is usually interplay between different sources, or that they are often found in combination with one another.

| INFORMATION SOURCES                                                                                                                                           |                                                                                                                                               |                   |                                                                   |                                                                                    |                                                                                                                      |                                                          |                                           |                                                                                                                                                                                                                                                       |                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| ENVIRONMENTAL & HUMAN RESOURCES                                                                                                                               |                                                                                                                                               | PRINTED RESOURCES |                                                                   |                                                                                    | AUDIO-VISUAL RESOURCES                                                                                               |                                                          |                                           |                                                                                                                                                                                                                                                       | ELECTRONIC SOURCES                                                                                |
| <b>Environmental</b><br>- Nature<br>- Village<br>- Town/city<br>- The world<br>- Agencies<br>Offices<br>Bureaux<br>Institutions<br>of culture<br>and learning | <b>Human</b><br>- Experts<br>- Officials<br>- Community leaders<br>- Educationalists<br>- Senior citizens<br>- Parents & relatives<br>- Peers | Books             |                                                                   | Non book material                                                                  |                                                                                                                      | Material                                                 |                                           | Equipment                                                                                                                                                                                                                                             |                                                                                                   |
|                                                                                                                                                               |                                                                                                                                               | Fiction           | Non-Fiction                                                       |                                                                                    | Visual                                                                                                               | Audio                                                    | Audio-visual                              | Visual                                                                                                                                                                                                                                                |                                                                                                   |
|                                                                                                                                                               |                                                                                                                                               |                   | - Factual literature<br>- Reference works<br>- Subject literature | - Periodicals<br>- Newspapers<br>- Pictures<br>- Maps<br>- Pamphlets<br>- Cuttings | Two dimensional<br>- Pictures<br>- Maps<br>- Slides<br>- Transparencies<br>Three dimensional<br>- Models<br>- Realia | - Gramophone records<br>- Audio tapes<br>- Compact disks | - Video tapes<br>- Sound films<br>- DVD's | - Slide projector<br>- Overhead projector<br>Audio<br>- Record player<br>- Tape recorder<br>- Cassette player<br>- CD player<br>- Radio<br>- Audio-visual<br>- Sound projector<br>- Television receiver<br>- Video player and monitor<br>- DVD Player | - Telephone<br>- Telex<br>- Telefax<br>- Teletext<br>- Electronic mail<br>- Computerised database |