



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

ENGLISH FIRST LANGUAGE SYLLABUS

GRADES 8 AND 9

**For implementation:
Grade 8 in 2017
and
Grade 9 in 2018**

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

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English First Language Syllabus Grades 8 & 9

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1 Introduction

This syllabus describes the intended learning and assessment for English First Language in the Junior Secondary Phase. As a subject, English First Language falls within the *Linguistic and Literacy* area of learning in the curriculum, but have thematic links to other subjects across the curriculum.

2 Rationale

It is vital for learners to learn and develop in their first language in order to develop confidence, self-esteem and a unique identity within a multicultural society. Because culture and traditions go hand in hand with language, learners will develop an understanding of the culture of their mother tongue, and use that as a base for comparison with other cultures. They will thus develop an appreciation of the validity of different ways of perceiving experiences and relationships, and at the same time acquire a deeper appreciation of their own personal identity and values.

A particular feature of studying a first language is studying its literature. Literature reflects the experience of the people of different cultures throughout the centuries, and studying literature allows learners to gain access to that knowledge and to the pleasure that reading offers. At the same time it helps them understand how language works, and how it can be employed for special purposes and effects.

3 Aims

The aims of teaching English First Language in this phase are:

- to promote a positive attitude towards and an appreciation of the value of the language and its literature;
- to promote competence in the functional use of the language, in order for the learners to be successful in engaging with their world beyond the classroom;
- to promote creativity through experimenting with language and train learners to express clearly, correctly and coherently what they observe, know, think and feel;
- to promote critical thinking by letting learners examine how language is used for specific effects and purposes;
- to promote learners' self-awareness and their understanding of the attitudes, values and beliefs of others in a multilingual and multicultural society;
- to complement the learners' other areas of study by developing thinking, problem-solving and communication skills that can be applied in their other subjects.

4 Inclusive education

Inclusive education is the right of every learner and promotes access to and participation in the full range of educational programmes and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning. A small number of learners have special educational needs to a degree which requires greater individual attention, resources or assessment. Others will have impairments which do not necessarily limit cognitive and affective learning and development, e.g. the visually impaired, hearing impaired and physically challenged. The English First Language teacher in the Junior Secondary Phase should accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *Curriculum Framework For Inclusive Education: A Supplement to the National Curriculum for Basic Education (2014)*. The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres (2014 - 2016)* by the Directorate of National Examinations and Assessments (DNEA). The accommodations prescribed in this handbook are not only for external examinations, but apply to learners from Grades 1 to 12.

Learners who are so severely impaired that they cannot benefit from attending mainstream schools will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join a mainstream school structure, if possible.

The contents of the English First Language syllabus enables both genders to participate equally, and lends itself to discussions on gender perspectives, including male and female perspectives on certain values, which will raise awareness of gender stereotyping, how limitations are set on gender equity, and how to promote gender equity in all spheres of life. Teachers can also use role-plays to show gender stereotypes, and teach learners to analyse texts to determine whether they are free of gender stereotyping.

5 Links to other subjects and cross-curricular issues

Cross-curricular topics include environmental education, HIV and AIDS, population education, education for human rights and democracy, information and communication technology (ICT) and road safety. These topics have been introduced to the formal curriculum because each of them deals with particular risks and challenges in our Namibian society. They should be dealt with across all phases and in every subject where the topics overlap with the content of that subject. All of our learners need to

- understand the nature of these risks and challenges;
- know how they will impact our society and 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; and
- understand how they can play a part in addressing these risks and challenges in their own school and local community.

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources;
- the challenges and risks caused by HIV/AIDS;
- the challenges and risks to health caused by pollution, poor sanitation and waste;
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities;
- the challenges and risks we face if we do not adhere to road safety measures; and
- the challenges and risks we face because of globalisation.

In this syllabus the following cross-curricular topics may be dealt with as indicated. The suggestions that follow in the table below are not prescribed themes, but are intended to guide teachers towards integrating the teaching of cross-curricular issues in their everyday language teaching. Teachers may use their own topics and activities or adapt these, depending on the level and interests of their learners.

Cross-curricular issue	Topic	Activities for each skill			
		Listening	Speaking	Reading	Writing
HIV and AIDS	• Living positively with HIV and AIDS • Prevention of infection • Rights of those infected and affected	• Listen to a text and answer true/false questions. • Listen to information from a DVD/story about HIV positive people and organise jumbled sentences.	• Interview, e.g. with a local health worker about HIV and AIDS, gathering data. • Debate - is it good to know your HIV status?	• Scan text for preventative measures for HIV/AIDS. • Information transfer: map of population census - life expectancy in various regions in Namibia.	• Record data collected during speaking activity in a table/chart. • Make posters with messages of prevention. • Listen to and answer questions on a radio talk and write a factual essay.

Cross-Curricular issue (cont.)	Topic	Activities for each skill			
		Listening	Speaking	Reading	Writing
Environmental education	- What does our environment comprise of? - Parks and recreation - Conservation - Arbour Day	Listen to a text and rearrange information provided on strips of paper.	- Interview a wildlife expert or conservationist. - Prepare a talk, speech or debate e.g. on how to save water/ electricity; prevent littering/ pollution.	- Reading text: e.g. growing plants on the school grounds. - Match words with correct meaning from text while reading.	Letter of appreciation to the mayor of your town who took part in the tree-planting at your school on Arbour Day.
Population education	- Namibia's population / cultural groups - Namibia's early history - Living conditions in our country/ villages	- Listen to a text on living conditions, tick the correct answers. - Listen to information on population growth and life expectancy in Namibia and answer questions.	- Discuss: Namibia's early history: e.g. people who made an impact on the history of Namibia. - Debate: can we afford the present population growth?	- Transfer information from a survey on the cultural groups of Namibia to a table. - Read a map/chart on life expectancy (see Social Studies textbooks).	- Poster design: the different groups that make up the population of Namibia. - Transfer information from maps to tables.
Human rights and democracy	- Promoting a culture of peace - Understanding culture and diversity - Rights and responsibilities - Day of the African Child	Listen to a text on rights and responsibilities and complete different tasks (e.g. True/False, Match, Short answer activities, etc.)	- Speak about different cultures (language, dress, food, etc.) - Speak about rights and responsibilities (charter/ constitution). - Discuss the Education Act, 2001, part ix - compulsory school attendance.	- Scan different texts and identify examples of different types of violence in each. - Read passages giving children a positive view of their own identities and complete different tasks.	- Write notes on how to be a peacemaker. - Write a letter about the Independence celebration at your school. - Write about yourself. - Write about mutual respect for other cultures/beliefs.
Road safety	- Responsible choices (alcohol, drugs, medicine) - Becoming a good driver - Causes of road accidents - Road safety campaigns	- Listen to adverts/texts on road safety campaigns and answer questions - Listen to texts on human, vehicle and road factors as causes of accidents - Listen to traffic reports and discuss	- Talk about effects of alcohol, drugs and medicine on a person's ability to use the road safely. - Discuss distractions such as cell phones while driving. - Speak about road safety measures as pedestrians, cyclists and passengers in vehicles.	- Read articles with statistics on accidents caused by human error. - Read passages about the behaviour and attitude of a good driver and road user.	- Write a letter to the editor about traffic problems in your area. - Browse internet/search for information about factors contributing to road accidents and write an article on road safety in your area. - Write a drama as a group and perform to fellow learners as part of road safety campaign.

6 Approach to teaching and learning

6.1 Learner-centred education (LCE)

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

The aim of LCE is to develop learning with understanding, and to impart the knowledge, skills and attitudes that contribute to the development of society. The starting point for teaching and learning is the wealth of knowledge and experience that learners gain through interaction with their family, community and environment. Learning in school must involve, build on, extend and challenge this prior knowledge and experience.

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

6.2 Teaching approaches in English First Language

When teaching English First Language, the teacher should address learner motivation to read and write by using authentic material, making connections to the learners' lives, creating an atmosphere in the classroom where learners can make mistakes without fear, and by having learners interact with one another and with texts. As the language expert, teachers should model the correct use of standard English in speech and writing. They should also model and explicitly teach reading comprehension strategies, teach understanding of text structures, and deliberately attend to vocabulary development.

Language skills should be taught in an integrated way. For instance, improving reading comprehension involves not only reading, but writing, speaking, listening, higher-order thinking, knowledge of language and vocabulary, and metacognitive skills (being aware of how you learn). Grammar principles and new vocabulary should first be introduced in context, then taught and practised explicitly, and then learners must get the opportunity to consolidate their knowledge by applying the principle or new vocabulary in a different context.

Literature is an essential component of English First Language, and the teacher should promote the appreciation and enjoyment of all genres, and an understanding of authors' use of language to intentionally create specific effects or impressions. The classroom should be a literature-rich environment with posters displaying poems and information about well-known authors and poets, and exhibits of the learners' own creative writing. The teacher must use a wide variety of methods to enhance the enjoyment of literature, e.g. by letting learners enact a scene from a play or do choral reading of a poem, or by inviting a Namibian actor to school to recite poetry or give a short performance for the language classes.

The teacher should also pay attention to the development of critical thinking skills, e.g. strategic reading, writing to learn, discussion, debate preparation, questioning the author, question-and-answer relationships, thinking aloud and reciprocal teaching. These skills are central to all language activities.

Learners must become thinkers who grasp and apply concepts. Therefore, teachers should not only ask questions that test knowledge, but also ask higher-order thinking questions that encourage learners to integrate, interpret, critique and evaluate what they read and learn, and then give them time for self-assessment and reflection on what they have learnt.

The teacher must decide, in relation to the specific objectives 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.

Work in groups, pairs, individually or as a whole class must be organised as appropriate to the task at hand. Collaborative learning, where the teacher is the facilitator, not the imparter, of knowledge, should be encouraged wherever possible. In such cases, tasks must be designed so that collaboration with another learner or a group of learners is needed to complete the task, otherwise learners will not see the relevance of working together. As the learners in this phase have already developed personal, social and communication skills, they should be given increasing responsibility to participate in the planning and evaluation of their work, but always with the teacher's guidance.

7 End-of-phase competencies

For a description of the competencies a learner should have mastered on entering the Junior Secondary phase, the end-of-phase competencies in the Senior Primary Syllabus can be consulted.

In the Junior Secondary phase, the learners will not only consolidate and extend skills already learnt in the Senior Primary phase, but will be required to develop the competencies with growing levels of sophistication, and will also acquire new skills and knowledge about how language works.

A few learners might not be able to achieve all the competencies satisfactorily, and must receive learning support through adapted teaching approaches, adapted material, and assistance from peers.

On completion of the Junior Secondary phase, learners are expected to have mastered the language competencies described below.

With regard to listening, viewing and speaking, learners will

- listen attentively to and view a wide range of challenging oral and audio-visual text types, and show appropriate attitudes and behaviour when listening and viewing. They will know and use a repertoire of skills and strategies to process meaning from and evaluate oral and audio-visual texts, and respond critically and convincingly to show understanding and appreciation.
- communicate confidently and effectively, adapting their speech to all familiar and many unfamiliar contexts and challenging communicative purposes. They will express challenging ideas clearly and their speech will demonstrate a thorough command of spoken grammar.
- select and organise information, opinions, ideas and supporting evidence and give a focussed, logically organised and fluent presentation. They will apply a variety of speaking and presentation skills and strategies as appropriate for their purpose and audience.
- participate effectively in a range of collaborative discussions and conversations on challenging but age-appropriate topics, demonstrating appropriate interaction skills and strategies and observing social conventions and etiquette in communication.

With regard to reading and writing, learners will

- read texts of increasing complexity silently and aloud with accuracy, fluency and understanding.
- engage with and analyse a wide range of high quality literary and non-literary texts, and demonstrate understanding of the texts, text structures and features, and the authors' craft (i.e. how the authors use language as a tool to create specific effects).
- produce a wide range of cohesive and coherent texts for creative, personal, functional and some academic purposes, in which the development, organisation, register and tone are appropriate to the task, purpose and audience. Their writing will demonstrate a good command of more advanced language and spelling rules.

With regard to grammar and vocabulary, learners will

- apply the conventions of the grammar of the language correctly when writing or speaking;
- use the correct grammatical terms to talk about language taught in this phase;
- use a wide range of idiomatic expressions and figures of speech correctly and with ease;
- use accurately and with ease a range of general, academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at senior secondary school-readiness level;
- spell and pronounce a wide range of general, academic and domain-specific words correctly.

8 Summary of the learning content

Listening and speaking

The purpose of listening to oral texts is to develop phonological skills, to enrich vocabulary (including figures of speech and collocations), to acquire a sense of correct sentence construction, and to acquire knowledge of the world, cultures, and language use in different contexts. Therefore the listening content demands that the learner be given the opportunity to experience challenging vocabulary and sentence construction, collocations, figures of speech and various styles as used by a variety of speakers. Where possible, audio-visual texts like TV advertisements and excerpts from films and documentaries should also be used. Listening also plays an important role in interaction and group discussions.

The specific objectives regarding speaking cover the following: the general expression of ideas, thoughts and feelings, skills in planning and presenting information, and meaningful interaction in discussions. The objectives for group participation in the syllabus give the learners the opportunity to practise listening and responding to the ideas of others and sharing own ideas and opinions in order to solve problems and come to conclusions through a group effort.

Reading and writing

The reading content does not only include silent reading skills and the skill of reading aloud in an engaging manner, but also the study of literary and non-literary texts.

Learners should read a variety of texts for enjoyment and information in order to acquire knowledge and an understanding of the world and of different cultures, to increase reading speed and comprehension and to enrich their vocabulary. Through a wide exposure to rich forms of language in use, learners will also become increasingly aware of correct and meaningful language use and correct uses of grammatical structures.

Both literary and non-literary texts must be interesting, engaging, and rich and substantial enough to offer scope for learners to explore and analyse the language, structure, themes and ideas. In this phase, all three genres (prose, drama and poetry) must be studied in depth, and learners must especially develop their skills to analyse, compare and contrast language use and style as related to the audience and purpose of a text and the intentions of the author.

A critical awareness of the process of writing should be encouraged by means of, amongst others, peer assessment and self-assessment. Learners must increase their skills of expression by deliberately using language, vocabulary and punctuation for effect, and also increase their skills in selecting and manipulating information from a text to suit another form, purpose and audience.

Grammar and vocabulary

The purpose of the content of the grammar and vocabulary section is to build on the foundational skills taught in the Senior Primary Phase, to teach learners advanced grammatical concepts that can be applied in writing and speaking, and to continue the deliberate enrichment of learners' vocabulary for creative, functional and academic purposes. These are all imperative in order for learners to be prepared for the demands of the syllabuses in the Senior Secondary Phase.

Although the learning content is divided into sections for reasons of convenience and clarity, the various skills should not be taught in isolation, but should be taught in an integrated and holistic way.

9 Learning content

9.1 Introduction to the learning content

The learning content outlined on the next pages is designed to provide guidance to teachers as to what will be assessed in the overall evaluation of learners. It is not meant to limit in any way the teaching programme of any particular school.

9.2 General and specific objectives

Although many of the specific objectives for Grades 8 and 9 are the same, the progression in skills is provided for in the increasing level of complexity of the oral and written texts. The learners' mastery of these objectives needs to be ensured by practising their application throughout the whole phase.

9.2.1 Listening and speaking

The ability to listen attentively and respond appropriately is a crucial skill in tertiary education and in any career, and therefore the teaching of these competencies must not be neglected in secondary school.

GENERAL OBJECTIVES <i>Learners will</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to</i>
1. listen attentively to and view a wide range of imaginative and informative oral texts, and respond critically and constructively	• listen with understanding to selections of <u>poems, songs and extracts from literary works</u> and - respond with appropriate reflections on language use - express appreciation substantiated with reasonable arguments - explain literal and inferential meaning • listen carefully and critically to <u>informational and other non-literary texts</u> to - describe the typical features of different types of oral texts: opening/welcoming speeches, procedures, informational talks, messages (congratulations, thanks and condolences), advertisements, news bulletins and weather reports - identify the gist, purpose and audience of a text - make inferences about intention and theme	• listen with understanding to selections of <u>poems, songs and extracts from literary works</u> and - respond with perceptive reflections on language use - express appreciation substantiated with reasonable arguments - explain literal and inferential meaning • listen carefully and critically to challenging <u>informational and other non-literary texts</u> to - describe the typical features of different types of oral texts: motivational speeches, presentations, promotions, lectures, forums, reports of events, interviews - identify the gist, purpose and audience of a text - analyse and compare the features and organisation of different kinds of oral texts - make inferences about intention and theme

9.2.1 Listening and speaking (cont.)

GENERAL OBJECTIVES	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to</i>
	• listen carefully and critically to informational and other non-literary texts to (cont.) - draw conclusions based on deductions - interpret auditory and visual cues that enhance comprehension of the text - identify sequence of events - identify cause and effect - identify problem and solution - identify differing points of view - distinguish between fact and opinion - compare and contrast information - determine the validity of ideas, arguments and assumptions on the ground of logic and evidence - identify the reasons for the speaker's tone of voice and use of particular words, phrases and sentences to influence the listener and explain their impact - recognise stereotyping - take notes, summarise and/or categorise information and present in a logical, clear and structured form	• listen carefully and critically to challenging informational and other non-literary texts to (cont.) - draw conclusions based on deductions - interpret auditory and visual cues that enhance comprehension of the text - identify cause and effect - identify problem and solution - identify differing points of view - identify language used for effect and explain the impact on the listener - identify and critique persuasive techniques (e.g. promises, flattery, exaggerations, generalisations) and misleading information in persuasive messages - describe a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence - recognise and discuss bias and propaganda - compare and contrast multimodal texts (texts that combine oral, written and/or visual material), critiquing ideas and issues - take notes, summarise and/or categorise information and present in a logical, clear and structured form

9.2.1 Listening and speaking (cont.)

GENERAL OBJECTIVES <i>Learners will</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to</i>
2. <u>communicate</u> clearly and effectively, adapting their speech to familiar and unfamiliar contexts and challenging communicative purposes	• speak clearly, coherently and audibly • vary vocabulary, idiomatic expressions and structures and convey meaning concisely, creatively and with grammatical accuracy • use the correct language and style for a variety of audiences and for a wide range of purposes, including: - instructions - messages (congratulations, thanks and condolences) - a talk that provides information - an interview - problem-solving discussions - a debate • demonstrate sufficient knowledge of local cultures and courtesy expressions when communicating in a variety of contexts	• speak clearly, coherently and audibly • use specific and more sophisticated vocabulary, idiomatic expressions and structures to convey meaning concisely, creatively and with grammatical accuracy • use the correct language and style for a variety of audiences and for a wide range of purposes, including: - reporting on an event - a presentation - a speech - a dialogue with a person of authority - problem solving sessions - a forum (panel discussion) - a debate • demonstrate sufficient knowledge of local cultures and courtesy expressions when communicating in a variety of contexts
3. plan and deliver <u>presentations</u> for a variety of audiences and purposes	• select the language (register), content and multimodal tools (e.g. visual aids, auditory texts, recording device) as appropriate to the audience and purpose of a presentation • use an organisational pattern that includes an effective introduction, a body with appropriate transitional words and phrases, and a conclusion • provide relevant details, facts, examples and/or arguments that support the main points • rehearse (not memorise) and deliver focussed and coherent presentations • use appropriate verbal and non-verbal techniques with some skill to engage the audience	• select the language, content and multimodal tools appropriate to the audience and purpose of a presentation and for maximum effect • include an effective introduction, a body with appropriate transitional words and phrases, and a conclusion • provide interesting and focussed details, facts, examples and/or arguments that support the main points • rehearse (not memorise) and deliver focussed and coherent presentations • use a range of appropriate verbal and non-verbal techniques purposefully to engage the audience

9.2.1 Listening and speaking (cont.)

GENERAL OBJECTIVES <i>Learners will</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to</i>
4. <u>participate</u> effectively in a range of collaborative <u>discussions and conversations</u> on challenging topics and texts, demonstrating appropriate interaction skills and strategies and adhering to socially acceptable conventions	• demonstrate a range of interaction skills: - participate actively in and contribute to discussions coherently and meaningfully - reason and develop ideas in a logical manner - withhold comments until appropriate - accept criticism and challenges - interpret stated and implied meanings correctly - identify and argue against bias or stereotyping expressed by others - use evidence to support or challenge different perspectives politely • apply knowledge of social conventions and cultural differences (regarding greetings, eye contact, dealing with disagreement, etc.) when interacting, showing genuine interest, and sensitivity to and respect for the rights and feelings of others	• demonstrate a range of interaction skills: - participate actively in and contribute to discussions coherently and meaningfully - reason and persuade logically and convincingly - compare and contrast ideas - challenge ideas, assumptions, bias and stereotyping (where appropriate) on the ground of logic, evidence or argument - accept criticism and challenges with an open-minded attitude - investigate and discuss the moral and ethical dimensions of an issue • apply knowledge of social conventions and cultural differences when interacting, showing genuine interest, and sensitivity to and respect for the rights and feelings of others

9.2.2 Reading and writing

The level of difficulty and length of the texts should be increased gradually. A variety of topics and text types should be studied in order to familiarise the learners with a wide range of text structures, language use, grammatical structures and domain-specific vocabulary.

GENERAL OBJECTIVES <i>Learners will</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to</i>
Reading: 1. read <u>aloud</u> with the purpose to convey understanding of the text and to entertain the audience	• read grade-level texts aloud at a smooth, conversational rate with accuracy and expression • pronounce words correctly • use stress, pitch variations, intonation, rate and pausing for expressive reading	• read grade-level texts aloud at a smooth, conversational rate with accuracy and expression • pronounce words correctly • use stress, pitch variations, intonation, rate and pausing for expressive reading • engage the attention of the audience with non-verbal strategies, e.g. eye contact and body language.
2. read <u>silently</u> with accuracy, fluency and understanding	• read silently more or less 185 to 195 words per minute • demonstrate the ability to use a range of reading comprehension strategies to process meaning from a text (see Annexe 2)	• read silently more or less 195 to 200 words per minute • demonstrate the ability to use a range of reading comprehension strategies to process meaning from a text (see Annexe 2)
3. engage with and reflect critically on challenging <u>non-literary texts</u> : - information texts - factual texts - instructions - explanations or expositions (e.g. in textbooks, news stories, feature articles in quality magazines, encyclopaedia entries) - argumentative and persuasive texts (e.g. political speeches and essays, human rights and women's rights literature, editorials, advertisements, letter to the editor) - texts to explore (e.g. article comparing country life to city life)	• describe the key features and organisational structure of different types of informational texts • describe the purpose and target audience of text types, e.g. newspaper article, editorial, diary, book review, brochure • describe language use in a text and identify elements of style and register • analyse the impact of a specific word choice on the meaning and tone of a text • analyse texts to determine explicit and implicit meaning • make inferences and cite relevant textual evidence that supports these inferences	• describe the purpose, audience and context of a text, and how this is linked to its key features and organisational structure • analyse and evaluate the effectiveness and impact of language use, literary devices, graphic features and other techniques to create particular effects, also in visual and/or multimodal texts • determine a central idea of a text and analyse its development through the course of the text, including its relationship to supporting ideas • analyse texts to determine explicit and implicit meaning

9.2.2 Reading and writing (cont.)

GENERAL OBJECTIVES <i>Learners will</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to</i>
- texts that give advice - texts to entertain (e.g. comic strips) - procedural texts (e.g. manual, directions for an art project/hobby, board game or software instructions) - multimodal texts (e.g. websites, brochures, contracts, product support material, research reports) with graphical representations like recipes, timelines, schedules, illustrations, inscriptions, maps, charts and graphs	• determine a central idea of a text and analyse its development through the course of the text, including its relationship to supporting ideas • analyse in detail the structure of a specific paragraph and define the key concept • describe the language use, literary devices, graphic features and other techniques used to create particular effects in multimodal texts e.g. cover page of a magazine, advertisement, homepage of a website • assess the credibility of a text, substantiating their opinion with reasonable arguments • differentiate between opinions and facts • recognise stereotypes and irrelevant evidence • correctly interpret the information given in a variety of graphic material (e.g. tables, maps, weather charts) • collate and use the information in graphics in another form of writing, e.g. a report or a poster • compare and contrast information in two or more texts on the same topic, and explain where the texts agree and disagree on matters of fact, opinion or interpretation • rephrase and simplify main ideas or selected detail in a text • capture the main ideas of a text accurately in a general summary • demonstrate knowledge of the use of a variety of reference material	• make inferences and cite relevant textual evidence that strongly supports these inferences • synthesise selected information or ideas from several sources dealing with the same issue / theme • determine an author's point of view or purpose in a text, and analyse how the author advances that point of view or purpose e.g. by using rhetoric and/or grammatical features • evaluate the credibility and logic of an author's argument (e.g. in editorials) • evaluate the coherence, consistency and structural patterns of an argumentative text • recognise bias (prejudice), stereotypes, propaganda and irrelevant evidence • correctly interpret the information given in sophisticated graphics • collate and use the information in graphics in another form of writing, e.g. an article or argument • compare and contrast texts regarding the treatment, scope and/or organisation of ideas • compare texts with regard to style and register • paraphrase main ideas or selected detail in a text • capture selected ideas of a text accurately in a selective summary • demonstrate knowledge of the use of a variety of reference material

9.2.2 Reading and writing (cont.)

GENERAL OBJECTIVES <i>Learners will</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to</i>
Literature: 4. read, understand and reflect critically on a variety of high quality literature (poetry, drama, prose)	<u>Poetry</u> • identify and describe specific characteristics of different types of poems, e.g. free verse, ballad, sonnet • appreciate poems by identifying language use, form, imagery, rhyme, rhythm, voice, tone and mood • identify, interpret and evaluate the effect of symbolism and the following literary devices in poems: metaphor, simile, personification, onomatopoeia, rhetorical question, alliteration, assonance, hyperbole <u>Short stories, novels and dramas</u> • describe the key features and organisation of a short story, a novel and a drama • identify, describe and make reasonable inferences about the following - plot and structure - setting - sequence of events - theme - characters - narrative viewpoint - language and style • describe the social, historical and/or cultural context • explain and discuss literal meaning, connotative meaning, deductions and inferences	<u>Poetry</u> • identify and describe specific text characteristics of different types of poems, e.g. lyric, ode, elegy • demonstrate appreciation of poems by referring to language use, form, imagery, rhyme, rhythm, voice, tone and mood • identify, interpret and evaluate the effect of symbolism and the following literary devices in poems: sibilance, irony (situational irony, verbal irony, dramatic irony), sarcasm, euphemism, litotes, oxymoron, innuendo, pun <u>Short stories, novels and dramas</u> • explain, make valid inferences about and evaluate the development of characters and themes of a text within its social, historical and/or cultural context • describe the narrative viewpoint and its purpose and effect • explain and discuss literal meaning, connotative meaning, deductions and inferences • cite valid textual evidence and quotations that strongly support their analysis of a text • compare and contrast short stories that express a similar theme • identify significant literary devices that define a writer's style

9.2.2 Reading and writing (cont.)

GENERAL OBJECTIVES <i>Learners will</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to</i>
	• cite textual evidence that supports their analysis • identify and describe the function of dramatic devices, e.g. dialogue, conflict and suspense • describe the structural elements and development of the plot and the way in which conflicts are addressed and resolved	• explain how a work of literature reflects the traditions, attitudes or beliefs of the author • describe and evaluate the structural elements and development of the plot and the way in which conflicts are addressed and resolved
Writing: 5. produce a wide range of cohesive and coherent texts for creative, personal, functional and some academic purposes	• select relevant information from one or more texts and adapt it according to specific directions to write a shorter text in a different form, and with a different purpose and audience than the original text(s) • make notes of the main ideas or selected information from an oral or written text • summarise news items, interviews or documentaries containing opinions, arguments and discussions • skilfully integrate and summarise information on a single topic from multiple print or digital sources • use thinking and writing strategies (e.g. paragraph links) purposefully to compose a focussed and coherent written response • use clearly demarcated paragraphs that develop and organise meaning • use transitional words and phrases for effect (e.g. <i>In fact,...</i>) and for evidence (e.g. <i>For instance,...</i>)	• select relevant information or ideas from one or more texts and adapt it according to specific directions to write a shorter text in a different form, and with a different purpose and audience than the original text(s) • analyse and synthesise information from factual and argumentative texts in a written exposition, commenting on and discussing differences in presentation, contrasting points of view and choice of details emphasised • make notes of and summarise main ideas or selected information from factual and imaginative texts • use thinking and writing strategies purposefully to compose a focussed and coherent written response of substance and clarity • use clearly demarcated paragraphs that develop and organise meaning • use features of whole-text cohesion that signal the overall direction of the text to the reader

9.2.2 Reading and writing (cont.)

GENERAL OBJECTIVES	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to</i>
	• use grammatical features, punctuation and vocabulary correctly and for effect • compose the following types of essays for creative, informative and persuasive purposes: - narrative and descriptive • compose written texts for a wide range of personal and functional purposes, using the correct form and register to suit the purpose and audience: - friendly letter to describe, advise, suggest - formal letter - email - diary entry - book review - factual recount (e.g. witness/accident report) - dialogue • complete a variety of written assignments on literary and non-literary topics by - gathering relevant information from multiple print and digital sources - assessing the credibility and accuracy of each source - integrating selected information in writing while avoiding plagiarism, quoting correctly and acknowledging their sources - planning, drafting, revising and rewriting tasks in order to write with grammatical accuracy and produce a neat and legible final product	• use grammatical features, literary devices, punctuation and rich and varied vocabulary purposefully and effectively • compose the following types of essays for creative, informative and persuasive purposes: - narrative, descriptive and argumentative • compose written texts for a wide range of personal and functional purposes, using the correct form and register to suit the purpose and audience: - friendly letter to recommend, express opinion, persuade - formal letter - letter to the press - speech - film/documentary review - magazine article - newspaper report • complete a variety of written assignments on literary and non-literary topics by - gathering relevant information from multiple print and digital sources - assessing the credibility and accuracy of each source - integrating selected information in writing while avoiding plagiarism, quoting correctly and acknowledging their sources - planning, drafting, revising and rewriting tasks in order to write with grammatical accuracy and for maximum impact to produce a neat and legible final product

9.2.3 Grammar and vocabulary

GENERAL OBJECTIVES <i>Learners will</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to</i>
Grammar 1. demonstrate knowledge and command of the conventions of the grammar and usage of the language when writing and speaking, and use grammatical terms to learn and talk about language	• use the grammatical terms - finite and non-finite verbs - present and past participle - infinitive - auxiliary verbs - relative pronouns • use all punctuation marks correctly and for effect: - full stops, question marks and exclamation marks - apostrophe - brackets - commas - semicolons (for enumerations) • apply rules of concord (agreement of subject and verb) • identify subject, verb and direct and indirect object • use the following grammatical features correctly and effectively in speaking and writing - tenses - direct and indirect speech - active and passive voice • apply spelling rules consistently, also to new words formed by using prefixes and suffixes • construct <i>yes/no</i> questions and answers and negative statements correctly in all tenses	• use grammatical terms correctly when talking about language • use all punctuation marks correctly, for effect, and to avoid ambiguity: - commas - semicolons - colons - hyphens - dashes • apply rules of concord (agreement of subject and verb) • use the following grammatical features correctly in speaking and writing - sentence construction - tenses - passive voice - participial phrases • apply spelling rules consistently, also to new words formed by using prefixes and suffixes • construct <i>yes/no</i> questions and answers and negative statements correctly in all tenses • apply knowledge of English sentence construction rules in speaking and writing - use the correct word order - convert clauses to phrases and vice versa - construct simple, compound and complex sentences

9.2.3 Grammar and vocabulary (cont.)

GENERAL OBJECTIVES <i>Learners will</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to</i>
Grammar	• apply knowledge of English sentence construction rules in speaking and writing - place adverbs and adjectives in their correct positions in sentences - construct simple, compound and complex sentences • avoid run-on sentences, comma splices and dangling participles	
Vocabulary 2. know and use a range of general, academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at secondary school readiness level accurately and with ease, spelling and pronouncing them correctly	• use reference materials to find exact meaning, spelling and pronunciation of words, and use the dictionary and thesaurus for - synonyms, antonyms - meaning of idioms/ idiomatic expressions - correct preposition for phrasal verbs - etymology (word origin) • demonstrate evidence of and use a wide range of general, academic and domain-specific vocabulary • use a wide range of vocabulary to express shades of feelings, attitudes, ideas and information accurately and with ease • recognise that word choices contribute to the style of texts	• use reference materials, dictionaries and a thesaurus to ensure accuracy in meaning and spelling and to broaden vocabulary • demonstrate evidence of and use extensive general, academic and domain-specific vocabulary • use a wide range of vocabulary to effectively express shades of feelings, attitudes, ideas and information accurately and with ease • identify how word choices contribute to stylistic effectiveness

9.2.3 Grammar and vocabulary (cont.)

GENERAL OBJECTIVES	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to</i>
Vocabulary	• demonstrate knowledge of and use - fixed expressions - phrasal verbs - compound adjectives and nouns with and without hyphens - acronyms, codes, abbreviations and symbols - antonyms, synonyms, homonyms, homophones - transitional words and phrases - onomatopoeic words (grumble, smash) - countable and uncountable nouns	• demonstrate extended knowledge of and use - fixed expressions - phrasal verbs - compound adjectives and nouns with and without hyphens - acronyms, codes, abbreviations and symbols - antonyms, synonyms, homonyms, homophones - transitional words and phrases - onomatopoeic words (grumble, smash)

10 Assessment

A learner-centred curriculum and learner-centred teaching encompass a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of this teaching-learning process, and which objectives will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning. For more information on differentiated assessment, please refer to the Promotion Policy and promotion circulars.

10.1 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 provide a reliable and valid assessment of a learner's performance in the specific objectives. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, i.e. where and why they are doing well, and where, how and why they need to improve. The parents should be informed regularly about the progress of their children in all subjects, be encouraged to acknowledge achievements, and given suggestions as to how they can support the child's learning activities. The learner's progress and achievements must be reported to parents in the school report. The learner's progress and achievements in this subject must be reported to parents in the school report.

10.2 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 learnt;
- 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 accumulated total 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.

10.3 Informal and formal methods

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

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

10.4 Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to ascertain where it is necessary to adapt methods and material 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 learning-teaching process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere in and achievements of the class.

10.5 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 specific objectives, and are not related to how well other learners are achieving these objectives 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 defining what the learner must demonstrate in order to be awarded the grade. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

10.6 Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest pass grade. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. The relation between the letter grades and specific objectives is shown in the table below.

Grade	% Range (Gr 8 - 9)	Grade descriptors
A	80%+	Achieved specific objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved specific objectives very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved specific objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved specific objectives satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of specific objectives to be considered competent. The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Not achieved the minimum number of specific objectives. The learner has not been able to reach a minimum level of competency in the specific objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.7 Conducting and recording assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible.

10.8 Assessment objectives

In the secondary phase, learners' listening and reading skills, as well as their knowledge of grammar and vocabulary, are assessed as they apply them when speaking and writing, and therefore the assessment objectives for these skills are integrated in the assessment objectives for speaking and writing.

The assessment objectives for English First Language are:

10.8.1 Speaking

The learners should be able to

1. communicate clearly and effectively;
2. adapt their speech to both familiar and unfamiliar contexts and challenging communicative purposes;
3. express complex ideas clearly, using a range of general, academic and domain-specific words and phrases accurately and with the correct pronunciation;
4. demonstrate a thorough command of the spoken grammar of the language;
5. deliver focussed, logically organised and fluent presentations for a variety of audiences and purposes;
6. participate effectively in a range of collaborative discussions and conversations on more demanding topics, issues and texts;
7. demonstrate appropriate interaction skills and strategies;
8. apply socially acceptable conventions during interaction.

10.8.2 Writing

The learners should be able to

1. read texts silently with accuracy, fluency and understanding of both explicit and implicit meaning;
2. analyse, compare and evaluate challenging informational texts with regard to purpose, audience, style, text structure and content;
3. extract relevant information from texts and adapt it to suit another purpose, form and audience;
4. extract and synthesise or compare and contrast selected information from two or more texts;
5. analyse, explain, make inferences about and evaluate significant aspects of a novel, drama and selected poems;
6. interpret, explain and comment on significant literary features and imagery in a novel, drama and selected poems, and substantiate statements and opinions with evidence from the text;
7. evaluate the effectiveness and impact of language use, literary devices and other techniques in texts;
8. produce a wide range of cohesive and coherent texts for creative, personal, functional and some academic purposes;
9. use organisation, register and tone as appropriate to the purpose and audience of a task;
10. demonstrate knowledge and command of advanced conventions of punctuation and grammar of the language when writing;
11. use a range of general, academic and domain-specific words and phrases accurately and with the correct spelling.

10.9 Continuous assessment: detailed guidelines

A specified number of continuous assessment activities per term should be selected, graded and recorded. These continuous assessment tasks must be carefully planned and marked according to a marking scheme, marking criteria or memorandum. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced

by learners who achieved good, average and low marks, as well as the written assignment and mark scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus.

10.9.1 Listening and speaking

Learners' speaking proficiency (unprepared) and interaction skills should be assessed alternately during the year, and their presentation skills once per term, using the rubrics provided in this syllabus. The marks are recorded in the appropriate columns on the Assessment Record Sheet.

10.9.2 Reading and directed writing

Reading and directed writing

Reading comprehension should be assessed regularly throughout the term using a variety of question types testing understanding of both explicit and implicit meaning. At least one reading comprehension task per term should be entered on the Assessment Record Sheet by the teacher. The comprehension task can count out of forty, and then be divided by 2 to be entered as a mark out of 20.

The assessment of reading comprehension should include directed writing tasks, where learners must select relevant information from one or more texts and/or visual material and use it for a writing task in a different form, with a different purpose and audience from those of the original texts. A directed writing task can be in the form of a summary, a formal or informal letter, a report, diary entry, an article or a dialogue. Reading comprehension tasks and directed writing tasks can be assessed alternately during the year.

Continuous writing

At least one essay and one shorter writing task should be marked per term and the marks recorded on the Assessment Record Sheet. A different type of essay must be assessed each term. The length of writing tasks should be as follows:

Essays:

Grade 8: 200 – 300 words

Grade 9: 300 - 350 words

Shorter tasks:

Grade 8: 150 - 180 words

Grade 9: 180 - 200 words

Literature

The study of literature comprises three components: prose, drama and poetry. All three genres may be assessed using both oral and written assignments and tests. At least one written assignment on the prescribed literature should be marked per term and the marks recorded in the appropriate column on the Assessment Record Sheet. Assignments will consist mostly of contextual questions, but learners must do one essay-type question during the year on a genre chosen by the teacher. However, for the end-of-year examination, the teacher may set only contextual questions and/or questions that should be answered in one or two paragraphs. The end-of-year examination paper must have a question on each of the three genres, and learners must answer questions on two of the three genres.

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

The content should be analysed in depth as to characters, themes, sequence of events, plot, subplots and structure, actions and consequences, and language and imagery. Learners' continuous assessment tasks should consist of contextual questions and/or questions that

can be answered in one or two paragraphs. An essay-type question may be used for one of the continuous assessment marks.

- (ii) **Drama**
A short play must be studied. The content should be analysed in depth as to characters, themes, sequence of events, plot and structure, actions and consequences, and language and imagery. Learners' continuous assessment tasks should consist of contextual questions and/or questions that can be answered in one or two paragraphs. An essay-type question may be used for one of the continuous assessment marks.
- (iii) **Poetry**
Poetry must be analysed regarding form, content and voice, imagery, tone and mood, and rhythm and rhyme. Learners must also be able to compare and contrast poems with similar themes. Learners' continuous assessment tasks should consist of contextual questions and/or questions that can be answered in one or two paragraphs. An essay-type question may be used for one of the continuous assessment marks.

Minimum prescribed reading per grade:

Grade 8: 6 poems **AND** 1 play **AND** 1 novel **OR** 5 short stories per year

Grade 9: 8 poems **AND** 1 play **AND** 1 novel **OR** 6 short stories per year

10.9.3 Grammar and vocabulary

Grammar and vocabulary must be tested in context, and all the specific objectives in the grammar section of the learning content should be tested through the course of the year. At least one test per term must be marked by the teacher and entered on the Assessment Record Sheet. The test can count out of twenty and the mark divided by 2 to be entered as a mark out of 10.

10.9.4 Summary of continuous assessment (CA) per term:

Skills area	Marks	Total
1. Listening and speaking		
Unprepared oral/ interaction skills	10	
Prepared oral	10	
Total		20
2. Reading and writing		
Reading comprehension & directed writing	20	
Grammar	10	
Continuous writing: essay	20	
Continuous writing: shorter task	10	
Literature task	20	
		80
TOTAL		100

10.9.5 End-of-term mark for the report

The continuous assessment (CA) marks for one term (trimester) add up to 100. Only this mark should be used for the report at the end of term 1 and 2 - learners should not write an examination at the end of the first two trimesters.

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

10.10 End-of-year examination: detailed guidelines

In Grade 8 there will be an internal end-of-year examination, and at the end of Grade 9 a semi-external examination. The Grade 9 papers will be set by DNEA and marked in the regions. Preparing for and conducting this examination should not take up more than two weeks altogether at the end of the year. The end-of-year written examination will consist of three papers:

Paper	Type of questions	Duration	Marks
Paper 1: Reading and directed writing	This paper will consist of two sections, each with questions set on one text. The two texts must be narrative, factual and/or informative. The number of words for the texts used in this paper should be approximately 450 words per text for Grade 8, and 500 words per text for Grade 9.	2 hours	10
	Section 1 This section will consist of two tasks, and the questions will be set on the first text.		
	Task 1 This task will consist of short-answer, multiple choice, true-false and/or matching questions. No marks will be deducted for spelling, grammar or punctuation.		
	Task 2 Ten marks will be for questions on grammar and vocabulary tested in context.		
	Section 2 This section will consist of two tasks. The questions will be set on the second text.		
	Task 1: Comprehension Comprehension type questions (interpretative response) that test the specific reading objectives for informational texts in the syllabus will be set, with marks ranging from 2 - 4. More structured answers will be required from the candidates. Structural accuracy, spelling and grammar will be taken into account when marking these answers. A mark for grammar may be added to questions, so that learners do not lose content marks for grammar errors. Task 2: Directed writing Candidates will be required to select specific information from the text and adapt it for another purpose and audience, e.g. a summary of selected information, instructions, a letter (formal or informal), a report, a short speech, a diary entry, an information leaflet or an advertisement. The word limit for the task is 150-180 words for Grade 8 and 180-200 for Grade 9.		
		TOTAL	50

Paper	Type of questions	Duration	Marks
Paper 2: Continuous writing	Essay Six topics for essays will be given from which the candidate must choose one to write an essay of 200-300 words for Grade 8 and 300-350 words for Grade 9. The topics should call for narrative, argumentative and descriptive responses. Stimulus material may be used, and may include short statements, pictures, idioms, a short verse, cartoons, etc.	1 hour	20
		TOTAL	20
Paper 3: Literature	This paper will consist of three questions of 15 marks each, of which the learner must answer TWO . One question must be set on each of the three genres (prose, drama, poetry), and the questions may either be only contextual questions, or a combination of contextual questions and questions that require an answer of one or two paragraphs. Do not penalise for grammar errors. This is not an open-book exam.	1hour 30min	
		TOTAL	30

10.11 Promotion marks

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

The weighting of each assessment component is as follows:

Component	Description	Marks	Weighting
Continuous assessment	Listening and speaking, reading and writing, grammar and vocabulary	100	50%
Written examination	Paper 1	50	25%
	Paper 2	20	10%
	Paper 3	30	15%
Total			100%

10.12 Specification grid

Assessment objective	Continuous assessment	Paper 1	Paper 2	Paper 3
Speaking 1	✓			
Speaking 2	✓			
Speaking 3	✓			
Speaking 4	✓			
Speaking 5	✓			
Speaking 6	✓			
Speaking 7	✓			
Speaking 8	✓			
Writing 1	✓	✓		✓
Writing 2	✓	✓		
Writing 3	✓	✓		
Writing 4	✓	✓		✓
Writing 5	✓			✓
Writing 6	✓			✓
Writing 7	✓			✓
Writing 8	✓	✓	✓	✓
Writing 9	✓	✓	✓	✓
Writing 10	✓	✓	✓	✓
Writing 11	✓	✓	✓	✓

10.13 Assessment rubrics

The glossary, assessment rubrics and assessment record sheet are provided in annexes 1 - 8.

Annexe 1: Glossary of terms

allegory	a narrative which has a deeper meaning below the surface, e.g. George Orwell's <i>Animal Farm</i>
alliteration	repetition of the same consonant sound at the beginning of words
ambiguity	use of language where there are two or more interpretations or meanings
apposition	the use of a noun phrase immediately after another noun phrase, e.g. <i>Paris, <u>the capital of France</u>, ...</i>
assonance	repetition of similar vowel sounds within words
author's craft	the author's use of words, expressions, voice, rhetorical structures, emotional appeal, irony, sarcasm, figures of speech, text structure, etc. to create an intended effect
choral reading	reading aloud, with some dramatisation, in unison with a whole class or group of learners
collocation	the association between two words that are typically or frequently used together in a language, e.g. break the news, catch flu
connotative meaning	an idea suggested by a word in addition to its meaning, e.g. the word <i>professional</i> also has connotations of <i>skill</i> and <i>excellence</i>
context	the situation in which something happened/happens and that helps you to understand it
denotation (denotative meaning)	the actual object or idea to which a word refers
explicit meaning	clear and obvious, leaving no doubt as to the intended meaning
exposition	a full/detailed explanation with clarifications, descriptions, examples
flashback	scene in a play or event in a novel that happened before the time of the main story
foreshadowing	an indication of something that will happen in the future
grammar conventions	the standard grammatical rules for writing and speaking in a language
idiom	a use of words peculiar to a specific language, in this syllabus standard British English
implicit meaning	suggested without being directly stated

inference (deduction)	a reasonable conclusion drawn from supplied information or arrived at because of acceptable reasoning
innuendo	an indirect remark, usually suggesting something bad or rude
intonation	the rising or falling pitch of the voice when somebody says a word or syllable, or the rising and falling pattern of speech generally
litotes	deliberate understatement; the use of a negative statement to emphasise a positive meaning, e.g. <i>he wasn't slow to accept the offer</i>
narrative voice	narrative voice describes how the narrative is presented or conveyed to the reader. For example, a narrative may be conveyed through a specific character's perspective, through another character's retelling of the events, or through letter correspondence. The narrative voice of the story comes from the story's narrator, the person or thing telling the story.
oxymoron	a figure of speech which joins together words of opposite meaning, e.g. <i>the living dead</i>
pun	a play on words that have similar sounds but quite different meanings
register	language of a type that is appropriate to a social situation or used for communicating with a particular set of people
rhetorical features	quotations, examples, repetition, logical arguments, etc.
social conventions	the customary way in which things are done within a society
style	the individual way in which a writer used language to express his or her ideas
text structure	the way in which different parts of the plot, themes, ideas, etc. in a text are linked together
tone	the way somebody says something as an indicator of what that person is feeling or thinking, the attitude or view of the person who said or wrote it

Annexe 2: Reading and listening/viewing comprehension strategies

previewing	Learn about a text before really reading/listening to it.
predicting	Determine what you think will happen next in a text. Use prior knowledge and contextual clues to make predictions. When reading, use the title, text and illustrations to help you.
visualising	Create mental images of the characters, setting, events, etc.
questioning	Stop and ask yourself questions to see if the text makes sense. When reading, reread the text if you need more information. Specific repair strategies include rereading, reading ahead, clarifying words by looking them up in a dictionary or glossary, or asking someone for help.
connecting	Think about what you already know about the text. Find ways to relate the text to yourself, other texts and the world around you.
inferring	Use clues in the text and your own knowledge to fill in the gaps and draw conclusions.
retelling	Recall and retell events, information, main points, text structures, etc. from the text in order to share understanding with peers.
outlining and summarising	Identify the main ideas and restate them briefly in your own words.
identifying	Determine the author's purpose, find main ideas, the theme(s) and important details; identify the gist, the purpose and the audience of the text.
evaluating	Think about the text as a whole and form opinions about what you read/listen to/view.
contextualising	Place a text in its historical, biographical, and cultural contexts.
reflecting	Examine your personal responses on challenges to your beliefs and values.
evaluating an argument	Test the logic of a text as well as its credibility and emotional impact.
comparing and contrasting	Explore likenesses and differences between texts to understand them better.
skimming and scanning	Search/listen/look for key words or information in the headings, sub-headings, illustrations, captions, etc.

Annexe 3: Assessment criteria for oral presentation: give a mark out of 10 for each of the 3 categories; divide by 3 for total mark.

	1 Excellent	2 Very good	3 Good	4 Acceptable	5 Limited	6 Insufficient
Mark	9-10 (19-20)	7-8 (16-18)	6 (13-15)	5 (10-12)	3-4 (8-9)	1-2 (1-7)
Content	- captures attention of audience with new and/or fascinating information and/or thoughts/ideas - purposefully organised and paced to keep attention of audience - an attention-grabbing introduction and a strong conclusion	- interesting and fully relevant to audience and purpose of task - effectively organised with an interesting introduction and a clear conclusion - of appropriate length	- some interesting aspects, relevant to audience and purpose of task - logically organised with a clear introduction and conclusion - of appropriate length	- content average but factually correct, generally relevant to audience and purpose of task - visible effort to organise content with an introduction and conclusion - length more or less appropriate	- content limited or elementary or not completely relevant to audience and/or purpose of task - limited or unsuccessful attempt to organise content	- completely unprepared - too little content - content irrelevant to task and/or audience - did not adapt copied content
Delivery	outstanding presentation - well-rehearsed (not memorised!) content - noticeable impact on audience - maintains eye-contact and body posture naturally - volume, pace and pitch varied to maintain interest - ideas flow logically, very fluent presentation - always expresses him/herself clearly - uses tone and body language to engage audience	very good, smooth presentation - evident that content was rehearsed (not memorised!) - maintains eye-contact with whole audience most of the time, body posture correct - expresses him/herself clearly most of the time - logical flow of ideas/ fluent most of the time - varies tone and uses body language to help convey intended meanings or feelings	satisfactory presentation - all important points rehearsed (not memorised) - maintains eye-contact, audible voice and correct body posture in general - expresses him/herself clearly on the main points - more or less logical flow of ideas/ somewhat fluent - some use of intonation and body language to convey intended meanings or feelings	mediocre presentation - some evidence content was rehearsed, but too reliant on notes - some effort to maintain eye-contact and correct posture - little or unsuccessful effort to use tone or body language to convey meanings or feelings - expresses main ideas more or less clearly - ideas do not always flow logically; some hesitancy	poor/uninteresting presentation: - reads from notes far too often - doesn't always speak clearly / halting speech / too soft or monotonous - struggles to keep eye contact, or looks mostly at teacher/an individual - loses focus / strays off the topic	- no or very poor presentation / no effort to give effective delivery, eg - very unwilling to speak up or perform in class - clings to notes - bad posture (too relaxed/tense) - no or random eye contact - speaks without attending to content or meaning
Grammar, vocabulary, register	- uses excellent idiomatic British English purposefully and with correct pronunciation - uses wide range of topic-specific vocabulary correctly - grammar virtually error-free - uses a variety of sentence types - uses paragraph links correctly and with ease - uses correct register/language purposefully	- uses good, idiomatic British English and correct pronunciation - only a few grammar errors - uses topic-specific vocabulary - uses a variety of sentences types and connectives correctly - shows awareness of and uses the correct register / language	- grammar mostly correct - vocabulary satisfactory to task - uses some variation of sentences - some use of paragraph links - uses satisfactory register / language	- vocabulary average, some topic-specific words - correct pronunciation of grade-level words - frequent grammar errors - uses mainly simple and basic compound sentences - language / register more or less correct	- regular and serious grammar errors - sentence construction faulty at times - pronunciation occasionally faulty - vocabulary limited, sometimes inappropriate - use of appropriate register and language limited and uncertain	- language might be faulty - incorrect intonation and/or pronunciation, and/or unidiomatic English - incorrect grammar / numerous errors - no effort to use topic-specific vocabulary - use of appropriate register/language minimal or lacking

- the use of presentation aids that are creative, purposeful and clearly visible must be encouraged, but should not be part of the evaluation of the presentation.

Annexe 4: Assessment criteria for interaction and everyday speaking:

Give a mark out of 10 for each of the 3 categories; divide by 3 for total mark.

Marks	1 Excellent	2 Very good	3 Good	4 Acceptable	5 Limited	6 Insufficient
	9-10 (19-20)	7-8 (16-18)	6 (13-15)	5 (10-12)	3-4 (8-9)	1-2 (1-7)
Participation	- contributes meaningfully to conversations, keeping the conversation alive - listens without interrupting - asks questions to clarify and guides conversation to stay focussed - extends on relevant ideas and thoughts of others - argues logically and provides valid supporting evidence - interacts respectfully, showing genuine interest and sensitivity to the rights and feelings of others	- makes relevant and mostly meaningful contributions to conversation - listens without interrupting - supports arguments with relevant evidence - interacts respectfully showing interest and sensitivity to the rights and feelings of others	- makes relevant contributions to conversation - gives reasons for opinions / feelings / ideas / thoughts - extends on ideas of others - interacts respectfully and makes some effort to show interest and sensitivity to the rights and feelings of others	- makes some contributions to conversation, but might not always be relevant - makes an effort to explain opinion / feeling / thought / idea - occasionally extends on ideas of others - maintains attention, but struggles if topic doesn't interest them - mostly sensitive to others' feelings and rights	- limited contributions to conversation, or very simple comments or impatient to speak (finds it difficult to wait his/her turn) - points raised not very logical and / or too simplistic - sometimes gets distracted - doesn't show much awareness of the need to be sensitive to rights and feelings of others	- hardly contributes to conversation, or contributions inappropriate - constantly interrupts or takes over conversation or withdraws in silence - makes assumptions without clarifying meaning - uses emotional appeals and biased opinions rather than logical arguments - shows hardly any or no interest, and/or no or very little sensitivity to the rights and feelings of others
Fluency	- communicates independent thoughts and ideas with confidence - expresses personal feelings clearly and concisely - easy and effective flow of ideas, feelings and information - effortlessly maintains conversation - varies speed, pausing, volume and tone effectively to convey intended meanings and feelings	- speaks with confidence and ease - connects ideas successfully - varies speed, pausing, volume and tone to convey intended meanings and feelings	- communicates at a conversational rate most of the time - develops ideas and expresses personal feelings well - ideas connected, but not always successfully	- communication fluent at times - occasional development of ideas - ideas rarely connected successfully	- struggles to communicate ideas fluently - ideas often muddled - gives up in the middle of sentences or arguments, starts again - ideas not connected	- often uses only isolated words or sentence fragments to communicate - hesitates/pauses/speaks too slowly or with no expression - unsure of what to say
Grammar, vocabulary, register	- uses an above-average vocabulary sufficient to express finer nuances of ideas, thoughts and feelings - uses excellent, idiomatic British English and correct pronunciation - uses correct grammar - uses a variety of sentences types purposefully - shows confidence in switching language and register to suit a wide range of interactive situations	- uses a good range of vocabulary to express ideas, thoughts and feelings precisely - uses good, idiomatic British English and correct pronunciation - hardly any grammar errors - uses a variety of sentences types - shows awareness of and uses the correct register / language for a wide range of interactive situations	- uses satisfactory vocabulary to express some finer nuances of ideas, thoughts and feelings - English mostly correct with relatively few grammar errors - some variety of sentence types - uses satisfactory register / language in most interactive situations	- uses commonplace vocabulary to express ideas, thoughts and feelings - average accuracy in grammar, but some disturbing repeated errors - correct pronunciation of grade-level words - language / register for a specific purpose and/or audience more or less correct	- has a limited vocabulary with which to express ideas, thoughts and feelings - regular grammar errors - pronunciation and intonation faulty - little effort to adapt language to suit audience and/or purpose, or uncertainty regarding correct register	- insufficient vocabulary to express ideas, thoughts and feelings clearly - language faulty/ incorrect intonation and pronunciation/ incorrect English - shows little or no awareness of having to use specific language for specific purposes/audiences

Annexe 5: Marking grid for narrative/descriptive essays

JS ENGLISH FIRST LANGUAGE		1	2	3	4	5
LANGUAGE USAGE		- excellent use of varied, well-structured sentences - exceptional use of accurate vocabulary and imagery to create suspense - language usage and punctuation virtually error-free	- sentences correctly structured - good sentence variety - good word choice; expression and style suitable for the task - grammar mostly correct	- basic sentence structures correct - some sentence variety - vocabulary adequate for topic - several and more serious errors in grammar which do not affect meaning	- sentence construction and grammar error-ridden, may cause confusion in places - vocabulary limited/very basic, may be inaccurate	- inappropriate language usage and style - errors of grammar, syntax and/or idiom cause confusion - sentences muddled, inconsistent
CONTENT & STRUCTURE						
1	Exceptional/original; highly enjoyable to read. Contains all the elements of this type of narrative; good balance of action, description and exposition enhances narrative. Fluent, coherent development of topic; writing flows. Vivid detail.	20-19	18-17	16-14	(13-12)	(11-10)
2	Narrative interesting and fairly imaginative. Appropriate structure (effective paragraphing). Contains most of the elements of this type of narrative. The relevant details are developed. Mostly maintains flow of story and interest of reader.	18-17	16-14	13-12	11-10	9-8
3	Content average but fulfils task. Adequately coherent. Contains the main element/s of this type of narrative. Ideas, detail not always fully developed. Structure is apparent but not consistent; recognisable beginning and end.	16-14	13-12	11-10	9-8	7-6
4	Content is limited/boring/elementary. Contains a few elements of this type of narrative. Main theme apparent but little/unsuccessful development. Some repetition. Muddled structure.	(13-12)	11-10	9-8	7-6	5-4
5	Tedious, repetitive. Very limited understanding of the topic requirements. Random, simple ideas. Lacks coherence and clarity (paragraphing incorrect or lacking). Inadequate for first language.	(11-10)	9-8	7-6	5-4	3-0

Annexe 6: Marking grid for argumentative essays

JS ENGLISH FIRST LANGUAGE		1	2	3	4	5
ARGUMENTATIVE ESSAY	LANGUAGE USAGE	- excellent use of varied, well-structured sentences - exceptional use of accurate vocabulary and imagery to create suspense - language usage and punctuation virtually error-free	- sentences correctly structured - good sentence variety - good word choice; expression and style suitable for the task - grammar mostly correct	- basic sentence structures correct - some sentence variety - vocabulary adequate for topic - several and more serious errors in grammar which do not affect meaning	- sentence construction and grammar error-ridden, may cause confusion in places - vocabulary limited/very basic, may be inaccurate	- inappropriate language usage and style - errors of grammar, syntax and/or idiom cause confusion - sentences muddled, inconsistent
	CONTENT & STRUCTURE					
1	Content highly effective and persuasive. Learner maintains rigorous focus on topic. Total coherence in content. Ideas, well elaborated - examples and detail well chosen and strongly support arguments. Tightly controlled structure.	20-19	18-17	16-14	(13-12)	(11-10)
2	Interesting/ effective content. Learner maintains focus. Ideas convincing. Clear and coherent exposition of arguments with adequate elaboration/examples/ details. Appropriate structure.	18-17	16-14	13-12	11-10	9-8
3	Adequate. Reasonably coherent in content and ideas. Some development of ideas/arguments, some details that support the topic. Examples / arguments might not always be relevant. Focus not maintained consistently.	16-14	13-12	11-10	9-8	7-6
4	An attempt to be relevant, but not fully appropriate to task. Lacks structure, may leap from point to unconnected point, digress and ramble. Repetitive. Paragraphs inconsistent.	(13-12)	11-10	9-8	7-6	5-4
5	Ideas/arguments irrelevant or lack development. Ineffective. Muddled. Very little or no structure apparent. Shows little understanding of topic requirements. Inadequate for first language.	(11-10)	9-8	7-6	5-4	3-0

Annexe 7: Marking grid for shorter and directed writing tasks

JS ENGLISH FIRST LANGUAGE		LANGUAGE USAGE AND REGISTER	1	2	3	4	5
SHORTER TASKS			- uses language and style purposefully with clear sense of audience and correct register - fluent and accurate expression - excellent range of appropriate vocabulary suitable for the task - grammar virtually error-free	- uses language appropriate for task with an awareness of audience and correct register - good range of vocabulary - some minor mistakes in grammar	- language usage satisfactory with some awareness of audience and register - vocabulary ordinary but adequate for the task - some more serious errors in grammar do not impede understanding	- not very effective language usage, with little or no awareness of audience and register - vocabulary very basic - many errors in grammar hamper reading.	- language insufficient for task though understandable in places - vocabulary unsuitable for purpose and/or audience - frequent, serious errors in grammar
CONTENT AND STRUCTURE							
1	<u>Excellent achievement of task:</u> competent selection of content shows clear understanding of topic, purpose and audience; focus maintained throughout; clear, relevant ideas/thoughts organised effectively (excellent structure and paragraphing); details and examples enhance writing; layout faultless. Length appropriate		10-9	8	7	(6)	(5)
2	<u>Task achieved:</u> appropriate selection of content; supporting details mostly relevant and effective; logical grouping of ideas (paragraphing correct); layout correct. Length appropriate.		8	7	6	5	4
3	<u>Task partially achieved:</u> content simple but mostly relevant; sense of purpose and/or audience lacking at times; a few supporting details; paragraphing used, but not always successfully; layout might not be completely correct. Length more or less appropriate.		7	6	5	4	3
4	<u>Task not satisfactorily achieved:</u> content not always relevant/focussed/correct; no clear sense of purpose and audience; some evidence of appropriate layout, poor paragraphing. Too long/short.		(6)	5	4	3	2
5	<u>Task only minimally achieved, or not at all:</u> content very simple/very little/fragmented, or off topic; paragraphing faulty or lacking; layout incorrect /inappropriate. Too long/short		(5)	4	3	2	1

Annexe 8: Assessment Record Sheet: English First Language Grades 8 & 9

English First Language		Grade:		Year:												
School:		Teacher:														
NAME OF LEARNER	TERM	Listening & speaking			Reading & writing						Term Mark TOTAL	TOTAL for 3 terms	Term mark (300 ÷ 6)	Examination mark	PROMOTION MARK	
		Unprepared oral/ interaction skills	Prepared oral	TOTAL	Reading comprehension & directed writing	Grammar	Continuous writing: Essay	Continuous writing: Shorter task	Literature task	TOTAL						
		10	10	20	20	10	20	10	20	80						
	1															
	2															
	3															
	1															
	2															
	3															
	1															
	2															
	3															
	1															
	2															
	3															



The National Institute for Educational Development

Private Bag 2034

Okahandja

NAMIBIA

Telephone: +264 62 509000

Facsimile: +264 62 509073

Website: <http://www.nied.edu.na>