



MINISTRY OF EDUCATION

JUNIOR SECONDARY PHASE

ENGLISH FIRST LANGUAGE SYLLABUS

GRADES 8 – 10

(With revised assessment)

2010

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English First Language Syllabus Grade 8-10

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for the English First Language Syllabus in Grades 8 to 10. One of the basic aims of the broad curriculum as outlined in the Curriculum for Basic Education is to provide for the further development of proficiency and language skills in the first language or mother tongue of the learner. This implies:

- developing positive attitudes towards English First Language;
- enabling learners to communicate effectively in speech and writing in English First Language;
- enabling learners to use English First Language with confidence for learning in school and daily life.

Linguistic and literacy learning involves the acquisition and development of language communication skills. These skills comprise listening, speaking, reading and writing in real and simulated situations relating to life as it is experienced by the learner, and provide a basis for learning in all other areas and for further language study, which is vital to the intellectual, emotional and social development of the learner. The English First Language syllabus covers the linguistic and literacy areas of learning in the curriculum, but also has thematic links to other subjects across the curriculum.

2. RATIONALE AND AIMS

In the spirit of democracy and fundamental freedom, as described in article 21, the Constitution empowers each citizen in Namibia to actively take part in creating educational structures and programmes which will eventually determine what Namibians will learn and how they will learn. Education in Namibia is therefore subjected to an ongoing process of discussion, evaluation and innovation in a constant effort to provide the best education possible for the people of Namibia.

It is within this that the English First Language syllabus is revised, developed and implemented by the Ministry of Education with the aim of improving the quality of education. This process is built on ongoing participation, negotiation and co-operation among learners and teachers. The syllabus promotes the development of English First Language skills in such a way that learners are able to progress further. Throughout the phase they will be equipped with essential concepts and life skills necessary in the multilingual and multicultural society.

The Namibia National Curriculum Guidelines aim to

- recognise that learning involves developing values and attitudes as well as knowledge and skills;
- promote self-awareness and an understanding of the attitudes, values and beliefs of others in a multilingual and multicultural society;
- encourage respect for human rights and freedom of speech;
- provide insight and understanding of crucial global issues in a rapidly changing world which affect the quality of life: the HIV and AIDS pandemic, global warming, environmental degradation, maladministration of wealth, expanding and increasing conflicts, Human Rights and Democracy Education, the technological explosion and increased connectivity.

The syllabus promotes the following specific aims:

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

3. COMPETENCIES AND LEARNING OUTCOMES

On entry to the Junior Secondary Phase all learners are expected to have reasonably developed the ability to use English First Language effectively for communication, self-development and intellectual growth. The competencies in this syllabus are all essential competencies and indicate the minimum level that should be attained by the learners at the end of each grade in the Junior Secondary Phase. They are not intended to limit the initiative of the teacher or the class, and teachers are encouraged to extend their learners beyond this level.

A few learners will just be able to manage the minimum requirements, and must receive compensatory teaching through adapted teaching approaches, adapted materials, and assistance from peers.

On completing the Junior Secondary Phase, all learners are expected to be able to interact meaningfully, express themselves clearly in a variety of genres and situations through reading and critically interpreting a variety of texts.

A small number of learners have special educational needs to a degree which requires greater individual attention or resources. Some will have disabilities which do not necessarily limit cognitive and affective learning and development, e.g. visually impaired, hearing impaired or physically challenged learners. Learners with Down's syndrome, other forms of mental disability, or Attention Disability Disorder will have very different competency profiles. Teaching, materials and assessment for these learners will be more specifically adapted in inclusive classes.

4. PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE

Through wide experience of and exposure to more complex forms of language in use, learners will increasingly become more aware of correct and meaningful language and correct use of grammatical structures. It is important that all the language skills are integrated during teaching and learning, in order to promote growth and development in the language as much as possible.

Many of the competencies included in the Junior Secondary Syllabus will already have been covered in the Upper Primary Phase. The reason for their inclusion in the Junior Secondary Syllabus is to indicate to the teacher the importance of the progressive development of these competencies. In subsequent grades the learners will be required to develop these competencies with a growing level of sophistication.

5. GENDER ISSUES

Teachers should be aware that girls tend to develop more quickly and become more proficient in language than boys, and that females and males have differences in the way they use language. These differences can be used as a resource in the classroom by mixing girls and boys in groups during language lessons. In the language subjects much of the time is used on value issues such as identity, feelings, choices, conflicts and questions. Teachers should be aware of gender issues, concerns and problems arising from the different roles played by men and women in society. Teachers can use role plays to show gender stereotypes and teach learners to analyse materials to determine whether they are free of gender stereotype. The different patterns of thinking about values which males and females tend to have can be used to enrich one another. All teaching and learning materials should be analysed to ensure that they promote gender equity.

6. LOCAL CONTEXT AND CONTENT

In the school setting the optimal development of the first language plays a crucial role in the acquisition of any second language. Only if the learners feel secure in their personal and linguistic identity, and value their own culture, will they be able to absorb another language, without being alienated from their own language and culture. The importance of local context and content in teaching the first language cannot be underestimated.

7. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The main cross-curricular issues are integrated throughout the curriculum in all phases and comprise Population Education, HIV and AIDS Education, Human Rights and Democracy Education and Environmental Awareness. These are part of the various subject syllabuses, because they deal with particular risks and challenges in our Namibian society. In the light of the HIV and AIDS pandemic, it is especially important to use the English First Language lessons to enable the learners to give expression to their perceptions and feelings about HIV and AIDS and the effects it has on the individual and the community. They should learn to be open and unafraid about the issues, and develop a positive self-image and self-confidence in order to strengthen their communication skills. This will enable them to support those who are infected and affected and to stand up against any form of sexual harassment or violation.

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 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 from globalisation.

What follows below are examples intended to guide teachers towards integrating these cross-curricular topics in their everyday language teaching. Teachers may add their own topics and activities or adapt the topics below, depending on the level and interests of their class groups.

CROSS-CURRICULAR ISSUES	TOPIC	ACTIVITIES FOR EACH SKILL			
		LISTENING	SPEAKING	READING	WRITING (DIRECTED & CONTINUOUS)
Environmental Education	• impact of human behaviour on the environment • conflict between humans and animals • pollution • conservation	• listen to radio, TV, guest speakers, songs, stories, poems, interviews and ordinary conversations about the environment (conservation, pollution) and respond to various tasks e.g. retell a story	• group or pair discussions, debates, role plays, dramas, interviews relating to the environment	• read texts such as stories, songs, posters, advertisements and dramas relating to the environment and answer a variety of questions based on these texts	• write poems, songs, posters, advertisements, instructions, summaries, plays about environmental issues (e.g. Arbour Day) • Project: How to care for your environment

CROSS-CURRICULAR ISSUES	TOPIC	ACTIVITIES FOR EACH SKILL			
		LISTENING	SPEAKING	READING	WRITING (DIRECTED & CONTINUOUS)
Population Education	• population growth and poverty • rural and urban migration	• listen to the proposals on strategies for managing population growth in different countries e.g. Namibia, India) and answer a variety of questions • listen to texts on issues such as poverty, shelters, urban and rural migration and complete a range of tasks	• discuss how high population growth causes poverty, how it can be solved, suggest solutions • debate: rural and urban migration is good/bad • discuss how population growth could be linked to squatter camps • discuss: Who should take responsibility for the homeless and street children	• read a text on the population control e.g. in China, and answer questions • read texts on any issue related to poverty • read texts on rural and urban migration, refugees and shelters • read an article on different shelters in Namibia and write a summary	• write short proposals on strategies for managing population growth in Namibia • write a composition on how to eradicate poverty in your community or country • write a composition about life in a refugee camp • draw different types of shelters and write down the advantages and disadvantages of living in each shelter (in groups)
Information Technology	• communication and technological conventions • advantages of the Internet	• listen to the texts on modern technology and answer questions, complete tables, etc.	• debate or discuss: information and technology can hamper socialisation	• read a variety of tasks, e.g. extract specific details; distinguish between fact and opinion; answer questions	• write different continuous writing tasks e.g. an article on how society can benefit from modern technology
HIV and AIDS	• causes, symptoms and prevention of HIV and AIDS in adults, children, the society, the world	• listen to a song about HIV and AIDS and respond to True or False questions	• discuss a range of topics, i.e. learners can help fight discrimination and stigmatisation of HIV and AIDS victims • negotiate positive standpoints on sexual relationships when challenged or coerced • argue for positive, responsible male and female behaviour	• read a range of texts and respond to different types of questions e.g. - myths about HIV and AIDS - how teenagers can fight the disease - poems about HIV and AIDS - stories, and newspaper and magazine articles	• write different continuous writing tasks: - composition: the effects of HIV and AIDS, e.g. a story about a young girl or boy living with AIDS - letter: to a friend (share new or interesting facts about the disease that you have learnt or warn or sympathise) - paragraph: an ending for a story

CROSS-CURRICULAR ISSUES	TOPIC	ACTIVITIES FOR EACH SKILL			
		LISTENING	SPEAKING	READING	WRITING (DIRECTED & CONTINUOUS)
Human Rights & Democracy	• peace and conflict (types of peace and conflict and their importance; causes of conflicts)	• listen to real life conflicts and respond to questions (Who are involved? What are their feelings?)	• prepared speaking: research newspapers and magazine articles about conflict situations, present own point of view and give solutions to resolve the conflict • role-play situations about tolerance in school	• read a text and answer questions based on it e.g. find examples or evidence of how peace is maintained in and between countries	• write different continuous writing tasks, e.g. a composition on the causes of conflict and suggest solutions • draw pictures and illustrations
	• culture and diversity (appreciate and value own culture and identity) • equality, non-discrimination and democracy; causes and effects; duties and responsibilities	• listen and respond to talks on different languages, food, dress, rituals, beliefs, etc. • listen to examples of inequality, discrimination and democracy and respond to questions • listen to expressions by positive citizens, and answer True or False questions or give longer answers • listen to a story or newspaper article about someone whose rights have been violated; make a list of suggestions on how it can be stopped	• dramatise or role-play or discuss cultural differences (e.g. initiation ceremonies) • tell stories and folktales • role plays, discussions of problems caused by differences in religious beliefs, tribalism, racial discrimination, • discuss problems in communication caused by different languages • discuss learner involvement in policy making at school, choice of leaders in society • study pictures showing violation of people's rights; discuss how they have been violated, why it is wrong and how the situations can be changed	• read different texts with visuals (maps, charts, etc.) and extract relevant information to answer questions (completing a table or form) • read texts (e.g. newspaper articles) on democracy, discrimination and inequality and answer comprehension questions • read a text, e.g. rights must be protected, then answer the multiple choice questions	• write different continuous writing tasks, e.g. compile a calendar of cultural, historical or traditional events in Namibia • write different directed writing tasks, e.g. a list of rules for schools to ensure equality and guard against discrimination • write a letter of complaint about the undemocratic way in which class representatives are being elected. • write different continuous writing tasks, e.g. factual composition: what can we do when people's rights are violated?

Languages will enable learners to express their attitudes, perceptions and feelings and to develop strong communication skills, which will be strengthened in this phase. Texts addressing these issues should be used in the same way the teacher would utilise materials from textbooks when planning tasks such as

- comprehension
- short answer questions
- questions on aspects of language
- role plays
- listening comprehension tasks
- continuous writing tasks

8. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is learner-centred. This approach ensures optimal quality of learning when the principles described below are put into practice.

The aim is to develop learning with understanding, together with the 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 and 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 or her own needs, pace of learning, experiences and abilities. The teacher must be able to ascertain what the needs of the learners are, the nature of the learning that has to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within self-structured sequences of lessons, preferably planned around themes linking various subject areas.

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, when there is a particular progression of skills or information that needs to be followed, or when the learners can be allowed to find their own way through a topic or area of content.

Working in groups, pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Cooperative 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 learners will not see the relevance in carrying out tasks together. As the learners in this phase already developed personal, social and communication skills, they should be given responsibility to participate in planning and evaluating their work under the teacher's guidance.

Learners have already acquired much of their first language at home and in the Primary Phase. The function of first language teaching in the Junior Secondary Phase is to further refine and develop language abilities, including articulation and fluency. The subject should build on what learners already know and can do, direct them to correct and appropriate use of language structures, and develop their ability to handle the language in more complex and subtle ways. An important function of the subject in this phase is to widen the extensive vocabulary which the learners already have and deepen their understanding and expression of meaning.

The teaching of the first language must be done in close connection to and cooperation with the home and local community. The home and community can be used as resources to develop and extend the learner's language.

The teaching of any language has to be responsive to changes which are taking place today. In multilingual urban areas young people are developing their own idiom, which conservative speakers of the language or languages consider "impure" or "incorrect". The teaching of the first language must include an awareness that there is a standard form of the language which is applicable to writing and more formal situations, whereas the spoken language has a range of varieties not only in terms of dialects, but also degrees of formal and polite language, informal language and slang.

The classroom must be a language-rich environment, not only in terms of using English First Language orally, but also by being a print-rich environment. Every classroom should have a reading corner with published readers, local stories, poetry and prose developed in conjunction with the local community, the learners' own creative writing and annotated posters and displays which the learners have produced. A wide variety of media and material such as role-plays, creative writing, broadcasts by local radio stations, pictures without words, articles on pop culture and youth literature should be used to trigger discussions.

Although few schools have computers available for the use of the learners, teachers should develop an awareness of present-day information technology amongst the Junior Secondary Phase learners. Awareness of information technology can be strengthened by discussing where the learners see computers and information technology in their local environment and what they are used for, and by reading stories about computers.

Those that have access to computers should be encouraged to work with them and to share their experiences with their peers.

9. SUMMARY OF THE LEARNING CONTENT

Language skills that should be acquired by all learners would usually include the following:

- Aural and oral
- Reading and writing
- Literature
- Language usage

The table below shows the areas of learning or activities in each of the language skills that should be acquired. These skills are dealt with separately for reasons of convenience and clarity, but should be taught in an integrated and holistic way.

Skills area	Area of learning or activities
Aural and oral	Develop auditory skills; listen and respond to information heard; recognise instructions and directions; comprehend feelings, intentions, and attitudes of speakers; develop awareness of the structure of language and vocabulary. Develop fluency in correct use of language structure; communicate confidently and effectively using appropriate vocabulary convincingly in different situations, showing a sense of audience and purpose.
Reading and writing	Develop silent reading skills as well as skills for reading aloud; read for understanding and enjoyment; extract information from a variety of texts; use reference materials. Write a variety of texts, showing a sense of audience and purpose, and using correct sentence structures, spelling and punctuation in well-structured paragraphs.
Literature	Acquire knowledge and understanding of different genres; critically analyse and review texts; form and develop own ideas and opinions and aspects of different genres.
Language usage	Write with progressively more accuracy in grammar, spelling, punctuation and referencing, using appropriate vocabulary, idioms and parts of speech in a range of sentence structures.

10. LEARNING CONTENT

10.1 AURAL AND ORAL

In order to assess the development of listening skills, learners will have to respond either orally or in writing. The text and questions or tasks used in the different grades will vary in length and difficulty according to the grade. Enjoyment and appreciation of texts should follow from the learners' listening skills to discussing and understanding a variety of oral texts.

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
1. Active listening	enjoy and appreciate a variety of oral texts, (e.g. stories, poems, songs, speeches, reports, dialogues, congratulations, message of condolences, etc.)	- enjoy and appreciate a variety of oral texts - listen attentively in order to respond appropriately to a great variety of oral texts - recognise implicit meaning of oral texts - respond appropriately to what is heard - identify sequence - use and apply information heard - identify similarities and differences, advantages and disadvantages - suggest likely outcomes in oral texts - take notes from oral texts - analyse and compare orally conveyed information	- enjoy and appreciate a variety of oral texts - listen attentively in order to respond appropriately to a great variety of oral texts - recognise implicit meaning of oral texts - respond appropriately to what is heard - identify sequence and cause - use and apply information heard - identify similarities and differences, advantages and disadvantages - suggest likely outcomes in oral texts - take notes from oral texts - analyse, compare and draw conclusions from orally conveyed information	- enjoy and appreciate a variety of oral texts - listen attentively in order to respond appropriately to a great variety of oral texts - recognise implicit meaning of oral texts and show awareness of narrator's intentions - respond appropriately to what is heard - identify sequence, cause and effect - use and apply information heard to complete a task, e.g. report, recommendation - interpret and synthesise information (e.g. similarities and differences, advantages and disadvantages) - suggest likely outcomes in oral texts - take notes from oral texts - analyse, compare, infer and draw conclusions from orally conveyed information
2. Comprehension	comprehend feelings, intentions and attitudes of speakers	- listen to and comprehend information - comprehend and discuss intentions and attitude of speakers - respond to questions	- listen to and comprehend advanced information - comprehend and discuss intentions and attitude of speakers - respond relevantly to questions	- listen to and comprehend more advanced information - comprehend and discuss intentions and attitude of speakers - respond precisely and relevantly to questions that require further information

10.1 AURAL AND ORAL (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 Learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
2. Comprehension (continued)	evaluate and distinguish	- deduce meaning of spoken words - distinguish between important and less important information in oral texts - comment on information (e.g. interviews, TV and radio, articles, stories)	- infer what a speaker is implying - distinguish between important and less important information in oral texts - comment on information from interviews, TV and radio, articles, stories - make relevant comments	- infer what a speaker is implying and form conclusions - make deductions based on what they hear - distinguish between important and less important information in oral texts - comment on information from interviews, television and radio, articles, stories, shared experiences - make relevant and evaluative comments - recognise intention, attitude, mood, theme
	listen to and understand instructions and directions	identify and interpret directions to demonstrate understanding (explain, name, describe)	identify and interpret instructions and directions to demonstrate understanding (e.g. explain, name, contrast, compare, describe)	identify and interpret instructions and directions to demonstrate understanding (e.g. explain, name, contrast, compare, describe)
	identify the main points or ideas of a speech or discussion	- select the main points - explain to demonstrate understanding	- select the relevant key points - explain to demonstrate understanding	- select the relevant key points - explain to demonstrate understanding
3. Communication	communicate information and ideas	- convey information, feelings, ideas and facts - sustain a simple conversation - develop ideas - communicate arguments and ideas to show understanding - recall and narrate events in oral texts	- convey information, feelings, ideas and facts clearly - sustain a longer conversation - develop ideas - communicate arguments and ideas to show understanding - recall and narrate events in texts	- convey information, feelings, ideas and facts accurately - sustain a genuine conversation - develop ideas in a logical manner - communicate arguments and ideas to show understanding - recall and interpret events in texts

10.1 AURAL AND ORAL (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 Learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
3. Communication (continued)	participate in group activities to convey thoughts, facts, opinions, feelings and requests orally	interact meaningfully, showing some sense of audience by using appropriate language in social and cultural contexts, as well as in the classroom situation	interact meaningfully and critically, showing a sense of audience by using appropriate language in social and cultural contexts as well as in the classroom situation	interact meaningfully and critically, showing a clear sense of audience by using appropriate creative language in social, cultural and academic contexts as well as in the classroom situation
4. Responding relevantly	make appropriate verbal responses in different contexts	- demonstrate flexibility in dealing with new topical ideas - ask questions - use appropriate grammatical structures and vocabulary - use appropriate vocabulary to give descriptions	- demonstrate flexibility in dealing with new topical ideas - ask relevant questions - use appropriate grammatical structures and vocabulary - use appropriate vocabulary to give detailed descriptions	- demonstrate greater flexibility in dealing with new topical ideas - ask relevant questions - use grammatical structures and vocabulary accurately - use exact vocabulary to give vivid, detailed descriptions
5. Presentation	develop skills of oral presentation showing an awareness of audience	- do oral presentations on specific oral texts or topics such as HIV and AIDS, Environmental Education, Population Education, and Human Rights and Democracy - present facts, ideas and opinions	- do oral presentation on specific texts or topics such as HIV and AIDS, Environmental Education, Population Education, and Human Rights and Democracy Education - present facts, ideas and opinions	- do an appropriate oral presentation on specific texts or topics such as HIV and AIDS, Environmental Education, Population Education, and Human Rights and Democracy Education - order and present facts, ideas and opinions appropriately
6. Articulation, intonation and stress	articulate experience and express what is felt and what is imagined	- use pronunciation of words and rhythm of speech to make meaning clear - express mood through the use of correct intonation	- use pronunciation of words and rhythm of speech to make meaning clear - express mood through the use of correct intonation	- use pronunciation of words and rhythm of speech to make meaning clear - express mood through the use of correct intonation and word stress

10.1 AURAL AND ORAL (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
6. Articulation, intonation and stress (continued)	Speak fluently and confidently	• speak fluently and confidently using appropriate intonation • express and defend own views • challenge a point of view • suggest solutions to problems • argue logically or factually during debates, speeches, conversations and panel discussions • debate and discuss issues related to HIV and AIDS, Environmental Education, Population Education, and Human Rights and Democracy Education	• speak fluently and confidently using appropriate intonation • express and defend own views • challenge a point of view • suggest solutions to problems • argue logically or factually during debates, speeches, conversations and panel discussions • debate and discuss issues related to HIV and AIDS, Environmental Education, Population Education, and Human Rights and Democracy Education	• speak fluently, confidently and clearly using appropriate intonation and word stress • express and defend own views and acknowledge other people's opinions • challenge a point of view and suggest alternative views • explore solutions to real or simulated problems • argue logically or factually during debates, speeches, conversations and panel discussions • debate and discuss issues related to HIV and AIDS, Environmental Education, Population Education, and Human Rights and Democracy Education

10.2 READING AND WRITING

The texts used in different grades will vary in length and difficulty according to the grade and should appeal to the interest of the learners. The use of other texts across the curriculum is highly encouraged and should include the following cross-curricular issues: HIV and AIDS, Information and Technology, Environmental Education, Population Education, and Human Rights and Democracy. Enjoyment and appreciation of texts will follow from the learners' reading, discussing and understanding a variety of texts. As learners progress through the grades they should gain increased skill in silent reading techniques.

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
A. General 1. Understanding and following instructions	read and interpret instructions in order to respond appropriately to key words such as identify, define, name, explain, evaluate, etc.	- respond to basic written instructions - use and apply information obtained from what they have read - establish similarities and differences, advantages and disadvantages - suggest likely outcomes in written texts	- respond to written instructions - use and apply information obtained from what they have read - establish similarities and differences, advantages and disadvantages - suggest likely outcomes in more advanced texts	- respond to more advanced written instructions appropriately - use and apply information obtained from what they have read to complete a task, e.g. a report - establish similarities and differences, advantages and disadvantages - suggest likely outcomes in longer and more advanced written texts
2. Comprehension	understand the overall meaning of different texts	- determine the overall meaning of a text - interpret and synthesise information	- determine the overall meaning of a text - interpret and synthesise information	- determine the overall meaning of and supporting ideas in a text - interpret and synthesise specific information
	identify the main points of different texts	- select the relevant key points - summarise and compare material from texts - suggest outcomes to agree or disagree with a point of view - demonstrate ability to extract information from texts (e.g. brochures, reports, magazines and prose)	- select the relevant key points - summarise, compare and contrast material from texts - suggest outcomes to support a point of view - recognise the author's attitude - demonstrate ability to extract information from texts (e.g. brochures, reports, magazines and prose)	- select the relevant key points - summarise, evaluate, compare and contrast material from texts - suggest outcomes to support a point of view - recognise the author's implicit attitude - demonstrate ability to extract information from texts (e.g. brochures, reports, magazines and prose)

10.2 READING AND WRITING (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
3. Flexible reading speed and reading techniques	apply a range of reading skills by reading from a wide range of texts on an appropriate level	• read aloud with increased fluency and accuracy to convey understanding of different texts such as novels, drama and poetry • read silently from prescribed and other available texts to improve silent reading techniques such as skimming and scanning • use available reference material	• read aloud with fluency and accuracy to convey understanding of different texts such as novels, drama and poetry • read silently from prescribed and other available text demonstrating improved understanding and silent reading techniques such as skimming and scanning • use a variety of reference material	• read aloud with fluency and accuracy to convey understanding of different texts such as novels, drama, poetry, academic information, etc. • read silently from prescribed and other available texts showing improved understanding and mastering silent reading techniques such as skimming and scanning • use a variety of reference material
4. Extensive reading	read and understand different types of texts for knowledge, appreciation and pleasure	• read and appreciate a range of texts from novels, magazines, newspapers, reports, speeches, short stories, poetry and plays • report on their reading to show that they understand and can convey correct information • order and present facts and ideas • read for information, general knowledge and enjoyment	• read and appreciate a range of texts from novels, newspapers, magazines, reports, speeches, short stories, poetry and plays • report on their reading to show that they understand and can convey correct information • order and present facts and ideas • read widely for information, general knowledge and enjoyment	• read and appreciate a range of texts from novels, newspapers, magazines, reports, speeches, short stories, poetry, plays and other materials • report on their reading to show that they understand and can convey correct information • order and present facts, ideas and opinions • read extensively for information, general knowledge and enjoyment

10.2 READING AND WRITING (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
5. Critical reading	read critically materials from different sources	- recognise fact and fiction - describe the way writers use language to achieve effect - formulate own opinions and attitudes	- recognise fact and fiction - describe the way writers use language to achieve effect - formulate own opinions and attitudes	- distinguish between fact, fiction and opinion - identify and understand the author's intentions and possible use of bias, and draw conclusions - describe the way writers use language to achieve effect - critically analyse texts - formulate and justify own opinions and attitudes in a meaningful way
6. Summarising	learn to develop summary skills	- read, select and organise relevant information in point-form summary - write a full summary (prose)	- read, select and organise relevant information in point-form summary - write a full summary (prose)	- read, select and organise relevant information in a point-form summary - write a full summary (prose)
7. Producing well-organised and coherent pieces of writing	know, develop and organise ideas into coherent sentences, paragraphs and whole texts	- write paragraphs using topic sentences - use the steps or stages of the writing process such as planning or preparation, drafting, writing (introduction, body, conclusion) and editing	- write paragraphs using topic sentences - use the steps or stages of the writing process such as planning or preparation, drafting, writing (introduction, body, conclusion) and editing	- write paragraphs using topic sentences with supporting points - use the steps or stages of the writing process such as planning or preparation, drafting, writing (introduction, body, conclusion) and editing
	explore the differences between the spoken and written modes of communication	- use direct and reported speech - study examples of spoken and written communication	- use direct and reported speech correctly - show an awareness of colloquialisms - study examples of spoken and written communication	- use direct and reported speech appropriately - show an awareness of slang and colloquialisms - study examples of spoken and written communication

10.2 READING AND WRITING (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
7. Producing well-organised and coherent pieces of writing (continued)	write expressively, with clarity and conciseness, in order to inform, interest or convince	• write creatively by using appropriate vocabulary and punctuation • write suitable titles or headings • collect and write facts coherently • focus on interpretation of a topic to give direction to writing • give factual information • defend ideas and opinions in written speeches • use skills of analysis in responding to text • write about personal experience, expressing thoughts and feelings • express what is felt and what is imagined	• collect and organise information • write creatively by using effective vocabulary and punctuation, and a variety of sentence structures • write suitable and eye-catching titles or headlines • focus on interpretation of a topic to give direction to writing • give factual information • defend ideas and opinions in written speeches • use skills of analysis and interpretation in responding to texts • write an imaginative story, dialogue, report or speech using appropriate organisation and vocabulary • express what is felt and what is imagined	• collate gathered information • write creatively by using striking vocabulary, figures of speech and elements of persuasion • write suitable and eye-catching titles or headlines • focus on interpretation of a topic to give direction to writing • give factual information • defend ideas and opinions in written speeches • use skills of analysis and interpretation in responding to texts • write an imaginative story, dialogue, report or speech using appropriate organisation and vocabulary • express what is felt and what is imagined
	respond effectively to comprehension questions	• interpret questions • respond appropriately to a given text	• interpret questions clearly • respond appropriately to a given text	• interpret questions clearly • respond appropriately to a given text • show a precise understanding of more extended texts

10.2 READING AND WRITING (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
7. Producing well-organised and coherent pieces of writing (continued)	demonstrate comprehension by responding to a passage in a variety of ways	• write a summary, report and dialogue	• write a summary, report, dialogue, conversation, story or development of an idea from a passage	• write a selective summary, report, speech, dialogue, conversation, broadcast, story or development of an idea from a passage • evaluate, compare, analyse and synthesise effectively from written material
B. Directed Writing	write a wide range of texts for specific purposes showing a sense of audience, correct register and awareness of style	• write: - different types of letters - articles of newspapers, school magazines - reports: accident - dialogues or conversations - diary entries - messages (fax, sms, e-mail, etc.) • design and draw advertisements, posters and cartoons • fill in forms	• write: - different types of letters - articles of newspapers, school magazines - reports: crime, club or social activities - dialogues or conversations - speeches - diary entries - messages (fax, sms, e-mail, etc.) • design and draw advertisements, posters and cartoons • fill in forms	• write: - different types of letters - articles of newspapers, school magazines - reports: accident, crime, witness statement, club or social activities, to authorities - dialogues or conversations - speeches - diary entries - curricula vitae - interviews - messages (fax, sms, e-mail, etc.) • fill in forms

10.2 READING AND WRITING (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
C. Continuous Writing	write different types of letters	• write formal and informal letters • show a sense of audience in both formal and informal situations	• write formal and informal letters • show a sense of audience in both formal and informal situations	• write formal and informal letters • show a sense of audience and an awareness of register and style in both formal and informal situations
	write various compositions	• write imaginative, narrative, explanatory and descriptive compositions • create imaginative stories, poems, dialogues and newspaper articles	• write imaginative, narrative, descriptive and argumentative compositions • create imaginative stories, poems, school journals and newspaper articles	• write imaginative, narrative, descriptive, argumentative and expository compositions • create imaginative short stories, school journals, newspaper articles and brochures

10.3 LITERATURE

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 Learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
1. Using knowledge with understanding of different genres (prose, drama, poetry)	respond to oral and written literature	- recall and narrate events in texts studied - distinguish between facts and fiction	- recall and narrate events in texts studied - order and evaluate facts and fiction	- recall and narrate events in texts studied - order and evaluate facts and fiction - recognise implicit meaning and attitudes
	reflect on a writer's ideas regarding a particular message	- identify the main and supporting ideas - skim and scan to locate specific information from a text - give own ideas and opinions on the texts studied	- identify the main and supporting ideas - skim and scan to identify conclusion from text - give own ideas, opinions on the text studied - extract or deduce message from texts studied	- identify the main and supporting ideas - skim and scan to identify conclusion from text - give own ideas, opinions on the text studied - recognise intentions of writer
	demonstrate knowledge with understanding and show appreciation of poems, plays, novels and short stories	- paraphrase - identify topics and summarise orally and in written work - recognise literal, figurative and idiomatic language to demonstrate understanding	- paraphrase - identify topics and summarise (point-form summary) - recognise literal, figurative and idiomatic language to demonstrate understanding	- summarise (point-form summary and full summary) - recognise figurative and idiomatic language to demonstrate understanding
	understand, identify and apply forms of literature or genre	- distinguish between different genres - tell stories	- distinguish between different genres - tell stories	- distinguish between different genres - identify and apply forms of narration
	understand and identify emotional aspects and attitudes of characters	identify emotions (e.g. anger, happiness, fear)	identify emotions (e.g. anger, happiness, fear)	identify different levels of emotions e.g. grief, acceptance/refusal etc.
	recognise and discuss literary elements in texts	recognise and discuss literary elements in literature(characters, theme, plot, setting)	- recognise, explain and discuss literary elements (characters, literal/implicit meaning, theme, context, plot, setting) - select details relevant to tasks set and use quotations appropriately	- recognise, explain and discuss literary elements (characters, literal/implicit meaning, theme, context, plot, setting) - select details relevant to tasks set and use quotations appropriately

10.3 LITERATURE (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 Learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
1. Using knowledge with understanding of different genres (prose, drama, poetry) (continued)	recognise, understand and appreciate how figurative language is used in texts to achieve authors' intentions	recognise figures of speech (metaphor, simile, personification) used in texts studied	recognise and explain figures of speech (metaphor, simile, hyperbole, personification, alliteration, assonance and onomatopoeia) as used in texts studied	recognise and explain figures of speech (irony, sarcasm, metaphor, simile, hyperbole, personification, alliteration, assonance onomatopoeia and rhetorical question) as used in texts studied
2. Critical interpretation	critically review texts by making sense of texts, interpreting them, and writing about them	identify themes in texts studied	identify themes in texts studied	detect and explore themes, motive, cause and effect, imagery and symbolism in texts studied
	express and justify own opinion on text studied	express own opinion on text studied	express and justify own opinion on text studied	express and critically justify own opinion on text studied
	Critically analyse texts studied	- analyse plot and character - identify relationships between characters and plot as well as among the characters themselves - explore how language contributes to the meaning of texts - analyse appropriate literary language of texts studied: personification, simile, metaphor - explore and enjoy the following aspects of drama: dialogue, conflict, scenes and acts	- analyse plot, character, theme - distinguish relationships between characters and plot as well as among the characters themselves - explore how language, structure and form contribute to the meaning of texts - critically analyse appropriate literary language of texts studied: personification, simile, metaphor, alliteration, assonance, hyperbole and onomatopoeia - explore and enjoy the following aspects of drama: dialogue, conflict, suspense, scenes and acts	- analyse plot, character, theme, setting, structure - distinguish relationships between characters and plot as well as among the characters themselves - explore and analyse how language, structure and form contribute to the meaning of the texts - critically analyse appropriate literary language of texts studied: irony, sarcasm, personification., simile, metaphor, alliteration, assonance, hyperbole and onomatopoeia - explore and analyse the following aspects of drama: dialogue, conflict, suspense, character portrayal, scenes and acts

10.3 LITERATURE (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 Learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
3. Judgement and personal response	respond to a passage in a variety of ways	communicate an informal personal response to texts studied	- evaluate - communicate an informal personal response to texts studied	communicate an informal personal response to texts studied
		compare and analyse written materials	compare, analyse, and synthesise from written materials	draw inferences from, evaluate, compare, analyse, and synthesise from written materials
		discuss own feelings and attitudes	articulate and discuss own assumptions, feelings and attitudes	articulate and discuss own assumptions, feelings and attitudes
		- evaluate applicability of themes to real-life situations (HIV and AIDS, Environmental Education, Gender Issues, Population Education, Human Rights and Democracy) - discuss the risks and challenges brought about by the above-mentioned issues to children locally, nationally and internationally	- evaluate applicability of themes to real-life situations (HIV and AIDS, Environmental Education, Gender Issues, Population Education, Human Rights and Democracy) - discuss the risks and challenges brought about by the above-mentioned issues to children locally, nationally and internationally	- evaluate applicability of themes to real-life situations (HIV and AIDS, Environmental Education, Gender Issues, Population Education, Human Rights and Democracy) - discuss the risks and challenges brought about by the above-mentioned issues to children locally, nationally and internationally - show evidence of capacity for independent thought and judgement
		identify audience in texts studied	identify audience and style in texts studied	identify audience and style in texts studied
		select and use different types of texts for enjoyment, information and appreciation	select and use different types of texts for enjoyment, information and appreciation	select and use different types of texts for enjoyment, information and appreciation

10.4 LANGUAGE USAGE

As learners advance through the grades, they should be able to progressively exercise more accuracy in spelling, punctuation and grammar.

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
1. Spelling and punctuation	spell and punctuate correctly and show awareness and understanding of grammatical conventions (basic rules of language)	• use the following symbols correctly: - apostrophe - hyphen - full stop - comma - exclamation mark - question mark - colon - inverted commas • use capital letters • use abbreviations and acronyms • use the phonetic system of the language correctly: syllables, vowels, consonants and correct pronunciation	• use the following symbols correctly: - apostrophe - hyphen - full stop - comma - exclamation mark - question mark - colon - inverted commas • use capital letters • use abbreviations and acronyms • use the phonetic system of the language correctly: syllables, vowels, consonants, diphthongs, assimilation and correct pronunciation	• use the following symbols correctly: - apostrophe - hyphen - full stop - comma - exclamation mark - question mark - colon - inverted commas • use capital letters • use abbreviations and acronyms • use the phonetic system of the language correctly: syllables, vowels, consonants, diphthongs, assimilation and correct pronunciation
2. Grammar and usage	Correctly use parts of speech and grammatical structures	• use nouns in their different forms: - types of nouns (common, proper, collective, abstract) - singular and plural - diminutives - gender - rules of concord - possessives - numerals	• use nouns in their different forms: - types of nouns (common, proper, collective, abstract) - singular and plural - diminutives - gender - rules of concord - possessives - numerals	• use nouns in their different forms: - types of nouns (common, proper, collective, abstract) - singular and plural - diminutives - gender - rules of concord - possessives

10.4 LANGUAGE USAGE (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
		<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
2. Grammar and usage (continued)	Correctly use parts of speech and grammatical structures (continued)	- use pronouns: - personal - possessive - demonstrative - relative - reflexive	- use pronouns: - personal - possessive - demonstrative - relative - reflexive - emphatic - indefinite (e.g. anyone, someone)	- use numerals: - ordinals and cardinals - know pronouns: - personal - possessive - demonstrative - relative - reflexive - emphatic - indefinite (e.g. anyone, someone) interrogative
		- use verbs: - main verbs - auxiliary verbs - apply the correct verb tense (simple and continuous tenses) - use the correct form of the verb with singular and plural nouns and pronouns	- use verbs: - main verbs - auxiliary verbs - apply the correct verb tense (simple, continuous and perfect tenses) - use the correct form of the verb with singular and plural nouns and pronouns	- use verbs: - main verbs - auxiliary verbs - modal verbs (e.g. can - could, may – might) - apply the correct verb tense (simple, continuous, perfect and perfect continuous tenses) - use the correct form of the verb with singular and plural nouns and pronouns
		- use adjectives: - identify adjectives - use adjectives in sentences - degrees of comparison	- use adjectives: - identify adjectives - attributive and predicative use - degrees of comparison	- use adjectives: - identify adjectives - attributive and predicative use - degrees of comparison (advanced)

10.4 LANGUAGE USAGE (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
	<i>Learners will:</i>	GRADE 8	GRADE 9	GRADE 10
		<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
2. Grammar and usage (continued)	Correctly use parts of speech and grammatical structures (continued)	- use adverbs: - formation of adverbs using – ly - distinguish between adjectives and adverbs	- use adverbs: - distinguish between adjectives and adverbs - degrees of comparison - correct order of adverbs (place, manner, time)	- use adverbs: - functions of adverb - distinguish between adjectives and adverbs, e.g. fast runner (adj.) / runs fast (adv.) - degrees of comparison - correct order of adverbs (place, manner, time)
		- use articles: - a, an, the - distinguish use of “a” and “an” - pronunciation of “the” as “thee” in front of nouns starting with a vowel e.g. the apple	- use articles: - a, an, the - exceptions, e.g. an hour, a university - pronunciation of “the” as “thee” in front of nouns starting with a vowel e.g. the apple - correct use of articles	- use articles: - a, an, the - exceptions, e.g. an hour, a university - pronunciation of “the” as “thee” in front of nouns starting with a vowel e.g. the apple - correct use of articles
		- use conjunctions: - identify conjunctions - use conjunctions in own compound sentences (and, but, or)	- use conjunctions: - distinguish between coordinating conjunctions (and, but, or, for, so, neither, nor) and subordinating conjunctions (because, as, which, who, although etc.) - continue sentences with above conjunctions (compound and complex sentences)	- use conjunctions: - effectively use coordinating and subordinating conjunctions - form complex and compound sentences
		- use prepositions: - identify prepositions - use prepositions	- use prepositions: - identify prepositions - use prepositions	- use prepositions: - identify prepositions - use prepositions - use interjections: - identify interjections - use interjections

10.4 LANGUAGE USAGE (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
	<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
3. Using vocabulary	use effective, appropriate, imaginative and varied vocabulary in different contexts and situations and show in practice the use and understanding of figurative language, proverbs and idioms	correctly use: synonyms, antonyms, homophones, homonyms, one word for a phrase, idioms and idiomatic expressions, proverbs	correctly use: synonyms, antonyms, homophones, homonyms, one word for a phrase, idioms and idiomatic expressions, proverbs	correctly use: - synonyms, antonyms, homophones, homonyms, paronyms, doublets, one word for a phrase, idioms and idiomatic expressions, proverbs - awareness of ambiguity of words
	progressively exercise more accuracy in referencing and use a wider variety of reference materials	- use dictionaries and other available resource books for spelling, meaning and additional information - use electronic resources (where available) for referencing - use appropriate vocabulary for different purposes and situations - acquire specific vocabulary in certain fields such as education, technology, sport, social and health matters like HIV and AIDS, economic hardship and poverty eradication, entrepreneurship	- use dictionaries and other available resource books for spelling, meaning and additional information - use electronic resources (where available) for referencing - use appropriate vocabulary for different purposes and situations - acquire specific vocabulary in certain fields such as education, technology, sport, social and health matters like HIV and AIDS, economic hardship and poverty eradication, entrepreneurship	- use dictionaries and other available resource books for spelling, meaning and additional information - use electronic resources (where available) for referencing - use appropriate vocabulary for different purposes and situations - acquire specific vocabulary in certain fields such as education, technology, sport, social and health matters like HIV and AIDS, economic hardship and poverty eradication, entrepreneurship

10.4 LANGUAGE USAGE (continued)

SKILLS	OBJECTIVES	COMPETENCIES		
		GRADE 8	GRADE 9	GRADE 10
		<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 Learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
4. Use of morphology and syntax	successfully construct words and a variety of sentences	- do word building: word stem or root, prefix, suffix - correctly use different types of sentences: interrogatives, statements, commands, simple and compound sentences - use active and passive voice, direct and indirect speech, negative forms, commands - use moods: infinitive	- do word building: word stem or root, prefix, suffix - correctly use different types of sentences: interrogatives, statements, commands, and simple, complex and compound sentences - use active and passive voice, direct and indirect speech, negative forms, commands, exclamations - use moods: infinitive and subjunctive - use relative pronouns to join sentences	- do word building: word stem or root, prefix, suffix - correctly use and develop different types of sentences: interrogatives, statements, commands, and simple, complex and compound sentences - use active and passive voice, direct and indirect speech, negative forms, commands, exclamations - use moods: infinitive and subjunctive - use phrases and clauses: adjectival, adverbial, relative

11 ASSESSMENT

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

11.1 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 basic competencies. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well, and why, and where they need to try more, how, and why. The parents should be regularly informed about the progress of their child in all subjects, be encouraged to reward achievements, and given suggestions as to how they can support their learning activities.

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

11.2 Formative and summative assessment

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

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

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

11.3 Informal and formal methods

The teacher must assess how well each learner masters the basic competencies described in the subject syllabuses and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation of each learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating, making value 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 and only exceptionally take up a whole lesson. End-of-term tests should only be written in the first lesson of the day, so that teaching and learning can continue normally for the rest of the time.

In Grade 10 a mock examination may be held to learn examination skills and to identify areas of the syllabus which may need extra attention. Mock examinations only serve a useful purpose if they are used as a learning experience in how to organise oneself, how to read the paper, how to interpret and answer examination-type

questions, and how to allocate time in an examination. This involves the teacher going through the paper systematically with the class when their answers are returned.

11.4 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.

11.5 Criterion-referenced grades

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

11.6 Grade descriptors in the Junior Secondary Phase

In the Junior Secondary phase, grades A-G and U (ungraded) apply as follows:

Grades	Mark range	Grade descriptor
A	80%+	Achieved Basic Competencies exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved Basic Competencies very well. The learner is highly proficient in most areas of competency.
C	60-69%	Achieved Basic Competencies well.
D	50-59%	Achieved Basic Competencies satisfactorily.
E	40-49%	Achieved a sufficient number of Basic Competencies to exceed the minimum competency level.
F	30-39%	Achieved the Basic Competencies needed to be considered competent. The learner needs learning support.
G	20-29%	Achieved the minimum number of Basic Competencies worthy of a grade. The learner needs learning support.
U	0-19%	Did not achieve the minimum level of competence. The learner needs learning support.

11.7 Conducting and recording assessment

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

11.8 Assessment objectives

The communicative approach to language teaching entails that the basic language competencies are taught in an integrated way similar to the way in which we use language in real-life situations. Thus, language teaching cannot be divided into different components.

11.8.1 Aural and oral

Learners should be able to:

- AO1 comprehend feelings, intentions, emotions and attitudes;
- AO2 understand, order and present facts, ideas and opinions;
- AO3 respond appropriately to spoken instructions and directions;
- AO4 evaluate information and select what is relevant to specific purposes;
- AO5 articulate experience and express what is felt, thought and imagined;
- AO6 recognise implicit meanings and attitudes;
- AO7 communicate effectively, appropriately and clearly;
- AO8 follow oral arguments, draw inferences and form conclusions;
- AO9 show sensitivity of audience and awareness of style;
- AO10 explore basic means of translation;
- AO11 develop skills of oral presentation;
- AO12 communicate information and ideas effectively, appropriately and clearly;
- AO13 convey meaningfully and critically thoughts, facts, opinions, feelings, and requests;
- AO14 speak fluently and confidently.

11.8.2 Reading and writing

Learners should be able to:

- RW1 understand and collate explicit information and meanings;
- RW2 respond appropriately to written instructions and directions;
- RW3 locate, evaluate and select relevant information to use for a specific purpose;
- RW4 recognise implicit meaning and attitudes;
- RW5 infer meaning from words, phrases and figurative language;
- RW6 follow a writer's argument, draw inferences and form conclusions;
- RW7 recognise how writers achieve effect;
- RW8 explore how language, structure and form contribute to the meaning of texts;
- RW9 order and present facts, ideas and opinions;
- RW10 respond appropriately to information, ideas and attitudes expressed by a text;
- RW11 articulate experience and express what is thought, felt and imagined;
- RW12 communicate effectively and appropriately for a given audience;
- RW13 organise and present information in given formats using paragraphs and a variety of sentence structures;
- RW14 handle accurately spelling, punctuation and all aspects of grammar and orthography;
- RW15 write creatively through a variety of purposeful writing tasks;
- RW16 show an awareness of style;
- RW17 translate various items.

11.8.3 Language usage

Learners should be able to:

- LU1 communicate effectively, appropriately and clearly;
- LU2 use accurately all aspects of spelling, punctuation and grammar;
- LU3 use and extend appropriate, imaginative vocabulary and idioms;

- LU4 use different parts of speech effectively in sentences;
- LU5 apply a variety of sentence structures;
- LU6 use the standard orthography accurately;
- LU7 use simple and complex sentence structures;
- LU8 use parts of speech and tenses correctly;
- LU9 explore the basics of translation.

11.8.4 Literature

Learners should be able to:

- L1 demonstrate an understanding of literary texts;
- L2 recognise how writers use language to achieve effect in an attempt to gain insight;
- L3 demonstrate an understanding of literary aspects;
- L4 discuss the use of language in texts by commenting on the use of imagery, wit and irony;
- L5 use a range of language appropriate to subject matter;
- L6 discuss and convey an informed personal response;
- L7 analyse texts within different genres.

11.9 Continuous assessment: detailed guidelines

In Grades 8, 9 and 10 assessment will consist of informal and formal continuous assessment.

11.9.1 Grades 8 and 9

11.9.1.1 Continuous assessment of the different language skills

Aural and oral

Learners' speaking proficiency should be assessed at least twice per term; once by means of a prepared speech and once as everyday interaction in the classroom. The marks are recorded in the appropriate columns on the Continuous Assessment Record Sheet.

Reading and directed writing

Reading (aloud) proficiency should be assessed at least once per term by means of a text that the learners have prepared beforehand, and once unprepared. The formal assessment of reading comprehension is done in the reading and directed writing exercises. Two tasks containing a reading text on which a variety of question types are set, should be done during the course of a term. These questions may include questions testing knowledge of grammar. It is, however, important to note that knowledge of grammar should be assessed within context.

Continuous writing

All continuous writing tasks should be marked. The marks of at least one essay and two shorter pieces of writing per term should be recorded on the Continuous Assessment Record Sheet. Learners will be expected to write essays of approximately 200 - 250 words (Grade 8), 250 - 300 words (Grade 9) and shorter tasks of approximately 100 - 120 words (Grade 8), 120-150 words (Grade 9).

Literature

The study of literature comprises three components: **prose**, **drama** (one act plays) and **poetry**. All three components may form part of the formal oral assessment as well as being tested in written form. Two short tests or tasks per term should be set on the prescribed literature and the marks recorded on the Continuous Assessment Record Sheet.

Prose (either novel or short stories): The content should be studied informally as to characters and sequence of events, actions and consequences. Written questions should be contextual. Learners should be able to work out the answers themselves using the texts.

Drama (one act plays): Learners should study plot and characterisation. Written questions on drama should be contextual.

Poetry: Learners should be taught to appreciate and enjoy poetry. To actualise this, the learners should understand the content of the poem. Poems should not be memorised. Learners should rather be guided towards the ability to read with expression and interpretation of the emotions involved.

Prescribed reading per grade per year:

Grade 8	8 poems (compulsory)	+	5 short stories OR 1 short novel	+	1 drama
Grade 9	10 poems (compulsory)	+	6 short stories OR 1 short novel	+	1 drama

11.9.1.2 Summary of continuous assessment: Grades 8 and 9

Skill	Term 1	Term 2	Term 3	Total
1. Aural and oral	Marks	Marks	Marks	
Unprepared speech (everyday interaction)	10	10	10	
Prepared speech	10	10	10	
Total:	20	20	20	20
2. Reading and directed writing				
	30	30	30	
	30	30	30	
Total:	60 ÷ 2	60 ÷ 2	60 ÷ 2	30
3. Continuous writing				
Composition (x 1)	40	40	40	
Shorter piece (x 2)	20	20	20	
Total:	60 ÷ 2	60 ÷ 2	60 ÷ 2	30
4. Literature				
Test / Task 1	10	10	10	
Test / Task 2	10	10	10	
Total:	20	20	20	20
Total				100

11.9.2 Grade 10

11.9.2.1 Continuous assessment of the different language skills

Aural and oral

Learners' speaking proficiency should be assessed at least twice per term; once by means of a prepared speech and once as everyday interaction in the classroom. The marks are recorded in the appropriate columns on the Continuous Assessment Record Sheet.

Reading and directed writing

Two tasks containing a reading text on which a variety of question types are set, should be done during the course of a term. These questions may include questions testing knowledge of grammar. It is, however, important to note that knowledge of grammar should be assessed within context. Questions should also assess comprehension.

Continuous writing

All continuous writing tasks should be marked. The marks of at least one essay and two shorter pieces of writing per term should be recorded on the Continuous Assessment Record Sheet. Learners will be expected to write essays of approximately 300 - 350 words and shorter tasks of approximately 150 – 200 words in Grade 10.

Literature

The study of literature comprises three components: **prose, drama and poetry**. All three components may form part of the formal oral assessment as well as being tested in written form. Two short tests or tasks per term should be set on the prescribed literature and the marks recorded on the Continuous Assessment Record Sheet.

Prose (either novel or short stories): The content should be studied informally as to characters and sequence of events, actions and consequences. Written questions should be contextual. Learners should be able to work out the answers themselves using the texts.

Drama: Learners should study plot and characterisation. Written questions on drama should be contextual.

Poetry: Learners should be taught to appreciate and enjoy poetry. To actualise this, the learners should understand the content of the poem. Poems should not be memorised. Learners should rather be guided towards the ability to read with expression and interpretation of the emotions involved. Written questions should be contextual.

Prescribed Reading per year:

Grade 10	15 poems (compulsory)	+	6 short stories OR 1 short novel	+	1 drama
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11.9.2.2 Summary of Continuous Assessment Grades 10

Skill	Term 1	Term 2	Total
1. Aural and oral	Marks	Marks	
Unprepared (everyday interaction)	10	10	
Prepared speech	10	10	
Total:	20	20	20
2. Reading and directed writing			
	30	30	
	30	30	
Total:	60 ÷ 2	60 ÷ 2	30
3. Continuous writing			
Composition (x 1)	40	40	
Shorter piece (x 2)	20	20	
Total:	60 ÷ 2	60 ÷ 2	30
4. Literature			
Task / Test 1	10	10	
Task / Test 2	10	10	
Total:	20	20	20
Total			100

11.9.2.3 End-of-term mark for the report

The CA (continuous assessment) marks for one term add up to 100. This mark should be used for the report at the end of terms 1 and 2.

In order to create a more positive attitude towards essay writing, schools should refrain from the practice to let learners write essays and shorter pieces of continuous writing on the last school day in an attempt to keep them at school.

11.10 End-of-year examinations: detailed guidelines

In Grades 8 and 9 there will be internal end-of-year examinations in all First Languages. As before, the purpose of these examinations is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus which are most essential for continuing in the next grade. Preparing for and conducting these examinations should not take up more than two weeks altogether right at the end of the year.

11.10.1 Grades 8 and 9

The end of the year examination will consist of two papers. The learners will sit for Papers 1 and 2.

Paper	Type of questions	Duration	Marks
Paper 1 Reading and directed writing	This paper will consist of two sections. The texts used in this paper must be narrative, biographical, factual and informative. The number of words for both passages should be approximately 800 words for Grade 8 (more or less 80 words either way); and 1 000 words for Grade 9 (more or less 90 words either way).	2 hours	
	Section 1: This section will consist of three tasks. A passage as stimulus material will be chosen. No marks will be deducted for spelling, grammar or punctuation.		
	Task 1 This task will consist of six multiple choice questions each with four possible answers. (6 questions)		6
	Task 2 Short answers, open-ended, true/false or matching questions will be set. (4 - 6 questions)		6
	Task 3 Questions requiring interpretative responses will be set here and marks vary from 1 – 3. (3 – 4 questions)		8
			[20]
	Section 2: This section will consist of two tasks of 20 marks each. A different passage will be used as stimulus for this section.		
	Task 1 Comprehension type questions (interpretative response) that test different competences will be set with marks ranging from 3 – 8. More structured answers will be required from the candidates. This task will test the candidates' understanding of text and ability to make critical interpretation, a judgement or give personal response. Structural accuracy, spelling and grammar will be taken into account when marking these answers.		[20]
	Task 2 Candidates will be required to respond to the text in various ways (restricted response) in 100 – 120 words for Grade 8 and 120 – 150 for Grade 9, e.g. a selected summary, a letter (formal and informal), a report, a speech, a continuation of story, an expressive development of an idea in a passage, etc.		[20]
			Total: 60

Paper	Types of questions	Duration	Marks
Paper 2 Continuous writing	This paper will consist of two tasks and stimulus material can be used. Stimulus material can include short statements, pictures, idioms, a short verse, cartoons, etc. Section 1: Six topics for compositions will be given from which the candidate must choose one to write 200 – 250 words for Grade 8 and 250 – 300 words for Grade 9. The topics should call for imaginative, narrative, argumentative and descriptive responses. Section 2: Four topics will be given from which the candidate must choose one to write 100 – 120 words for Grade 8 and 120 – 150 for Grade 9. These topics can include: a letter (formal and informal), a report, a speech, a dialogue or a diary entry. Stimulus material such as pictures, cartoons and short advertisements can be used.	2 hours	30 10 Total: 40

11.10.2 Grade 10

The final written examination of the year will consist of three papers. Full-time learners will sit for Papers 1, 2 and 3. Part-time learners will sit for Papers 1, 2 and 4.

Paper	Type of questions	Duration	Marks
Paper 1 Reading and directed writing	This paper will consist of two sections. The texts used in this paper must consist of a range of narrative, biographical, factual and informative texts and poetry. The number of words for both passages should be approximately 1,250 words (more or less 100 words either way). Section 1: This section will consist of three tasks. A passage as stimulus material will be chosen. No marks will be deducted for spelling, grammar or punctuation. Task 1 This task will consist of six multiple choice questions each with four possible answers. (6 questions) Task 2 Short answers, open-ended, true/false or matching questions will be set. (4-6 questions) Task 3 Questions requiring interpretative responses will be set here and marks vary from 2 – 4. (3 – 4 questions)	2 hours	6 6 8 [20]

Paper	Type of questions	Duration	Marks
Paper 3 Conversation (Full-time learners only)	This paper will consist of two sections - a conversation on one of the prescribed texts and a role-play situation. The second section will be set by the examiner and sent to schools so that it will be there when the third term commences. The subject teacher at the school will conduct this examination before the written examination starts. The marks allocated will be submitted to DNEA. Conversation on a prescribed text This part will test the learners' ability to discuss content and features of a literary text they have studied. This will be discussed under the following headings: background or milieu symbolic value utilisation of time characters intrigue and content motives of specific characters theme construction of the novel or play Role-play This part of the speaking test will comprise a role-play situation chosen by the teacher from a range of six topics provided. Each topic will also consist of a few guidelines given by the examiner that can be used during the discussion. This part of the test may also be carried out by two learners and/or a learner and the teacher.	2 hours	10 10 Total: 20

Paper	Types of questions	Duration	Marks
Paper 4 Literature (Part-time learners only)	This paper will consist of two sections set on two prescribed books. Each section will have two contextual questions of 20 marks each. Learners will be required to answer ONE question from each section or book. Learners will be evaluated on their general understanding of broad content, sequence of events, characters and their relationship, actions and consequences, main theme and plot. (Although this paper is intended for Grade 10 only, teachers should expose learners in Grades 8 and 9 to reading activities in preparation for the written Literature paper in Grade 10). (Total converted to 20)	1 hour	40 Total: 40 [40 ÷ 2=20]

11.11 Promotion marks

11.11.1 Grades 8 and 9

In Grades 8 and 9, continuous assessment, including tests, will contribute 50% towards the final year grade and an internal end-of-year examination will contribute 50% [50 marks + 50 marks = 100]. A variety of types of questions should be used to assess a broad range of language skills.

Component	Description	Marks	Weighting
Continuous assessment Various language skills	Aural and oral, reading and directed writing, continuous writing, literature	100	50%
Written examination	Paper 1	60	30%
	Paper 2	40	20%
Total			100%

The promotion marks are calculated as follows:

Promotion Mark for Grades 8 & 9				
	Term 1	Term 2	Term 3	Total
Term mark	100	100	100	300
CA mark	(300÷6)			50
End-of-year examination	(100÷2)			50
Promotion mark	(50+50)			100

11.11.2 Grade 10 (full-time and part-time candidates)

In Grade 10, continuous assessment, including tests, will contribute 50% towards the final year grade and the external end-of-year examination will contribute 50% [50 marks + 50 marks]. A variety of types of questions should be used to assess a broad range of language skills.

Component	Description	Marks	Weighting
Continuous assessment Various language skills	Aural and oral, reading and directed writing, continuous writing, literature	100	50%
Written examination	Paper 1	50	25%
	Paper 2	30	15%
	Paper 3 (Full-time)	20	10%
	Paper 4 (Part-time)	20	10%
Total			100%

The promotion marks are calculated as follows:

Promotion Mark for Grade 10			
	Term 1	Term 2	Total
Term mark	100	100	200
CA mark	(200÷4)		50
End-of-year examination	(100÷2)		50
Promotion mark	(50+50)		100

11.12 Specification grids

The specification grids below indicate the weighting allocated to each objective for both continuous assessment and for the written examination.

Assessment Objective	Paper 1	Paper 2	Paper 3	Paper 4
AO1			✓	
AO2			✓	
AO3			✓	
AO4			✓	
AO5			✓	
AO6			✓	
AO7			✓	
AO8			✓	
AO9			✓	
AO10			✓	
AO11			✓	
AO12		✓	✓	
AO13			✓	
AO14			✓	
RW1	✓	✓	✓	✓
RW2	✓	✓	✓	✓
RW3	✓	✓		✓
RW4	✓	✓		✓
RW5	✓	✓	✓	✓
RW6	✓	✓	✓	✓
RW7	✓	✓	✓	✓
RW8	✓	✓	✓	✓

Assessment Objective	Paper 1	Paper 2	Paper 3	Paper 4
CW1	✓	✓		✓
CW2	✓	✓		✓
CW3	✓	✓		✓
CW4	✓	✓		✓
CW5	✓	✓		✓
CW6	✓	✓		✓
CW7	✓	✓		✓
CW8	✓	✓		✓
CW9	✓	✓		✓
LU1	✓	✓	✓	✓
LU2	✓	✓	✓	✓
LU3	✓	✓	✓	✓
LU4	✓	✓	✓	✓
LU5	✓	✓	✓	✓
LU6	✓	✓	✓	✓
LU7	✓	✓	✓	✓
LU8	✓	✓	✓	✓
LU9	✓	✓	✓	✓
L1			✓	✓
L2			✓	✓
L3			✓	✓
L4			✓	✓
L5			✓	✓
L6			✓	✓
L7				✓

ADDENDUM A: MARKING GRID FOR COMPOSITIONS

JSC ENGLISH FIRST LANGUAGE		LANGUAGE, STYLE AND ACCURACY	1	2	3	4	5
TOTAL: 40			Sentences show a variety of appropriate structures. Creative use of vocabulary, idiom and syntax. Style fluent and appropriate. Few mistakes.	Sentences quite well-structured, Appropriate use of vocabulary and idiom. Some evidence of style. Some minor mistakes.	Simple sentences and linking structures used correctly. Occasional sense of register. Some more serious errors do not impede understanding.	Errors of idiom and syntax can cause confusion. Vocabulary is limited and may be inappropriate. There is much inaccuracy which may impede communication.	Virtually no control of the language. Frequent and serious errors may force the reader to use deduction in order to glean meaning.
CONTENT AND STRUCTURE							
1	Imaginative, creative, factually interesting. Mature thought and well-structured paragraphs arranged in convincing order.		40 – 36	35 – 32	31 – 28	27 - 23	22 - 18
2	Some interesting and effective content. Fairly imaginative, well-structured with some detail and development.		35 – 32	31 – 28	27 – 23	22 – 18	17 - 13
3	Content adequate if unadventurous. Ideas are partly developed and structure is apparent, with a recognisable beginning and end.		31 – 28	27 – 23	22 – 18	17 – 13	12 - 9
4	Content is limited. Little attempt to develop ideas although main ideas are comprehensible; some examples of wrong order.		27 – 23	22 – 18	17 – 13	12 – 9	8 - 5
5	Little or no understanding of the topic. Poor structure leads to some confusion. Random, simple ideas.		22 – 18	17 – 13	12 – 9	8 – 5	4 - 1

ADDENDUM B: MARKING GRID FOR SHORTER TASKS

JSC ENGLISH FIRST LANGUAGE		LANGUAGE, STYLE AND ACCURACY	1	2	3	4	5
TOTAL: 20			Original and imaginative use of language and style; clear sense of audience. Few errors.	Appropriate selection of language for task; some sense of audience and style; some minor mistakes.	Language ordinary but satisfactory; a little sense of audience. Some more serious errors do not impede understanding.	Simple and not very effective language; only rarely suited to task for audience. Errors of idiom and syntax may cause confusion.	Language insufficient for task though understandable in places. Frequent, serious errors force the reader to use deductive powers for meaning to be gleaned.
TASK ACHIEVEMENT AND CONTENT							
1	Task clearly achieved; good, maybe detailed selection of content; layout appropriate and positively helpful to communicate.		20-17	16-15	14-13	12-11	10-9
2	Task partially achieved; selection of content appropriate (but not adventurous); some understanding that layout can assist communication.		16-15	14-13	12-11	10-9	8-7
3	Understanding of task shown; some use of simple but appropriate content; a little evidence of appropriate layout.		14-13	12-11	10-9	8-7	6-5
4	Task is not satisfactorily achieved; some content may be appropriate; layout plain and unlikely to communicate purpose.		12-11	10-9	8-7	6-5	4-3
5	Minimal effectiveness of task; very simple and very little content; sense of presentation lacking.		10-9	8-7	6-5	4-3	2-1

ADDENDUM C: ASSESSMENT RECORD SHEET: Grades 8 & 9

ASSESSMENT RECORD SHEET: ENGLISH FIRST LANGUAGE																GRADE:		CLASS GROUP:		YEAR:	
SCHOOL:																TEACHER:					
NAME OF LEARNER	TERM	Aural & oral			Reading & directed writing			Literature			Continuous writing					TOTAL TERM MARK	TOTAL FOR 3 TERMS (T1+T2+T3)	CA YEARMARK (300÷3)	EXAMINATION MARK	PROMOTION MARK (200÷2)	
		Unprepared	Prepared	TOTAL	Task 1	Task 2	TOTAL	Task 1	Task 2	TOTAL	Composition	Shorter piece	Shorter piece	TOTAL	TRIMESTER (60÷2)						
		10	10	20	30	30	30	10	10	20	40	10	10	60	30						
	1																				
	2																				
	3																				
	1																				
	2																				
	3																				
	1																				
	2																				
	3																				
	1																				
	2																				
	3																				
	2																				
	3																				

ADDENDUM D: ASSESSMENT RECORD SHEET: Grade 10

ASSESSMENT RECORD SHEET: ENGLISH FIRST LANGUAGE																	GRADE:			CLASS GROUP:			YEAR:		
SCHOOL:																	TEACHER:								
NAMES OF LEARNERS	TERM	Aural & oral			Reading & directed writing			Literature			Continuous writing				TOTAL TERM MARK	TOTAL FOR 2 TERMS	CA YEAR MARK								
		Unprepared	Prepared	TOTAL	Task 1	Task 2	TOTAL (60 ÷ 2)	Task 1	Task 2	TOTAL	Composition	Shorter piece	Shorter piece	TOTAL (60 ÷ 2)											
		10	10	20	30	30	30	10	10	20	40	10	10	30				100	200	100					
	1																								
	2																								
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