Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

ENGLISH SECOND LANGUAGE SYLLABUS

GRADES 8 & 9

For Implementation:

Grade 8 in 2025
and
Grade 9 in 2026

Ministry of Education, Arts and Culture
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English Second Language Syllabus Grades 8 & 9

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Table of contents

1. Introduction 1
2. Rationale 1
3. Aims 2
4. Inclusive education 2
5. Links to other subjects and cross-curricular issues 3
6. Approach to teaching and learning 5
7. End of phase competencies 6
8. Summary of the learning content 6
9. Learning content 8
9.1 Listening 8
9.2 Speaking 10
9.3 Reading including literature 12
9.4 Writing 17
9.5 Grammar and usage 19
10. Assessment 22
10.1 Types and methods of assessment 22
10.2 Grade descriptors 23
10.3 Assessment objectives 24
10.4 Continuous assessment: detailed guidelines 25
10.5 End-of-year examination: detailed guidelines 28
10.6 Promotion marks 32
10.7 Specification grid 32
10.8 Assessment rubrics 32
Annexe A: Glossary of terms 33
Annexe B: Expressions used in conversational English - reference list 35
Annexe C: Suggested themes/topics for speaking and listening: 37
Annexe D: Marking grid for speaking tasks 38
Annexe E: Marking grid for shorter pieces 39
Annexe F: Marking grid for longer pieces 40
Annexe G: Continuous Assessment record sheet for grade 8 41
Annexe H: Continuous Assessment record sheet for grade 9 42

1. INTRODUCTION

This syllabus describes the intended learning and assessment for English Second Language in the Junior Secondary phase. As a subject, English Second Language is within the second language area/areas of learning in the curriculum, but has thematic links to other subjects across the curriculum.

2. RATIONALE

In the Namibian curriculum, English has a dual purpose – as a subject taught from Grade 1 to 12 and a medium of instruction from Grade 4 to 12. Therefore, within the Namibian context, English holds paramount importance.

As the official language of Namibia, English occupies an important position in our citizens' lives. Given that English is the mandatory language of instruction for all Namibian students, it plays a crucial role in fostering national unity and identity. In the wider sphere it is an access language to the international community and the worldwide information network. This is reflected in the position of English as one of the compulsory subjects in the curriculum. Through the curriculum and the efforts of teachers, the Namibian education system must meet its constitutional obligation to "ensure proficiency in the official language".

By the end of the Senior Primary phase, learners should have developed the English language literacy and communication competency that form the basis for lifelong learning. English has the same potential as any other language to act as a catalyst of personal growth and to assist in the development of broad general knowledge, positive attitudes, critical thinking abilities, moral values and the aesthetic sensibilities. This potential is further enriched by the diverse literary and scholarly heritage inherent in the English language.

English has an interdisciplinary role in supporting learning across the curriculum. As English is the medium of instruction, conscious attention to language will be the concern of all teachers, not only English teachers. English teachers, however, have a special responsibility to assist their colleagues and learners so that they are able to use the language effectively in all subjects.

The distinctive characteristics of English Second Language at this stage include:

- Through extensive exposure to English, learners will progressively grasp correct and meaningful language usage, along with the appropriate application of grammatical structures.
- It is imperative to integrate all four language skills, encompassing literature and language usage, throughout teaching and learning processes, aiming to optimize language growth and proficiency.
- Language serves as the foundation of the entire curriculum: the stories learners engage with, the topics they discuss, and the role-playing scenarios they enact, all establish connections with various subjects such as environmental issues, health (including HIV and AIDS awareness), information technology, human rights, children's rights, personal and communal values (including gender equality), social justice, democracy and road safety. Through reading, dialogue, and writing, they will comprehend and address these topics, thus developing values and insights.

3. AIMS

The overall aim of teaching English as a second language is the development of the learners' communicative skills for meaningful interaction in a multi-lingual and multi-cultural society. English Second Language promotes the following general and specific aims in the curriculum:

The syllabus promotes the following general aims to:

- support creativity and intellectual development
- help learners develop self-confidence and a better understanding of the world in which they live
- develop positive attitudes, values and an understanding of local, social and cultural issues
- develop greater awareness of health and population issues, democracy and human rights, information and technology, HIV and AIDS, the environment, road safety and individual responsibilities regarding these and to enable learners to talk, read and write about them

The syllabus promotes the following specific aims to:

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

4. INCLUSIVE EDUCATION

Ideally, learners with impairments get accommodated in special schools or classes. However, due to the scarcity of special schools/classes in Namibia, many learners with visual, hearing and learning difficulty impairments end up in mainstream schools. English Second Language teachers need to recognize that learning impairments can significantly affect how individuals retain, or express information. Various types of learning impairments can influence spoken or written language, spelling, organisational abilities, memory and other skills.

Nonetheless, it is imperative that the English Second Language teacher should uphold the same high standards for a learner with visual or hearing impairments and or learning difficulties as would for all of the learners in the class. Schools do not serve a learner with visual or hearing impairments and or learning difficulties well by lowering expectations, but rather by understanding the impairment as an aspect of such a learner's identity. The child with any form of impairment is above all, a learner and in recognising this, English Second Language teachers should ask not whether one can teach such a learner, but how to assist and support him or her to learn.

Though many teachers in mainstream schools are unspecialised, English Second Language teachers are expected to firstly try to identify the impairment some of their learners might have and provide support for them by employing various strategies, methods and approaches as indicated in the *Inclusive Education Curriculum Framework (2023).* The adaptation for assessment of learners with special education needs must be done as prescribed in the *Handbook for Centres (2022)* by the Directorate of National Examinations and Assessment (DNEA).Learners with visual or hearing impairment and/or learning difficulties can benefit from highly structured, multisensory, direct and explicit approaches

that help them to see and understand how the English Second Language is structured and provide ample opportunity for practice in an accommodating environment.

Additionally, where learners with impairments are found in English Second Language classes, teachers are expected to liaise with parents or guardians and speak to such learners to find out how they were assisted and supported in the previous grades.

Furthermore, English Second Language teachers should be aware of gender issues. Learners and teachers confront gender inequities daily in schools. It is a reflection of sexist and stereotypical attitudes and behaviours that exist in our society. School textbooks and teacher attitudes may reinforce repressive sex-roles. For instance, teachers may encourage boys to play rough and noisy games while expecting girls to play passive ones.

English Second Language instruction should be tailored to effectively address gender-related issues. This involves integrating discussions on how males and females perceive morals, values, identities, emotions, choices, and conflicts into lessons. Through such integration, learners can share their perspectives and cultivate mutual respect. For instance, teachers can utilize role-playing activities outlined in the syllabus to challenge gender stereotypes. For example, boys and girls can collaborate in groups, with roles reversed, to gain insights into societal expectations. Teachers may assign roles traditionally associated with one gender to the other, such as girls portraying engineers, mechanics, or drivers, while boys take on roles like nurses, typists, or nannies. Moreover, educators should critically analyse all teaching and learning materials to ensure they promote gender equity.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues including Environmental Learning; Population Education; Information and Communication Technology (ICT); Education for Human Rights and Democracy (EHRD); HIV and AIDS and Road Safety have been introduced to the formal curriculum to be dealt with in each subject and across all phases because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

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

The main risks and challenges have been identified as:

- what we face if we do not care for and manage our natural resources
- causes by HIV and AIDS
- health caused by pollution, poor sanitation and waste
- democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- what we face if we do not adhere to Road Safety measures
- what we face from globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following are examples of the links to cross-curricular issues for grades 8 and 9. It should be noted that the cross-curricular issues should NOT be used as basis for the development of schemes of work. The scheme of work must be designed based on the whole syllabus, but more specifically on the content section of this syllabus.

Cross-curricular issues

CROSS-CURRICULAR ISSUE	TOPIC – EXAMPLES ONLY	ACTIVITIES FOR EACH SKILL			
		LISTENING	SPEAKING	READING	WRITING (Read & Dir. Writing; Continuous Writing)
Environmental Learning	• Conservation and sustainability of the environment • Green hydrogen	• Listen to a text and do various aspects of environmental education and answer questions • Green hydrogen	• Discuss and debate on various issues on environmental education issues • Green hydrogen	• Read various texts on various aspects of environmental education • Green hydrogen	• Write in response to various tasks on environmental education aspects • Green hydrogen
Population Education	• Population : - food supply - life expectancy - work	• Listen to various texts on population and do various activities	• Discuss and debate on various aspects of population education	• Read various texts on population	• Write various short and longer pieces on population aspects
Information and Communication Technology (ICT)	• Ethical aspects of ICT • Law and ICT issues • Impact of ICT	• Listen to stories on ICT and do various activities	• Discuss, dramatise and debate ICT issues	• Read texts and stories on ICT issues	• Draw and/or write about various ICT issues
Education for Human Rights and Democracy	• Promoting a culture of peace • Understanding culture and diversity • Rights and responsibilities	• Listen to various texts on rights and responsibilities and complete different tasks	• Role play, discuss and debates issues on EHRD	• Read various texts on EHRD and do the activities based on them	• Write various tasks based on EHRD
HIV and AIDS	• Various aspects of HIV and AIDS	• Listen to various texts on HIV and AIDS and answer questions	• Talk, role play and debate aspects on HIV and AIDS	• Read and respond to tasks on various HIV and AIDS aspects	• Write different tasks on various aspects of HIV and AIDS
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 based on them • Listen to texts on human, vehicle and road factors as causes of accidents • Listen to traffic rapports 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 • Discuss road safety measures as pedestrians, cyclists and passengers in vehicles	• Read articles with statistics and respond to tasks on accidents caused by human error • Read passages and respond to the behaviour and attitude of a good driver and road user	• Write different tasks on 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

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

The aim is to develop learning with understanding, and the knowledge, skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

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

The teacher must decide, in relation to the English Second Language general objectives and 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 learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Working in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task at hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

The teaching of English Second Language as a subject should draw on the cultural richness of, and relate topics to the immediate environment. Only if learners feel secure in their personal and linguistic identity, and value their own culture, will they be able to absorb English and the globalisation it brings, without being alienated from their own language and culture. Apart from textbooks and prescribed literature texts, various texts from newspapers, documents, magazines and texts from content subjects (e.g., Geography, History, Life Science, etc.) could be used to teach English Second Language as a subject. Cross-curricular issues from such content subjects should be used to teach the different aspects of language. For the sake of curriculum design, the English Second Language skills in this syllabus are separated. However, it is imperative that teachers integrate skills in their lessons. Nonetheless, the focal objective and its competency for the day or week must be taken from one specific skill.

7. END OF PHASE COMPETENCIES

Many of the competencies included in the Junior Secondary English Second Language syllabus will have been introduced already in the same syllabus for the Senior Primary phase. In this phase, it is important that the teacher work towards the progressive development of these competencies with the learners. In subsequent grades, learners will be required to develop the competencies with growing levels of sophistication.

The learners who will just manage the minimum number of competencies must receive learning support through adapted teaching approaches, adapted materials, and assistance from teachers and the school management.

On completing the Junior Secondary phase of education in English Second Language, learners are expected to be able to demonstrate that they have mastered competencies below in each of the skills (see section 9 under learning content).

Skills	Grade 8 & 9: Junior Secondary phase
Listening	The learner will be able to listen (observe) for information and pleasure to texts [texts on every day issues, literature and authentic materials] appropriate for Second Language speakers and respond in various ways.
	The learner will be able to listen and use listening strategies through verbal and non-verbal actions.
Speaking	The learner will be able to communicate ideas, opinions and emotions adequately and appropriately in various situations.
Reading (including Literature)	The learner will be able to read and view for information, enjoyment and understanding easy children's literature and texts on every day issues, literature and authentic materials and respond critically in various ways.
	The learner will be able to read and use simple vocabulary building and reading strategies well.
	The learner will be able to read and demonstrate knowledge of simple research strategies.
Writing	The learner will be able to use prompts and instructions to write various short and longer texts in which language errors do not confuse meaning.
Grammar and usage	The learner will be able to know and use the English language to create and interpret texts.

8. SUMMARY OF THE LEARNING CONTENT

The English Second Language syllabus for Grades 8 & 9 consists of five essential skills that should be acquired by all learners:

- Listening
- Speaking
- Reading (including Literature)
- Writing
- Grammar and usage

The table below shows the areas of learning or activities in each of the four skills that should be acquired:

Skills	Area of Learning/Activities
Listening	Develop auditory skills; listen and respond to information heard; recognise instructions and directions; comprehend feelings, intentions, emotions and attitudes of speakers; develop awareness of the structure of language, vocabulary and listening skills.
Speaking	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 (including Literature)	Develop silent reading skills as well as skills for reading aloud; know and use reading strategies for enjoyment; understanding; extract information from a variety of texts; use reference materials and know and use simple research strategies.
Writing	Write a variety of texts, showing a progressive knowledge of writing processes; a sense of audience and purpose, using sentence structures, correct spelling and punctuation in well-structured paragraphs.
Grammar and usage	Write with progressively more accuracy in spelling, punctuation and referencing, using appropriate vocabulary, idioms and parts of speech in a range of sentence structures.

These skills are dealt with separately for reasons of convenience and clarity but should not be taught in isolation. In practice, language skills do not function in isolation and should therefore be taught in an integrated and holistic way.

9. LEARNING CONTENT

9.1 Listening

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

GENERAL OBJECTIVE	**SPECIFIC OBJECTIVES**	
	Grade 8	***Grade 9***
Learners will:	***By the end of Grade 8 learners should be able to:***	***By the end of Grade 9 learners should be able to:***
1. listen for pleasure	• listen to texts such as songs, poems, etc. and share with their peers what they have enjoyed	• share their enjoyment of different types of texts like stories, ballads etc. to which they have listened with others
2. listen attentively to a range of texts in order to respond in a variety of ways	• listen to a variety of texts in order to: - use information they have heard to write clear and brief responses - restate orally some items of what has been heard - distinguish between facts and opinions - predict the ending of the text - identify the main points of the text	• listen to a variety of texts in order to: - use information they have heard to write clear and brief responses - restate orally or in writing some items of what has been heard - distinguish between facts and opinions - identify the purpose of the text
3. show clear understanding of a variety of appropriate instructions	• interpret and appropriately act on oral instructions	• interpret and appropriately follow instructions
4. listen to demonstrate comprehension of conversations	• listen to various texts in order to: - dramatise a scenario heard in a dialogue form - identify main ideas and supporting details in oral presentations	• listen to various texts in order to: - dramatise a scenario heard in a dialogue form - listen to identify and summarise the main ideas - listen to and then paraphrase a given paragraph

9.1 Listening (continued)

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	
Learners will:	***Grade 8*** ***By the end of Grade 8 learners should be able to:***	***Grade 9*** ***By the end of Grade 9 learners should be able to:***
5. demonstrate active listening strategies	• demonstrate knowledge and understanding of active listening strategies by: - distinguishing between cause and effect - making inferences - identifying the choice of words used to influence emotion - comparing and contrasting information - making connections to real life	• demonstrate knowledge and understanding of active listening strategies by: - reflecting on information - distinguishing between cause and effect - making inferences - interpreting the auditory or visual cues that enhance understanding of texts - identifying the choice of words used to influence emotions - comparing and contrasting information - make connections to real life
6. listen to evaluate	• predict outcome following the events in a text listened to • listen and identify the gist or main ideas • respond appropriately to formal and informal speech • identify the speaker's feelings and attitude • select relevant key points from texts • make deductions based on what is heard • show evidence of literal interpretation of texts	• predict end of texts partly listened to • identify main and supporting details in short oral presentations • identify the speaker's feelings and attitude • select relevant key points from texts • make deductions based on what is heard • show evidence of literal interpretation of texts

9.2 Speaking

The teaching of speaking skills is often neglected in the classroom or teachers assume it does not require instruction or facilitation. English Second Language learners need to develop confidence in their oral communicative abilities. In order to communicate effectively through speaking, learners must demonstrate fluency, clarity, and an awareness of audience. Such verbal communication skills are learned through practice and observation of an effective speaker, such as the teacher. Teachers need to focus on skills and strategies that will help learners practise and negotiate meaning and communicate effectively with other people by providing a variety of simulated communicative situations inside and outside classroom situations.

GENERAL OBJECTIVE	**SPECIFIC OBJECTIVES**	
	Grade 8	***Grade 9***
Learners will:	***By the end of Grade 8 learners should be able to:***	***By the end of Grade 9 learners should be able to:***
1. demonstrate the ability to express themselves in various situations	• use appropriate language for greetings in informal and formal situations • speak fluently and confidently, using appropriate vocabulary in a range of situations such as: - telephone conversations - making/cancelling appointments - placing orders	• use appropriate language for introducing and greetings in informal and formal situations • speak fluently and confidently, using appropriate vocabulary in a range of situations such as: - telephone conversations - making/cancelling appointments - placing orders
2. demonstrate verbal skills in pairs and groups	• summarise the important points of a discussion • interview a peer on any emerging issue • respond appropriately to interview questions	• paraphrase or clarify points • interview a peer about prominent figure in the community • participate in a mock interview
3. interact using appropriate vocabulary in various contexts	• use given expressions to agree or disagree showing awareness of respecting others' opinions, suggestions and or feelings in social, cultural or academic contexts • use appropriate language to describe, explain or support an idea	• use given expressions to agree or disagree showing awareness of respecting others' opinions, suggestions and or feelings in social, cultural or academic contexts • use appropriate language to describe, explain or support an idea
4. Convey opinions and ideas with a sense of audience	• Speak fluently and confidently when making a range of presentations by: - sharing their emotions and feelings verbally to an audience - creating simple presentations or projects to share with their peers, speaking clearly and confidently	• Speak fluently and confidently when making a range of presentations by: - sharing their emotions and feelings verbally to an audience - creating simple presentations or projects to share with their peers, speaking clearly and confidently

9.2 Speaking (continued)

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	
	Grade 8	***Grade 9***
Learners will:	***By the end of Grade 8 learners should be able to:***	***By the end of Grade 9 learners should be able to:***
4. Convey opinions and ideas with a sense of audience (continued)	- expressing and defending their opinions in structured debates or class discussions - listening to oppose viewpoints and respond respectfully - engaging in role-playing and express thoughts and opinions within the context of the scenario	- expressing and defending their opinions in structured debates or class discussions - listening to oppose viewpoints and respond respectfully - engaging in role-playing and express thoughts and opinions within the context of the scenario
5. develop public speaking and debating skills	• show knowledge and understanding of public speaking • show knowledge and understanding of audience etiquette • demonstrate use of gestures, facial expressions and tone of voice (tone of voice can be humorous or serious) • apply various speech delivery methods • demonstrate knowledge and understanding of different types of speeches • give a speech on current issues • adapt a speech for different purposes and audiences • make meaningful contributions to debates • show knowledge of debating skills: - present a case logically - use persuasive language effectively - interject appropriately during debate - challenge other's views with politeness and respect	• show knowledge and understanding of public speaking • show knowledge and understanding of audience etiquette • demonstrate use of gestures, facial expressions and tone of voice (tone of voice can be humorous or serious) • apply various speech delivery methods • demonstrate knowledge and understanding of different types of speeches • give a speech on current issues • adapt a speech for different purposes and audiences • make meaningful contributions to debates • show knowledge of debating skills: - present a case logically - use persuasive language effectively - interject appropriately during debate - challenge other's views with politeness and respect

9.3 Reading

A culture of reading in English Second Language should be encouraged through extensive and intensive reading of a variety of texts that can be assessed informally and formally. 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: pandemics and epidemics, population education, environmental education, human rights, democracy and road safety. 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 an increased skill in silent reading techniques.

9.3.1 Reading comprehension

GENERAL OBJECTIVE	**SPECIFIC OBJECTIVES**	
	Grade 8	***Grade 9***
Learners will:	***By the end of Grade 8 learners should be able to:***	***By the end of Grade 9 learners should be able to:***
1. read aloud various texts for various purposes	• demonstrate increased fluency, speed and accuracy when reading • show improved use of correct word pronunciation, rhythm, intonation and stress • demonstrate a personal and group interpretation of the text read aloud • read aloud for enjoyment and to entertain	• demonstrate increased fluency, speed and accuracy when reading • show improved use of correct word pronunciation, rhythm, intonation and stress • demonstrate a personal and group interpretation of the text read aloud • read aloud with emotion for enjoyment and to entertain
2. read silently a variety of texts	• read a variety of texts in order to: - identify the topic of the text - skim for general information and convey understanding - scan to extract specific information and report details	• read a variety of texts in order to: - identify the topic of the text - extract specific information - skim for general information and convey understanding - scan for specific information and report details - provide a considered personal view - find, select and collate information from more than one source

9.3.1 Reading comprehension *(continued)*

GENERAL OBJECTIVE	SPECIFIC OBJECTIVE	
	Grade 8	***Grade 9***
Learners will:	***By the end of Grade 8 learners should be able to:***	***By the end of Grade 9 learners should be able to:***
3. use reading strategies	• show knowledge and understanding of using the pre-reading strategies: - use prior knowledge - make predictions before reading using the picture and title • show knowledge and understanding of using the while-reading strategies such as: - read to confirm, revise and or reject predictions - form mental images of what is being read - determine important or main ideas and themes - ask questions about the topic, theme, arguments used - monitoring comprehension and use fix-up strategies - use content clues to get meanings of new vocabulary • show knowledge and understanding of using post-reading strategies such as: - respond and share responses to questions - making new predictions - connect what has been read	• show knowledge and understanding of using the pre-reading strategies: - use prior knowledge - make predictions before reading using the picture and title • show knowledge and understanding of using while-reading strategies such as: - clarify understanding (What does this word/sentence/paragraph mean here?) - identify organisational patterns in texts read - connect what is read to self, own world/context and to other texts - draw inferences (What does this text imply? What is it that I know that resembles what I am reading?) - use content clues to get meanings of new vocabulary • show knowledge and understanding of using post-reading strategies such as: - respond and share responses to various types of questions - outline, summarise and synthesise what has been read - use context to get meaning of new vocabulary - connect what has been read to own context

9.3.1 Reading comprehension *(continued)*

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	
	Grade 8	***Grade 9***
Learners will:	***By the end of Grade 8 learners should be able to:***	***By the end of Grade 9 learners should be able to:***
4. read various texts in order to respond	• show understanding of texts • interpret simple diagrams, graphs and charts, advertisements, etc. • answer comprehension questions • summarise a text in note and prose form • analyse texts	• show understanding of informational texts • interpret simple diagrams and graphs and charts, advertisements, etc. • answer comprehension questions • summarise a text in note and prose form • identify and describe the problem and resolution in a text • analyse texts
5. analyse visual texts	• identify the subject, context and audience of the visual text	• judge whether visual text is memorable and give reasons
6. understand the literal and inferred meaning of a text	• demonstrate knowledge of using contextual clues to get meaning of difficult words • demonstrate the ability to find information such as meaning, spelling, idiomatic usage in dictionaries • explain literal meanings in texts • identify the relationship between words, phrases and sentences as shown by the grammatical structure or connecting words to enhance understanding of text • confirm and motivate suitable inferences about a text	• demonstrate knowledge of using contextual clues to get meaning of difficult words • demonstrate the ability to find information such as meaning, spelling, idiomatic usage in dictionaries • work out the meaning of unfamiliar words using contextual clues • identify the relationship between words, phrases and sentences as shown by the grammatical structure overall • infer meaning using language structures • confirm and motivate suitable inferences about a text
7. read and understand instructions and directions	• demonstrate knowledge and understanding of key instructional words • respond to written instructions appropriately	• demonstrate knowledge and understanding of key instructional words • respond to written instructions appropriately

9.3.2 Literature

Literature includes written or spoken creations that express ideas, emotions, and experiences through language. It includes various forms such as prose, poetry, drama, and essays. Also, it serves to entertain, inform, provoke thought, and evoke emotional responses in readers or listeners. Through its rich diversity, literature provides a platform for creativity, expression, and exploration of the complexities of life.
Please take note that you are required to build on what has been taught in previous grades as well. What should differ is the degree of quality.

GENERAL OBJECTIVE	**SPECIFIC OBJECTIVES**	
	Grade 8	***Grade 9***
Learners will:	***By the end of Grade 8 learners should be able to:***	***By the end of Grade 9 learners should be able to:***
1. read and respond to plays, novels and short stories	• demonstrate an understanding of literary elements such as: - plot/story line - setting - broad content - characters • distinguish between fact and opinion • determine cause and effect within a text • figure out themes in texts • arrange and rearrange sentences, events, paragraphs into sequence/chronological order	• demonstrate an understanding of literary elements such as: - plot/story line - setting - broad content - characters - actions and consequences - characters and relationships between characters • distinguish between fact and opinion • determine cause and effect within a text • figure out themes, opinions and perspectives (view) in texts • sequence events in texts into chronological order

9.3.2 Literature *(continued)*

GENERAL OBJECTIVE	**SPECIFIC OBJECTIVES**	
	Grade 8	***Grade 9***
Learners will:	***By the end of Grade 8 learners should be able to:***	***By the end of Grade 9 learners should be able to:***
2. read, enjoy and understand poems	• demonstrate an understanding of and respond to aspects of poems such as: - feelings/emotions - narrator/voice - broad content - emotions expressed in poems and aroused in the reader - language/diction - attitude of the poet - repetition - personification - metaphor - simile - rhyme - rhythm - alliteration - assonance - onomatopoeia	• demonstrate an understanding of and respond to key aspects of poems such as: - feelings/emotions - narrator/voice - broad content - emotions expressed in poems and aroused in the reader - language/diction - attitude of the poet - repetition - personification - metaphor - simile - rhyme - rhythm - alliteration - assonance - onomatopoeia
3. understand the literal and inferred meaning of a text	• explain literal meanings in texts • explain inferred meaning in a text • compare characters in a text	• explain literal meanings in texts by using contextual clues • explain inferred meaning in a text • trace the development of the main characters in a text

9.4 Writing

By the end of the Junior Secondary phase, learners should be capable of creating pieces of writing from scratch with support and guidance from the teacher. However, this is usually not the case. It is thus vital that time be spent on building up the vocabulary and the language learners will need to create their own texts. Learners at this level need to be given enough opportunities to practise writing various types of texts. Please take note that teachers are required to build on what has been taught in the previous grades as well. What should differ is the degree of quality and quantity of what learners are to write.

GENERAL OBJECTIVE	**SPECIFIC OBJECTIVES**	
	Grade 8	***Grade 9***
Learners will:	***By the end of Grade 8 learners should be able to:***	***By the end of Grade9 learners should be able to:***
1. produce well organised coherent sentences, paragraphs and a whole text for various purposes and audiences	• write and organise ideas, sentences and paragraphs in logical sequences to produce a whole text: - write different types of sentences (simple, compound and complex sentences) - write different types of paragraphs (introductory, developmental and concluding) - plan, draft, revise, edit and proofread written piece - write a range of texts	• write and organise ideas, sentences and paragraphs in logical sequences to produce a whole text: - write different types of sentences (simple, compound and complex sentences) - write different types of paragraphs (introductory, developmental and concluding) - plan, draft, revise, edit and proofread written piece - write a range of text
2. write creatively a variety of formal and informal texts, showing a sense of audience and purpose	• select relevant information from texts to respond effectively to writing tasks: - note-form/prose summaries - form-filling • use the appropriate style, tone and content to suit the specific audience and purpose • use the appropriate register in formal & informal writing: - using formal language in a formal letter - using informal conversation and first person	• select relevant information from texts to respond effectively to writing tasks: - note-form/prose summaries - form-filling • use the appropriate style, tone and content to suit the specific audience and purpose • use the appropriate register in formal & informal writing: - using formal language in a formal letter - using informal conversation and first person

9.4. Writing (continued)

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	
	Grade 8	***Grade 9***
Learners will:	***By the end of Grade 8 learners should be able to:***	***By the end of Grade9 learners should be able to:***
2. write creatively a variety of formal and informal texts, showing a sense of audience and purpose (continued)	• write short texts showing a sense of audience and purpose such as: - letters (informal and formal) - reports - articles - speeches - emails - diary entries • write long texts (essays) for different audiences in different situations: - descriptive - narrative - argumentative • demonstrate reflection, self-expression, and creative thinking through personal writing	• write short texts showing a sense of audience and purpose such as: - letters (informal and formal) - reports - articles - speeches - emails - diary entries • write long texts (essays) for different audiences in different situations: - descriptive - narrative - argumentative • demonstrate reflection, self-expression, and creative thinking through personal writing

9.5 Grammar and usage

The correct use of grammatical structures should be emphasised through enough exposure to the language rather than teaching grammatical terminology. It is very important that grammar is taught in context. Please take note that you are required to build on what has been taught in previous grades as well. What should differ is the degree of quality and quantity.

GENERAL OBJECTIVE	**SPECIFIC OBJECTIVES**	
	Grade 8	***Grade 9***
Learners will:	***By the end of Grade 8 learners should be able to:***	***By the end of Grade 9 learners should be able to:***
1. use and apply knowledge of grammatical structures at phrase and sentence level	• use and apply different parts of speech: - nouns - pronouns - adjectives - verbs - adverbs - prepositions - articles - conjunctions - interjections • identify and use augmentatives • identify and use different verb tenses: - simple present tense - present continuous tense - present perfect tense - simple past tense - past continuous tense - past perfect tense - simple future tense - future continuous tense - future perfect tense	• use and apply different parts of speech: - nouns - pronouns - adjectives - verbs - adverbs - prepositions - articles - conjunctions - interjections • identify and use augmentatives • identify and use different verb tenses: - simple present tense - present continuous tense - present perfect tense - simple past tense - past continuous tense - past perfect tense - simple future tense - future continuous tense - future perfect tense

Note: The tense of reported speech may not change if reported speech is a universal truth though its reporting verb belongs to past tense.

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	SPECIFIC OBJECTIVE	
	Grade 8	***Grade 9***
***Learners will*:**	***By the end of Grade 8 learners should be able to:***	***By the end of Grade 9 learners should be able to:***
1. use and apply knowledge of grammatical structures at phrase and sentence level (continued)	• use and apply rules for direct and reported speech • identify and use active and passive voices correctly • apply concord (subject-verb agreement) • identify and intensifiers • identify and use relative clauses	• use and apply rules for direct and reported speech • identify and use active and passive voices correctly: • apply concord (subject-verb agreement) • identify and intensifiers • identify and use relative clauses
2. use and apply vocabulary clearly and unambiguously	• identify and use synonyms and antonyms • identify and use homonyms and homophones • identify and use idiomatic expressions	• identify and use synonyms and antonyms • identify and use homonyms and homophones • identify and use idiomatic expressions
3. apply knowledge of punctuation and spelling	• identify and use punctuation correctly such as: - capital letters (**W**indhoek) - full stops (**.**) - commas (**,**) - question marks (?) - exclamation marks (**!**) - apostrophe (**'**) - hyphen (**-**) - dash(_) - colon (**:**) - semi-colon (**;**) - quotation marks (**“ ”**) - ellipsis (**…**) - parenthesis/brackets ( ) • show an understanding of and apply the basic spelling rules: - contractions - writing hyphenated words - correct syllabification of words - abbreviations	• identify and use punctuation correctly such as: - capital letters (**W**indhoek) - full stops (**.**) - commas (**,**) - question marks (?) - exclamation marks (**!**) - apostrophe (**'**) - hyphen (**-**) - dash(_) - colon (**:**) - semi-colon (**;**) - quotation marks (**“ ”**) - ellipsis (**…**) - parenthesis/brackets ( ) • show an understanding of and apply the basic spelling rules: - contractions - writing hyphenated words - correct syllabification of words - abbreviations

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	SPECIFIC OBJECTIVE	
	Grade 8	***Grade 9***
***Learners will*:**	***By the end of Grade 8 learners should be able to:***	***By the end of Grade 9 learners should be able to:***
4. use a variety of reference material	• use dictionaries, thesaurus and other available resource books for spelling, meaning and additional information • use electronic resources (where available) for referencing	• use dictionaries, thesaurus and other available resource books for spelling, meaning and additional information • use electronic resources (where available) for referencing

10. ASSESSMENT

A learner-centred curriculum uses a broad range of knowledge and skills which are relevant to the knowledge-based society. The competencies in the syllabus state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which will be assessed. However, it is intended that the curriculum be learning-driven, not assessment and examination driven. Assessment and examination are to support learning. For more information about differentiated assessment, please refer to the Promotion Policy (NIED 2013) and promotion circulars.

10.1 Types and methods of assessment

Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the competencies. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well and why, where and how they need to try more. The parents should be regularly informed about the progress of their 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 in all subjects must be reported to parents on the school report.

Formative and summative assessment

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

- 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 assessment marks of the learner throughout the year in a given subject, together with any end-of-year examinations. The result of summative assessment is a single end-of-year promotion grade.

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

Informal and formal methods

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

When it is necessary to structure assessment more formally, the teacher should, as far as possible, use the same sort of situation as ordinary learning and practice situations to assess the competency of the learner. The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a great deal of time. Short tests in any subject should be limited to part of a lesson for the Senior Primary grades and a whole lesson in Junior and Senior Secondary grades. 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. **No end-of-term examinations may be written**.

Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher, together with the learners, should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the 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 for what the learner must demonstrate in order to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

10.2 Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest grade for learners achieving minimum competency level. In cases where a learner has not reached the minimum level of competency a U will be awarded. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives. The relation between the letter grades and specific objectives is shown in the table below.

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

10.3 Assessment objectives

The assessment objectives for English Second Languages are:

Listening
The learner will be assessed on their ability to:

L1 listen to and comprehend information
L2 recognise a speaker's main points and identify the supporting details and examples
L3 use appropriate vocabulary to communicate effectively
L4 participate effectively and critically in group discussions and debates

Reading (including literature)
The learner will be assessed on their ability to:

R1 understanding of the text and to entertain
R2 read silently from a variety of texts to extract specific information
R3 read and respond to a variety of texts, including prescribed literary texts
R4 understand what is implied but not actually written (understand literal and inferred meaning of a text)

Writing
The learner will be assessed on their ability to:

W1 write simple, complex and compound sentences
W2 write well-structured paragraphs
W3 write creatively a variety of formal and informal texts
W4 show a sense of audience and purpose

Grammar and usage
The learner will be assessed on their ability to:

G1 exercise accuracy in spelling, punctuation and grammar
G2 use appropriate and imaginative vocabulary and idioms
G3 use different parts of speech effectively
G4 apply a variety of sentence structures

10.4 Continuous assessment: detailed guidelines

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, assignments, homework and short tests may be recorded for continuous assessment.

A specified number of continuous assessment activities per term should be selected, graded and recorded. These continuous assessments 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 candidates who achieved good, average and low marks, as well as the written assignment and mark scheme should be kept at school until the end of the following 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.

Listening and speaking

Learners' listening comprehension should be assessed formally at least twice per term. For this purpose teachers will have to set a listening test that should be answered in writing. The test should be marked out of 10 and the marks recorded in the columns for Listening Comprehension on the Continuous Assessment Record Sheet.

Learners' speaking proficiency should be graded at least twice per term. Teachers should ensure that the marks recorded during the course of a year, include the assessment of prepared as well as unprepared speeches. The marks should be recorded in the appropriate columns on the Continuous Assessment Record Sheet.

Reading including literature

The main aim of reading is comprehension. In order to understand print, a learner must be able to decode the words on the page and to extract meaning. At the Junior Secondary phase, learners should have learnt how to decode. However, this might not be the case. Given the complexity of comprehension, it seems likely that learners may fail to understand what they have read for a variety of different reasons. Thus, a comprehensive assessment should include measures of decoding accuracy and fluency, oral language, general cognitive resources and working memory as well as reading comprehension. In addition, every effort should be made to assess comprehension of extended text or discourse, not just word- or sentence-level comprehension.

Reading (aloud) should be taught and assessed informally. The teacher may assess reading comprehension by asking a few questions which the learner could answer orally. The formal assessment of reading comprehension is done in the Reading and Directed Writing exercises.

Learners' understanding of the prescribed literature texts should be assessed formally and the marks recorded in the appropriate columns on the Continuous Assessment Record Sheet. At least two short tasks/tests on the prescribed literature must be assessed per term. The formal assessments of literature should be planned in such a way that it includes all different genres in the course of the two years of the Junior Secondary phase.
The study of literature comprises mainly three components: **poetry and prose (including novels, short stories) and drama**.

Prose (either novel or short stories) and Drama
The content should be studied in order to understand 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.

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 by learners but should rather be guided towards the ability to read with expression and interpretation of the emotions involved. The love for poetry should be encouraged.

Minimum prescribed reading per grade:
Grade 8: 4 poems **and** 2 short stories **and** 2 short dramas (all compulsory)
Grade 9: 4 poems **and** 1 novel **and** 1 drama (all compulsory)

Recommended extensive reading per grade:
It is recommended that **Grade 8 learners** read a minimum of at least **4 texts** (library books: novels, drama, magazines, newspapers), while **grade 9 learners** read a minimum of at least **5 texts** per term *(i.e. in addition to the prescribed texts).*

Teachers can assess such activities in various ways such as writing an essay on their most favourite or least favourite character; writing a new concluding paragraph to a story and explaining why it should end that way; storytelling activities, etc. The purpose is to activate a passion for reading which could in turn improve learners' language proficiency through the expansion of vocabulary. These texts will not be part of the literature paper.

Reading and writing

At least two tasks containing a reading text on which a variety of question types are set, should be marked by the teacher per term and the marks entered on the CA Record Sheet. 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

At least one essay (longer piece) and one shorter piece of writing should be marked by the teacher per term and the marks recorded on the CA Record Sheet. Learners will be expected to write essays of approximately the following length:

Shorter pieces:
Grade 8&9 **100-150 words**

Longer pieces:
Grade 8&9 **180-200 words**

NB: The statement "at least one task/test" does not mean ONLY one task/test per term. Teachers should give as many activities as they can where possible; and then get the average for continuous assessment (CA) by adding up the marks and dividing it by the total number of tasks given per term. Records of all the calculations done must be kept safely as proof.

Summary of continuous assessment:

Skills	Marks	Total
1. Listening		
Listening Comprehension (x 2)	20	
		20
2. Speaking		
Speaking Tasks (x 2)	20	
		20
3. Reading & Directed Writing		
Reading & Writing Tasks (x 2)	20	
		20
4. Literature		
Tasks or Tests (x 2)	20	
		20
5. Continuous Writing		
Shorter Piece	10	
Longer Piece	10	
		20
	TOTAL	**100**

End-of-term mark for the report.

The Continuous Assessment (CA) mark for one term adds up to 100. This mark together with the end-of-term test mark should be used for the report at the end of the term. Refer to (Annexe G&H). Schools should therefore organise an end-of-term test for term 1 and 2.
The-end-of-term test is not an examination.

Take note of the end-of-term test series structure for term 1 and 2:

Grade 8 –Term 1
The end-of-term test should be set out of a total of **(50) marks** testing the following:

- Reading comprehension questions (10 marks)
- Grammar based on aspects taught during the term (5 marks)
- Directed writing tasks covered during the term (10 marks)
- Literature based on aspect(s) taught during the term (10 marks)
- Guided writing based on any shorter piece covered during the term (15 marks)

Grade 8 –Term 2
The end-of-term test should be set out of a total of **(60) marks** testing the following:

- Reading comprehension questions (10 marks)
- Grammar based on aspects taught during the term (5 marks)
- Directed writing task (note-taking) (5 marks)
- Literature based on aspect(s) taught during the term (10 marks)
- Extended writing based on any essay type covered during the term (20 marks)
- Listening comprehension (10 marks) *(while this task forms part of end-of-test mark, it can be arranged before the actual end-of-test series take place.)*

Grade 9 –Term 1
The end-of-term test should be set out of a total of **(50) marks** testing the following:

- Reading comprehension questions (10 marks)
- Grammar based on aspects taught during the term (5 marks)
- Directed writing tasks covered during the term (10 marks)
- Literature based on aspect(s) taught during the term (10 marks)
- Guided writing based on any shorter piece covered during the term (15 marks)

Grade 9 –Term 2
The end-of-term test should be set out of a total of **(100) marks**. It should follow the end-of-year examination structure and standard (all components) as outlined in the description of papers.

10.5 End-of-year examination: detailed guidelines

An end-of-year examination will be written in English Second Language. The purpose of this examination is to assess the extent to which each learner has mastered the objectives for that year. Preparing for and conducting this examination should not take up more than two weeks altogether at the end of the year.

It is unacceptable to let the learners write shorter and longer pieces of continuous writing on the last school day in an attempt to keep them at school until the last day. This practice is not educationally sound, because it can lead to negative attitudes towards continuous writing.

Description of papers

Paper 1: Reading and Writing
This paper consists of two sections. **Section A:** A variety of passages should be chosen from the following: descriptive, narrative, argumentative, factual, expository and informative texts.
Section B: The learner will be expected to respond creatively, using his/her imagination, to a variety of tasks, using appropriate style i.e. writing essays, letters, speeches, reports, etc.

Paper 1: Reading and Writing			**Duration: 2 hours 30 minutes**	
Section A : Reading				
Ass. Obj.	**Tasks**	**Task format**	**Text type**	**Total Marks**
R: 1 - 4	**Task 1**	**Reading task**: Learners read a text of **450-500 words** and answer three multiple-choice questions testing comprehension **(3 marks)** and short comprehension questions requiring words, phrases, short and long answers. **(7 marks)**	The text can be any of the following: articles, blogs, web pages, reports, speeches, brochures, advertisements, manuals, instructions etc.	10
G: 1- 4	**Task 2**	**Grammar and usage:** Learners read a text of **350-400 words** and answer questions testing knowledge, understanding and application of various aspects of grammar.	The text can be any of the following: articles, blogs, web pages, reports, speeches, brochures, advertisements, manuals, dairy entries, emails etc.	5
R: 2- 4	**Task 3**	**Form filling:** Learners read a text of **180-200 words** and complete a form based on the text. **(10÷2 = 5 marks)**	The text can be any of the following: dialogues, texts containing personal information, hobbies and interest, reports etc.	5
R: 2- 4	**Task 4**	**Note-taking:** Learners read a text of about **350-400 words** and make brief **notes** under a heading or two headings provided.	The texts should be on topics that young people can relate to. These could include articles from newspaper or magazines.	5
			Total	**25**
Section B: Writing				
W : 1- 4	**Task 5**	**Guided writing:** Learners write a letter (formal or informal), speech, report, article and email of **100-150 words.** The prose will respond to guidelines provided in form of three prompts.	No text	15
W : 1- 4	**Task 6**	**Extended writing:** Learners choose one of three topics (narrative, descriptive or argumentative) and write an essay of about **180-200** words responding to a short stimulus.	No text	20
			Total	**35**
			TOTAL MARKS	**60**

Paper 2: Listening

This paper consists of four tasks. The teacher should read each text **twice.**

Paper 2 : Listening			**Duration : Approximately 50 minutes**	
Ass. Obj.	**Tasks**	**Task format**	**Text type**	**Total Marks**
L: 1- 3	**Task 1**	**Open-ended questions:** Learners listen to a series of five short statements and answer questions requiring short answers (maximum of three words per answer), a number or date. *(each worth 1 mark)*	Five different monologues of about **50-70 words each.**	5
L:1-3	**Task 2**	**Multiple-matching:** Learners listen to five extracts and match each speaker to the correct given content.	Five short extracts of about **60-80 words each.**	5
L: 1- 3	**Task 3**	**Gap filling:** Learners listen to a talk and fill in the gaps with a word, two words or a number to complete notes or sentences.	One formal or informal monologue or dialogue of about **250-300 words.**	5
L: 1- 3	**Task 4**	**Higher order thinking questions:** Learners listen to an interview /discussion between two speakers and answer open-ended questions *(including higher order thinking questions, e.g. how/ why etc.), requiring short answers (a phrase or a short sentence).*	One formal or informal interview/discussion of about **350-400 words.**	5
			TOTAL MARKS	**20**

Paper 3: Literature

This paper consists of two sections set on the **prescribed texts**. Each section will have two contextual questions out of (10) marks.
Learners will be required to answer only **one** question from each section.

Paper 3: Literature		**Duration: 1 hour**	
	Section A: Poetry		
Ass. Obj.	**Task format**	**Text type**	**Total Marks**
R: 1 - 4	Learners answer **one** of the two questions based on two different poems in this section **(structured questions).**	Two poems from the prescribed lists.	10
Section B: Prose and Drama			
R: 1 – 4	Learners answer **one** of the two questions based on extracts from two prescribed texts - one on prose and one on drama. Each question should consist of multiple-choice questions **(3 marks)** and structured questions **(7 marks).**	Extracts from the prescribed prose and drama	10
		TOTAL MARKS	**20**

Note: *Learners should be assessed on their general understanding of broad content, sequence of events, characters and their relationship, actions and consequences, main theme and plot.*

10.6 Promotion marks

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

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%
	Total for CA	100	50%
Written examination	Paper 1	60	30%
	Paper 2	20	10%
	Paper 3	20	10%
	Total for Examination	100	50%
	Total	**200**	**100%**

10.7 Specification grid

Assessment Objective	Continuous Assessment	Paper 1	Paper 2	Paper 3
Listening & Responding 1	√		√	
Listening & Responding 2	√		√	
Listening & Responding 3	√		√	
Listening & Responding 4	√		√	
Reading & Responding 1	√	√		√
Reading & Responding 2	√	√		√
Reading & Responding 3	√	√		√
Reading & Responding 4	√	√		√
Writing 1	√	√		
Writing 2	√	√		
Writing 3	√	√		
Writing 4	√	√		
Grammar & Usage 1	√	√	√	√
Grammar & Usage 2	√	√	√	√
Grammar & Usage 3	√	√	√	√
Grammar & Usage 4	√	√	√	√

10.8 Assessment rubrics

The assessment rubrics and continuous assessment record sheet are provided in annexes D-H

ANNEXE A: GLOSSARY OF TERMS

Categorising	Classification
Chronological Order	the order in which events happened
Communicative	exchanging information, news, ideas in an interactive way
Competencies	the skills or knowledge learners should develop
Continuous Assessment Mark	the total mark accumulated in all four skills over the two semesters
Continuous Writing	longer and shorter pieces of writing such as compositions, letters, reports, etc.
Directed Writing	shorter pieces of writing**,** using a variety of sentence types based on stimulus material
Extensively	Widely
Final Examination Mark	the mark obtained for the internal or external examination/test at the end of the year
Formal Continuous Assessment	takes place during structured assessment under controlled conditions
Informal Continuous Assessment	takes place during lessons and forms integral part of everyday teaching
Internal Examination	an examination set by the teacher and moderated by the Subject Head or a member of the school management
Mixed ability classes	classes with less able and more able learners
Paraphrasing	is re-writing another writer's words or ideas in your own words without changing the meaning. The paraphrase is about the same length as the original since the purpose is to restate without omitting anything, and not to shorten. **Paraphrase when**: - you want to use another writer's words without plagiarising - you want to use another writer's words without the use of quotes - the ideas of the other writer are more important than his/her style - you think that the words of the other writer are too difficult for your readers When paraphrasing, it is very important to always cite the original work in order to give credit to the source. Adapted from: http://www.word-mart.com/html/paraphrasing_versus_summarizin.html
Predict / Make Predictions	to say/guess what is going to happen (e.g. before reading or listening to text)
Promotion mark	the average of the CA and the final examination mark
Reading strategies	reading processes and skills

Scan	to read a text quickly (to look for specific information)
Sequencing	ordering a series of things to follow in a particular way
Skim	read a text quickly looking for main points/general information
Summative Assessment	when end-of-year test, together with the continuous assessment marks are added and used for promotional marks
Summarising	is putting down the main ideas of someone else's work in your own words. A summary is always shorter than the original since the idea is to include only the main points of the original, leaving the irrelevant. A summary is usually about one-third the length of the original. **Summarise when:** - you want to identify only the main ideas of the writer - you want to give an overview of the topic (from several sources) - you want to simplify a complex argument - you want to condense the matter to suit your requirement When summarising, it is very important to always cite the original work in order to give credit to the source. Adapted from: http://www.word-mart.com/html/paraphrasing_versus_summarizin.html
Semester Mark	the grand total for all the skills assessed during the course of the semester

ANNEXE B: Expressions used in conversational English - Reference list

ASKING PERMISSION/REQUESTS • Can I…..? • May I….? • Would it be possible for me…..? • Is it all right if….? • Would it be ok if…? • Do you mind if I …? • Please let/permit/allow me to … • Would you agree to …?	**INTERRUPTING** • Excuse me, could I...? • Sorry, do you think I could...? • Excuse me, do you know...? • I beg your pardon, could you help me? (formal)
OFFERING HELP • May I help you? • Can I help you? • Are you looking for something? • Would you like some help? • Do you need some help? • What can I do for you today?	**SEEKING ASSISTAN CE** • Can I help with…..? • Would you help me to…..? • I need help with … • Please assist me … (formal) • Please lend a hand with …
APOLOGISING • Sorry. • I'm sorry for…. • I regret…… • Please forgive me for … • I apologise for … • Pardon me. • Excuse me. • I beg your pardon.	**COMPLAINING** • I'm sorry to have to say this, but... • I'm sorry to bother you, but... • Maybe you forgot to... • I think you might have forgotten to... • Excuse me if I'm out of line, but... • There may have been a misunderstanding about... • Don't get me wrong, but ...
GIVING ADVICE • I don't think you should …….. • You ought to….. • You ought not to……... • If I were you, I'd ……. • If I were in your position, I'd … • If I were in your shoes, I'd …. • You had better …. • You shouldn't……. • Whatever you do, don't…….	**STATIN G A PREFERENCE** • Would you like to …. • I'd rather…… • Why don't we...? • Well, I'd prefer ……. What do you think? • What do you think we should do? • If it were up to me, I'd … • I think we should ….
GUESSING, INFERRING • I'd say he's about ready to ... • It might need some … • He could be ... • It looks like ... • Perhaps he needs some… • Maybe they want to ... • It's difficult to say, but I'd guess that … • I'm not really sure, but I think …	**GIVING IMPRECISE INFORMATION** • There are about …. • There are approximately. • There are a large number of …. • ……. predicts up to ….. • It's kind of … • It's the type of … • They're the sort of ….. • It's difficult to say, but I'd guess... • I'm not really sure, but I think …

SAYING GOODBYE **Long trips, vacations, short outings** • Have a good trip. • Enjoy your vacation. • Have a good journey. • Enjoy your holidays. • Enjoy! • Have a good time **at** (destination place such as a restaurant) • Have a good time **in** (destination city)	**EVALUATING YOURSELF** • This worked well/was effective because…. • I did this well because…. • It would have been better if I had ... • This could be improved by…. • Progress is/is not evident because … • This succeeds because …
GREETING AFTER A TRIP • How was your vacation/holiday in…? • Did you enjoy your time in (destination)? • How was your journey/flight/trip?	

ANNEXE C: Themes/ topics that could be used when assessing speaking and listening comprehension in Junior Secondary:

- Education and careers
- Language and identity
- Science and ICT
- Business and entrepreneurship
- Family
- Human relationships, parents and teenagers etc.
- Human rights
- Gender issues and equality
- Globalisation
- Rural and urban life
- Social media, trends and content creation
- Media
- Health and healthy lifestyles
- Food and beverages
- Work and leisure
- Sport
- Safety and security
- Citizenship and patriotism
- History and modern society
- Travel and tourism
- Social and economic development
- Innovation
- Marketing and adverting
- Agriculture as a way of life
- Arts and culture
- Environment
- Conservation of natural and other resources
- Pollution
- Climate and climate change
- Contemporary issues of the country or other countries where the language is spoken

ANNEXE D: ENGLISH SECOND LANGUAGE MARKING GRID FOR SPEAKING TASKS TOTAL [10]

Structure, Development and fluency		Marks
Band 1	• Learner confidently uses a range of structures accurately and consistently. • Learner uses a sufficient range of vocabulary and original sophisticated ideas. • Learner shows ability to expand and develop the topic and showcase presentation skills. • Pronunciation and intonations are clear throughout.	**9-10**
Band 2	• Learner uses a range of structures that are generally accurate. • Learner uses a sufficient range of vocabulary to convey ideas with competence and some confidence • Few errors will occur when using complex sentences. • Learner maintains a competent presentation and conversation. • Pronunciation and intonations are generally clear.	**7-8**
Band 3	• Learner uses simple structure securely in speech/presentation but has difficulty venturing beyond them. • Learner uses sufficient range of vocabulary when conveying simple ideas. • Learner attempts to communicate but does not develop ideas effectively and successfully. • Pronunciation and intonation may not always be clear.	**5-6**
Band 4	• Learner uses very simple limited structures with errors. • Learner uses a limited range of vocabulary when conveying simple ideas. • Hesitation and repetition might occur. • Learner has to be encouraged to go beyond brief and simple ideas. • Pronunciation and intonation may impede communication.	**3-4**
Band 5	• Learner struggles to communicate effectively. • Learner's vocabulary is very limited. • Responses are too brief and ideas are very limited. • Learner struggles to develop very simple ideas thus constant repetition might occur. • Pronunciation and intonation impede communication.	**1-2**
Band 6	• No response	**0**

ANNEXE E: ENGLISH SECOND LANGUAGE MARKING GRID FOR SHORTER PIECES TOTAL [15]

Content (relevance and development of ideas		Marks	Language (Style and accuracy)		Marks
Band 1	**<u>Task is completely achieved:</u>** • Content is completely relevant to the task **with all content points fully developed.** • The format is fully observed. • The purpose of the task is clearly and fully presented.	**7-8**	**Band 1**	• Uses language appropriate for the task with a wide range of sentence structures. • Very clear sense of audience and appropriate register (style) throughout. • Detailed and well-structured paragraphs. • A wide range of vocabulary is used appropriately. • Hardly any spelling, punctuation and grammatical errors.	**7**
Band 2	**<u>Task is achieved:</u>** • Content covers the requirements of the task **although points are partially developed or underdeveloped.** • The format is observed. • The purpose of the task is clearly presented.	**5-6**	**Band 2**	• Uses language appropriate for the task with a range of sentence structures. • Clear sense of audience and correct register although minor inconsistencies are evident. • Well-structured paragraphs. • A range of vocabulary is used appropriately and accurately although occasional mistakes in word choice are evident. • Few spelling, punctuation and grammatical errors.	**5-6**
Band 3	**<u>Task is partially achieved:</u>** • Content addresses the requirements of the task **but not all points are included.** • The format is faulty at times. • The purpose of the task is presented but unclear.	**3-4**	**Band 3**	• Uses language satisfactorily with mostly simple sentence structures. • Some awareness of audience with some inconsistencies in register. • Paragraphs are evident but not well-structured. • The range of vocabulary is adequate but with some errors in word choice. • Some spelling, punctuation and grammatical errors.	**3-4**
Band 4	**<u>Task is not satisfactorily achieved:</u>** • Content shows little understanding of the **task with no attempt to develop points and many irrelevant details are included.** • The format is faulty. • The purpose of the task is missing	**1-2**	**Band 4**	• Not very effective language usage thus forces the reader to infer/deduce meaning at times. • Little or no awareness of audience. • There are major inconsistencies in register. • No paragraphs. • A limited range of vocabulary is present and word choice is faulty. • Serious spelling, punctuation and grammatical errors.	**1-2**
Band 5	• Content is not relevant to the task/ off topic.	**0**	**Band 5**	• Language is in comprehensible.	**0**

ANNEXE F: ENGLISH SECOND LANGUAGE MARKING GRID FOR LONGER PIECES (ESSAY) TOTAL: [20]

Content (relevance and development of ideas)		Marks	Language (Style and accuracy)		Marks
Band 1	• Essay is completely relevant to the topic **with all the elements**. • Fluent and coherent development of topic. • Purpose is fully presented. • Format is fully observed.	**9-10**	**Band 1**	• Sentences show a variety of appropriate structures. • Detailed well-structured paragraphs, each with one main idea and relevant supporting details. • Exceptional use of transitions and connections between paragraphs arranged in convincing order. • A wide range of vocabulary used appropriately and accurately. • Almost entirely free of spelling, punctuation and grammatical errors. • Creative use of *idioms.* • A clear sense of audience and register (style) is totally relevant to the task.	**9-10**
Band 2	• Essay is clearly relevant to the topic and **contains most of the elements.** • Clear and coherent development of topic. • Purpose is clearly presented. • Format is clearly observed.	**7-8**	**Band 2**	• Sentences are quite well structured. • Well-structured paragraphs, each developing one main idea with some supporting details with smooth transitions between paragraphs. • A range of vocabulary appropriately and accurately used. • Few spelling, punctuation and grammatical errors. • Suitable use of *idioms*. • A sense of audience and register (style) is relevant to the task.	**7-8**
Band 3	• Essay is fairly relevant to topic **contains some elements.** • Fair development of topic. • Purpose is fairly presented. • Format is fairly observed.	**5-6**	**Band 3**	• Sentences are satisfactorily structured. • Paragraphs are evident, but not focused on one main idea and topic sentences are not well constructed. • Adequate use of appropriate vocabulary. • Some spelling, punctuation and grammatical errors. • Idioms fairly used. • A sense of audience and register (style) is partially relevant to the task.	**5-6**
Band 4	• Essay is partially relevant to the topic and **contains few elements.** • Ideas are evident but not developed. • Content is limited. • Limited development of topic and lacks clarity in places. • Purpose is partially presented. • Format is partially observed.	**3-4**	**Band 4**	• Sentences are poorly structured. • Inappropriate or no connection between paragraphs. • Vocabulary is limited and may be inappropriate. • Serious spelling, punctuation and grammatical errors. • Errors of *idioms* cause confusion. • Register (style) is inconsistent.	**3-4**
Band 5	• Little understanding of the topic. • Random and simple ideas. • Presentation is poor.	**1-2**	**Band 5**	• Virtually no control of the language. • Frequent and more serious errors may force the reader to infer/deduce meaning. • Register (style) is inappropriate to the task. • No paragraphs.	**1-2**
Band 6	• No understanding of topic / off topic.	**0**	**Band 6**	• Language is incomprehensible.	**0**

ANNEXE G: CONTINUOUS ASSESSMENT RECORD SHEET FOR GRADE 8: ENGLISH SECOND LANGUAGE

GRADE: …….. **YEAR**: ……

SCHOOL: …… **TEACHER:** ……

Name of Learner	Term	Listening		Speaking		Reading & Writing		Literature		Continuous Writing		CA marks term (1- 3)	End-of-term test - term 1	End-of -term/Report card mark term 1 CA + Test mark (150÷1.5)	End-of-term test term 2	End-of -term/Report card mark term 2 CA + Test mark (160÷1.6)	Total CA marks term (1- 3)	Average CA marks =Total CA (300÷3)	End-of-year examination mark	Promotion mark CA+ Examination Mark (200÷2)
		Listening Comprehension	Listening Comprehension	Prepared	Unprepared	Task 1	Task 2	Task 1 (Poetry)	Task 2 (Drama/Prose)	Shorter Piece (15÷1.5)	Longer Piece (20÷2)									
		10	10	10	10	10	10	10	10	10	10	100	50	100	60	100	300	100	100	100
	1																			
	2																			
	3																			
	1																			
	2																			
	3																			
	1																			
	2																			
	3																			
	1																			
	2																			
	3																			

Term 1	Term 2	Term 3
Moderator (name) ……..	Moderator (name) ……..	Moderator (name) ……..
Rank …….....	Rank …….....	Rank …….....
Signature ……Date……	Signature ……Date…….....	Signature ……Date…….....

Note: Shorter and longer pieces of writing should be marked according to the marking grids and marks converted as described on the Continuous Assessment Record Sheet.

ANNEXE H: CONTINUOUS ASSESSMENT RECORD SHEET FOR GRADE 9: ENGLISH SECOND LANGUAGE

GRADE: …… **YEAR**: ……
SCHOOL: …… **TEACHER:** ……

Name of Learner	Term	Listening		Speaking		Reading & Writing		Literature		Continuous Writing		CA marks term (1- 3)	End-of-term test - term 1	End-of -term/Report card mark Term 1 CA + Test mark (150 ÷1.5)	End-of-term test term 2	End-of -term/Report card mark term 2 CA + Test mark (200÷2)	Total CA marks term (1- 3)	Average CA marks =Total CA (300÷3)	End-of-year Examination mark	Promotion mark CA+ Examination Mark (200÷2)
		Listening Comprehension	Listening Comprehension	Prepared	Unprepared	Task 1	Task 2	Task 1 (Poetry)	Task 2 (Drama/Prose)	Shorter Piece (15 ÷1.5)	Longer Piece (20÷2)									
		10	10	10	10	10	10	10	10	10	10	100	50	100	100	100	300	100	100	100
	1																			
	2																			
	3																			
	1																			
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	2																			
	3																			

Term 1
Moderator (name) ……..
Rank …….....
Signature ……Date……

Term 2
Moderator (name) ……
Rank …….....
Signature ……Date…….....

Term 3
Moderator (name) ……
Rank …….....
Signature ……Date…….....

Note: Shorter and longer pieces of writing should be marked according to the marking grids and marks converted as described on the Continuous Assessment Record Sheet

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