



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

FRENCH FOREIGN LANGUAGE SYLLABUS

GRADE 8 & 9

**For implementation:
Grade 8 in 2025
Grade 9 in 2026**

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French Foreign Language Syllabus Grade 8 & 9

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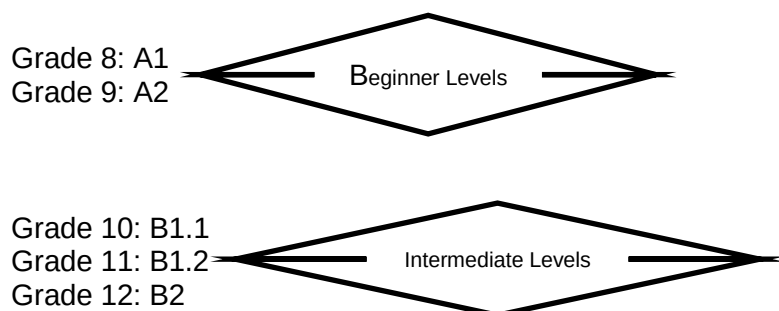
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1. INTRODUCTION

This syllabus describes the intended learning and assessment for French Foreign Language in the Junior Secondary phase. As a subject, French Foreign Language falls within the Linguistic and Literacy area of learning in the curriculum. Acquiring linguistic knowledge and literacy in a language involve the development of language communication skills. These comprise listening, speaking, reading and writing in real and simulated situations relating to life as it is experienced by the learner.

The six competency levels of the Common European Framework of Reference for Languages (CEFR) serve as guidelines for describing the achievements learners should reach at the end of each grade, and the CEFR level with which each of the grades correlate is as follows:



2. RATIONALE

French as a Foreign Language is part of the Namibian curriculum not only because the French culture and language is such an integral part of the country and its history, but also because knowledge of French opens a wealth of opportunities to our learners. In the first place, learning French broadens the learners' horizons because it provides learners with an insight into the culture and way of life of people in French speaking countries, also by making it possible for learners to take part in exchange programmes for schools and universities.

Being able to speak French also increases learners' job opportunities with French companies in Namibia and abroad, with the many companies with global connections in Namibia, and in tourism. The tourism industry in Namibia is one of the leading contributors to the economy, and French tourists make up a large part of visitors to our country. Knowledge of French will therefore increase learners' opportunities for both job creation and employment in the world of tourism.

The knowledge of French also opens doors for learners in the world of science and research, because French is the second most commonly used scientific language, and the third largest contributor to research and development. Learners who speak French can continue their training in one of the countries where French is spoken, and apply for the many scholarships that are made available to young foreigners. In the light of all the above-mentioned, it is of vital importance that the curriculum provides Namibian learners with the opportunity to study French as a foreign language.

3. AIMS

The two years of the Junior Secondary phase provides for the acquisition of basic language competencies in French.

The aims of teaching French as a Foreign Language are to enable learners to:

- use the language with increasing competence and confidence
- gain insight into the culture and contemporary society of countries where French is spoken
- acquire a positive attitude towards learning the language and towards speakers of French

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. The French Foreign Language teacher in the Junior Secondary phase should therefore accommodate learners with special educational needs by 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 as indicated in the *Inclusive Education Curriculum Framework* (2023). The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres* (2022) by the Directorate of National Examinations and Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations, but apply to learners from grade 1 to 12.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues may be integrated into topics in the Junior Secondary phase are as tabulated below. They 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 the Namibian society.

Cross –curricular issues	Grade 8	Grade 9
Environmental learning	- House and living - Green Hydrogen, oil and gas - Seasons - Countries, cities and languages	- Weather - My city - Green Hydrogen, oil and gas
Population education	- Name and nationalities - Family	
HIV and AIDS	- Hobbies	- Food
Health Education (including pandemics)	- Professions - Sports	- Daily routines - Body and health
Education for Human Rights and Democracy (EHRD)		- Jobs and future plans - Birthdays and festive occasions
Information and Communication Technology (ICT)	- The foreign language alphabet, pronunciation and intonation	- Shopping
Road safety	- Transport - School	- Holiday and travelling

All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

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

Although Junior Secondary learners will not have the necessary vocabulary in French to read, write and talk about the above-mentioned risks and challenges, these topics should not be excluded from the curriculum. Equipping learners with even a very basic vocabulary around these topics can help to empower them to deal with the issues.

6. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of Learner-centred Education (LCE). This approach ensures optimal quality of learning when principles are put into practice.

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

The aim is to develop learning with understanding, and for learners to acquire the necessary skills and attitudes to contribute meaningfully to the development of society.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own 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, preferably planned around themes linking various subject areas.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly, when it is best to let learners discover or explore information for themselves, when they need directed learning, when they need reinforcement or enrichment learning, when there is a particular progression of skills or information that needs to be followed, or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand.

Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise learners will not see the relevance in carrying out tasks together. As the learners in this phase have already developed personal, social and communication skills, they should be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

The approach will be aimed at the understanding, speaking, reading and writing of the foreign language by creating as many opportunities as possible for the learners to listen to and use the language. The initial emphasis is on oral language, with progressive development of reading comprehension and writing skills.

The emphasis throughout this syllabus will be on the practical communicative and developmental value of the language to the learner, and on language appropriate to learning, employment and life in Namibia.

7. END-OF-PHASE COMPETENCIES

The competencies in this syllabus are all essential competencies and indicate the minimum level that should be attained by the learners at the end of each grade in the Junior Secondary phase. They are not intended to limit the initiative of the teacher or the class, and teachers are encouraged to extend their learners beyond this level. On completion of the Junior Secondary phase, all learners are expected to be able to:

- understand short, clear everyday oral and written texts
- make themselves understood reasonably correctly in basic everyday situations
- read and respond to simplified texts
- write short texts where formal language errors do not confuse their meaning

8. SUMMARY OF THE LEARNING CONTENT

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

- Listening and responding in speech and writing
- Reading and responding in speech and writing
- Grammar and vocabulary

The topics used to teach these language skills are indicated in Annexe B.

As a result of the communicative approach to language learning, language skills are taught in an integrated way, just as we learn and use language in real life. Therefore, the aims of the four skills (listening, speaking, reading and writing) are integrated as shown in the table below.

Skills area	Area of learning / activities
Listening and responding in speech and writing	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; use appropriate vocabulary in different situations, showing a sense of audience and purpose.
Reading and responding in speech and writing	Develop silent reading skills as well as skills for reading aloud; extract information from a variety of texts; use dictionaries; use basic sentence structures, as well as correct spelling and punctuation; write a variety of text types.
Grammar and vocabulary	Write with progressively more accuracy in spelling, punctuation and pronoun referencing, using appropriate vocabulary and correct grammar when constructing simple sentence structures.

9. LEARNING CONTENT

Introduction to learning content

The learning content outlined below 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.

Skills refer to those components of the subject which learners are required to study/master. The general objectives are derived from the skills and are the general knowledge, understanding and demonstration of skills on which learners will be assessed. The specific objectives are the detailed and specified content of the syllabus which learners need to master to achieve the general objectives, and on which they will be assessed. The specific objectives indicate what learners should be able to do by the end of the year.

9.1 Listening and responding in speech and writing

In order to assess the 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 length and difficulty according to the grade. Enjoyment and appreciation of texts should follow from the learners' listening to, discussing and understanding a variety of oral texts.

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	
Learners will:	Grade 8	Grade 9
	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>
1. listen to and understand a range of texts	- distinguish between the different sounds of the language and relate these to meaningful information - comprehend basic information in an audio text	- listen to a variety of text types such as stories, plays (e.g. dialogue), information texts and radio broadcasts in order to: - make decisions and choices - give oral and written responses - comprehend facts and opinions
2. listen actively in order to respond in a variety of ways	identify main points in short texts like dialogues, announcements and instructions	- extract specific detail in short announcements, narratives, descriptions, instructions - use information they have heard to write clear, brief responses
3. listen and respond to a variety of appropriate instructions	act on oral instructions such as show, go to, sit down	- interpret and act on oral instructions such as describe, mention - follow simple directions

9.1 Listening and responding in speech and writing (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	
	Grade 8	Grade 9
<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>
4. interact in a variety of activities	participate in dialogues and role plays using simple vocabulary	Participate in conversations, dialogues and role plays on energy conservation.
5. understand the literal meaning of a text	Retrieve facts from short and simple texts on conservation of energy in the environment.	- work out the meaning of unfamiliar words using contextual clues - fill in missing words in texts listened to - listen to short texts and then indicate whether statements are true or false
6. listen for pleasure	Listen to and enjoy simple French songs, stories, rhymes and simple poems	Share their experience of different types of oral texts like songs, stories, rhymes and simple poems
7. use language and appropriate vocabulary to request or give information and to accomplish communication	- use basic vocabulary in a range of situations, such as: - introducing themselves - introducing people - making informal appointments - talking about activities related to their environment, including Green Hydrogen, oil and gas	- speak more confidently using appropriate vocabulary in a range of situations, such as: - placing orders - participating in class discussions; including Green Hydrogen , oil and gas - making apologies - making appointments - talking about activities related to their environment: on promoting renewable energy - expressing appreciation
8. make short presentations and participate in class discussions	- speak with a degree of confidence when making prepared presentations such as: - doing simple presentations such as introductions	- speak more confidently when making a range of prepared presentations such as: - reciting simple poems - presenting talks

9.2 Reading and responding in speech and writing

The texts used in different grades will vary in length and difficulty according to the grade and should appeal to the interest of the learners. Enjoyment and appreciation of texts will follow when the learners read, discuss and understand a variety of texts. As learners progress through the grades, they should gain increased skill in silent reading techniques.

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	
<i>Learners will:</i>	Grade 8	Grade 9
	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>
1. read aloud to convey understanding of the text and to entertain	pronounce and recognise the meaning of words and sentences within short printed texts such as notices and signs	- pronounce and recognise the meaning of words and sentences within short printed texts such as narratives - read with increasing fluency, speed and accuracy - effectively use improved pronunciation and intonation
2. read silently from a variety of available texts using appropriate reading strategies	- read a variety of texts in order to: - identify the topic of the text - extract information - find information such as meaning and spelling in dictionaries	- read a variety of texts in order to: - make notes - scan for specific information and report details - find information such as meaning and spelling in dictionaries
3. distinguish between different types of questions and respond appropriately	respond appropriately to various types of questions to be expected in examination papers and tests, e.g. open-ended and closed-ended questions in directed writing tasks	respond appropriately to various types of questions to be expected in examination papers and tests, e.g. open-ended, closed-ended and objective questions in directed writing tasks

9.2 Reading and responding in speech and writing (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	
	Grade 8	Grade 9
<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>
4. understand the literal meaning of a text	identify the relationship between words, phrases and sentences as shown by the grammatical structure or basic connecting words	identify the relationship between words, phrases and sentences as shown by the grammatical structure or basic connecting words
5. write a variety of paragraphs	write simple paragraphs	write different types of paragraphs (narrative, factual, descriptive) on a range of situations
6. write a range of texts	- write: - short messages - postcards - short letters - dialogues - notes - e-mails - compose a family tree - complete forms	- write: - informal letters - instructions - dialogues - schedules - invitations - e-mails - complete a form - link and develop ideas in a logical manner
7. write creatively a variety of formal and informal texts	write short texts	write shorter and longer texts
8. respond to passages in writing in a variety of ways	select relevant information from short texts to respond effectively to directed writing tasks	select relevant information from more complex texts to respond effectively to directed writing tasks

9.3 Grammar and vocabulary

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

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	
<i>Learners will:</i>	Grade 8	Grade 9
	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>
1. use spelling and punctuation	• exercise reasonable accuracy in phonics and spelling • use a variety of resources to confirm spelling • use basic punctuation marks effectively and correctly	• exercise increasing accuracy in phonics, spelling and punctuation • use generalisations to spell difficult and unfamiliar words • use a variety of resources to confirm spelling • use a wider variety of punctuation marks effectively and correctly
2. use appropriate vocabulary in different contexts and situations	• use basic vocabulary when communicating about the topics of Annexe B • use appropriate vocabulary for personal and social purposes, such as - greetings - hobbies - school environment - family and home - clothes	• use a wide range of relevant vocabulary when communicating about the topics of Annexe B • use appropriate vocabulary for a variety of personal and social purposes, such as - finding your way - holidays and weekends - leisure activities - transport • recognise and use antonyms

9.3 Grammar and vocabulary (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	
<i>Learners will:</i>	Grade 8	Grade 9
	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>
3. use appropriate grammatical structures and word classes	• use grammatical structures in speech and writing	• use grammatical structures in speech and writing
4. progressively exercise more accuracy in referencing and use a wider variety of reference materials	• use dictionaries and other available resource books for spelling, meaning and additional information • use electronic resources (where available) to find information	• use dictionaries and other available resource books for spelling, meaning and additional information • use electronic resources (where available) to find information

10. ASSESSMENT

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The 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.

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 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 they are doing well, and why, 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 in all subjects must be reported to parents in the school report.

Formative and summative assessment

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

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

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

Informal and formal methods

The teacher must assess how well each learner is mastering the specific objectives 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 and in their participation in general, 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 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 a limited range of competencies 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.

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 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 teaching-learning 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 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.

Grades	% Range	Grade descriptions
A	80%+	Achieved Objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved Objectives very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most of the areas of competency.
C	60-69%	Achieved Objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved 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 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%	Ungraded. The learner has not been able to reach a minimum level of competency in the objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.3 Assessment objectives

Listening

The learner should be able to:

1. listen to and comprehend information
2. identify the important points or themes in material that is heard
3. respond with short written answers to questions on material that is heard

Speaking

The learner should be able to:

1. use appropriate vocabulary to participate in a conversation
2. respond in speech to questions asked about a picture or text
3. make an oral presentation on a topic of their choice

Reading

The learner should be able to:

1. demonstrate understanding of short texts on familiar topics
2. extract relevant specific information from written texts on a range of everyday topics
3. scan for particular information
4. organise relevant information and present it in a given format
5. respond in writing to questions asked on a written text
6. write well-structured sentences and paragraphs

Writing

The learner should be able to:

1. spell and punctuate correctly
2. demonstrate control of vocabulary, syntax and grammar
3. write well-structured texts of different lengths

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, project work, assignments, homework and short tests may be recorded for continuous assessment. These grades must be reported to the parents in the school report at the end of each Term.

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 good, average and low-achieving learners, 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.

In French Foreign Language in the Junior Secondary phase the Continuous Assessment tasks are as follows:

Listening

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 marks are recorded in the Listening comprehension column on the CA record sheet.

Speaking

Learners' speaking proficiency should be assessed at least twice per term.

Speaking when a measure of preparation has taken place could be assessed through a short prepared speech or a prepared role-play. The role-play can be a dialogue between a learner and the teacher, or between two or more learners. Care should be taken that each individual learner gets adequate opportunity to demonstrate his/her speaking skills. The marks are recorded in the Listening comprehension column on the CA record sheet.

Unprepared oral will be assessed through a speaking activity which takes the form of communication on a given topic or pictures or other stimulus with guided questions prepared by the teacher.

The marks are recorded in the Listening comprehension column on the CA record sheet.

Grammar and vocabulary

Learners' progress in the use of grammar structures, punctuation and vocabulary should be assessed at least twice per term. These exercises/tests are marked out of 10 and the marks recorded on the CA record sheet.

The marks are recorded in the Grammar and Vocabulary column on the CA record sheet.

Reading

The formal assessment of reading comprehension is done in the form of Reading and writing. The marks are recorded in the Reading exercise column on the CA record sheet.

Writing

Grade 8 learners will only be required to write shorter pieces (longer pieces not applicable for grade 8). The marks are recorded in the Writing column on the CA record sheet.

For Grade 9 at least one longer and one shorter piece of writing should be assessed per Term and the marks recorded on the CA record sheet.

Learners should be able to write texts of approximately the following length:

Shorter tasks:

Grade 8: 60-80 words

Grade 9: 60-80 words

Longer tasks:

Grade 8: Not applicable

Grade 9: 80-100 words

Summary of Continuous Assessment (CA) per Term

Skills		Marks	
		Grade 8	Grade 9
1. Listening			
Listening comprehension 1		10	10
Listening comprehension 2		10	10
2. Speaking			
Prepared oral		10	10
Unprepared oral		10	10
3. Grammar & vocabulary			
Exercise 1		10	10
Exercise 2		10	10
4. Reading			
Exercise 1		10	10
Exercise 2		10	10
5. Writing			
Exercise 1		10	10
Exercise 2		10	10
Continuous Assessment Totals	Term 1	100	100
	Term 2	100	100
	Term 3	100	100
6. Totals of Term Tests/examinations			
Term 1		50	50
Term 2		100	100
Term 3		100	100

Grade 8

End of Term 1 test, Term 2 and 3 examinations must consist of all language skills.

Grade 9

End of Term 1 test, Term 2 and 3 examinations must consist of all language skills.

End-of-term mark for the report

The report marks for each term add up to 100. **Follow *Annexe I and J***; for how marks are to be calculated.

10.5 End-of-year examination: detailed guidelines

In Grade 8 and 9 there will be an internal end-of-year examination. The purpose of this examination is to assess the extent to which each learner has mastered the objectives for the year. Preparing for and conducting the examination should not take up more than two weeks altogether at the end of the year.

Description of papers

The following specifications should be used to set papers for the Grade 9 end-of-year examination. Papers for the internal end-of-year Grade 8 examination can be assessed on these specifications with slight adaptations to the length of texts, marks and time allocation.

Paper		Duration	Marks
Paper 1 Listening	This paper will consist of three parts that will require short answers. No marks will be deducted for spelling, grammar and punctuation. Part 1: Five different statements consisting of 1-3 sentences each will be read. The questions set on these statements will require short answers or choosing the correct icon. (5 marks) Part 2: Questions will be set on a text of 120-150 words. These questions will require from learners to choose the correct answer. A variety of multiple-choice, matching or true/false questions will be set. (10 marks) Part 3: Questions will be set on a text of 200-250 words. This part will test comprehension and learners will be required to respond in short answers such as one-word answers, phrases or simple sentences. The open ended questions can be 1-2 marks each. (10 marks)	30 min.	 5 10 10
Total			25

Paper		Duration	Grade 8 marks	Grade 9 marks
Paper 2 Reading	This paper consists of two sections. The texts on which the questions are set should include a selection from the following: descriptive, narrative, factual and informative texts. Section A This section consists of three parts. Three texts will be chosen as stimulus material. No marks will be deducted for spelling, grammar and punctuation, unless that is what is tested. Part 1: This part consists of a variety of multiple choice, matching and/or true/false questions. Five questions of one mark each will be set. The length of the text will be 150 – 200 words. (5 marks) Part 2: This part will require learners to complete a questionnaire and/or test their form-filling skills. The text of 150 - 200 words will contain the information needed to complete the task. (10÷2 marks = 5 marks) Part 3: The question in this part will test grammar. The length of the text used must be 150-200 words. Learners are expected to complete sentences, giving the correct form of words. (5 marks) Section B This section consists of only one part. Grade 8 The reading text will consist of 150-200 words and may include visual material. A1 level open ended questions of 1 to 2 marks will be set for a total of 15 marks. Learners will not be expected to write full sentences. (15 marks) Grade 9 The reading test will consist of 200-250 words and may include visual material. A2 level open ended questions of 1 to 2 marks will be set for a total of 10 marks. Learners will not be expected to write full sentences. (10 marks)	1 hour	15	15
		TOTAL	30	25

Promotion marks

Continuous assessment will count 50% towards the final year grade and an end-of-year examination in Grade 8 and 9 will count 50%.

The weighting of each assessment component is as follows:

COMPONENT	DESCRIPTION	MARKS Gr 8	MARKS Gr	WEIGHTING	
				Gr8	Gr 9
Continuous assessment	Various language skills	100	100	50%	50%
Written examination	Paper 1 (Listening)	25	25	50%	50%
	Paper 2 (Reading)	30	25	15%	12.5%
	Paper 3 (Speaking)	25	25	12.5%	12.5%
	Paper 4 (Writing)	20	25	10%	12.5%
Total				100%	100%

10.6 Specification grid

Assessment objective	Continuous assessment	Paper 1 Listening	Paper 2 Reading	Paper 3 Speaking	Paper 4 Writing
Listening & responding 1	✓	✓		✓	
Listening & responding 2	✓	✓		✓	
Listening & responding 3	✓	✓		✓	
Listening & responding 4	✓	✓		✓	
Reading & responding 1	✓		✓		✓
Reading & responding 2	✓		✓		
Reading & responding 3	✓		✓		
Writing 1	✓	✓	✓		✓
Writing 2	✓				✓
Writing 3	✓				✓
Writing 4	✓				✓
Grammar & usage 1	✓		✓	✓	✓
Grammar & usage 2	✓		✓	✓	✓
Grammar & usage 3	✓			✓	✓
Grammar & usage 4	✓			✓	✓

ANNEXE A: GLOSSARY OF TERMS

Continuous assessment mark	the total mark accumulated in all four skills over the three trimesters
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
Writing	longer and shorter pieces of writing such as letters, reports, dialogues
Debate	formal discussion
Extensively	widely
Final examination mark	the mark obtained for the internal or external examination 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
Humorous	funny, amusing
Imaginary	not real, something made up
Mixed ability classes	class groups with less able and more able learners
Predict/make predictions	to say/guess what is going to happen before reading or listening to a 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)
Skim	read a text quickly looking for main points/general information
Sequencing	ordering a series of things to follow in a particular way
Summative assessment	summing up assessments of learner achievement, or interim evaluations of the teaching/learning process, at the end of a unit, Term or year
Term mark	the grand total for all four skills for the Term

ANNEXE B: TOPICS

The following topics must be covered in this phase:

Grade 8	Grade 9
The foreign language alphabet, pronunciation and intonation	Food
	Daily routines
Introducing yourself (Name and Nationality)	Shopping
Numbers	My city
Colors	Body and health
Days of the week / months / seasons	Birthdays and festive occasions
Green Hydrogen, Oil and Gas	Green Hydrogen, Oil and Gas
House and living	Holidays and travelling
Transport and finding the way (directions)	Jobs and future plans
Family	Weather
Pets	
Friends	
Hobbies (likes and dislikes)	
Describe Physical looks and feelings	
Sports	
School	
Clothes / school uniform	
Professions	
Countries / cities / languages	

ANNEXE C: GRAMMATICAL STRUCTURES

The following grammatical structures should be taught during this phase:

Grade 8	Grade 9
1. Definite and indefinite article	1. Time prepositions
2. Noun (gender and number)	2. Indefinite pronouns and determinants
3. Personal pronouns	3. Place prepositions
4. Present tense of verb être	4. Present tense of irregular verbs
5. Adjectives (gender and number)	5. Adverbs
6. Present tense of verb avoir	6. Opinion verbs
7. Interrogative pronouns	7. Demonstrative pronouns
8. Present Tense of 1 st conjugation verbs	8. Adjectives (degrees of comparison)
9. Possessives determinants	9. Past Simple of regular and irregular verbs
10. Verbs expressing likes and dislikes	10. Past Continuous of regular and irregular verbs
11. Place prepositions	11. Personal pronouns as object direct and indirect
12. Present tense of regular verbs	

ANNEXE D: MARKING GRID FOR SHORTER WRITING PIECES (GRADE 8&9)

TOTAL: 10 Task achievement, communication, content and layout/format		1	2	3	4	5
Sense of audience/register, style, language and accuracy		Original and imaginative use of language and style; clear <i>sense of audience/register</i> Hardly any errors	Appropriate selection of language for task; some <i>sense of audience/register</i> Some minor mistakes	Language satisfactory; <i>a little sense of audience</i> Some more serious errors impede understanding	Simple and not very Effective language Errors may cause confusion	Language insufficient for task though understandable in places. Frequent serious errors force the reader to use deduction in order to glean meaning
1	Task clearly achieved; good/detailed selection of content; organisation of content appropriate and positively helpful to communication	9-10	8	7	6	5
2	Task partially achieved; selection of content appropriate (but not adventurous); some organisation of content	8	7	6	5	4
3	Understanding of task shown; some use of simple but appropriate contents; a little evidence of appropriate	7	6	5	4	3
4	Task not satisfactorily achieved; some content may be appropriate; no logical organisation of content	6	5	4	3	2
5	Minimal effectiveness of task; very simple and very little content; sense of presentation lacking	5	4	3	2	1

ANNEXE E: MARKING GRID FOR LONGER TEXTS (GRADE 9)

TOTAL: 15 Task achievement, communication, content and layout/format		Sense of audience/register, style, language and accuracy	1	2	3	4	5
			Original and Imaginative use of language and style; clear <i>sense of audience/register</i> . Hardly any errors	Appropriate selection of language for task; some <i>sense of audience/register</i> . Some minor mistakes	Language satisfactory; <i>a little sense of audience</i> . Some more serious errors impede understanding	Simple and not very effective language. Errors may cause confusion	Language insufficient for task though understandable in places. Frequent serious errors force the reader to use deduction in order to glean
1	Task clearly achieved; good/detailed selection of content; organisation of content appropriate and positively helpful to communication		15	13-14	11-12	9-10	7-8
2	Task partially achieved; selection of content appropriate (but not adventurous); some organisation of content		13-14	11-12	9-10	7-8	5-6
3	Understanding of task shown; some use of simple but appropriate contents; a little evidence of appropriate organisation of content		11-12	9-10	7-8	5-6	3-4
4	Task not satisfactorily achieved; some content may be appropriate; no logical organisation of		9-10	7-8	5-6	3-4	2
5	Minimal effectiveness of task; very simple and very little content; sense of presentation lacking		7-8	5-6	3-4	2	1

ANNEXE F: MARKING GRID FOR CONTINUOUS ASSESSMENT – PREPARED AND UNPREPARED SPEAKING

Marks		CONTENT, VOCABULARY, PRONUNCIATION, FLUENCY
Grd 8	Grd 9	
10	14-15	Fully understandable, communicates meaning clearly and fluently, vocabulary appropriate, pronunciation correct
8-9	12-13	Understandable, mostly correct, meaning mostly clear, fluent at times, vocabulary mostly appropriate, pronunciation mostly correct
6-7	10-11	Understandable, although not always correct, communication understandable but hesitant at times, vocabulary limited and/or not always correct, pronunciation faulty at times
5	7-9	Understanding limited by mistakes, numerous mistakes limit understanding
3-4	4-6	Communication partially understandable; because of limited knowledge of language structures and vocabulary the meaning often has to be derived by the teacher and can only be partly understood
2	2-3	Hardly understandable, communication might be severely restricted or non-existent
0-1	0-1	No communication/mumbled words

ANNEXE G: MARKING GRID FOR PAPER 3, SECTION 1

Award a mark out of 5 at each category. Maximum mark is 15.

Marks	Content	Vocabulary Accuracy / Grammar / Structure	Pronunciation / Intonation
5	All responses relevant; fulfils task; ability to respond spontaneously	Good range of correct vocabulary Hardly any grammatical errors	Correct intonation and pronunciation
4	Meaning clearly expressed, few errors, some responses not relevant	Satisfactory range of vocabulary Some grammatical errors without effecting understanding	Intonation and pronunciation mostly correct
3	Adequate response, but uses only phrases; some hesitations; meaning clear despite some errors	Basic vocabulary Grammatical errors exist, but with basic grammar knowledge	Pronunciation and intonation faulty at times
2	Limited response (might use only words, many hesitations), mistakes sometimes impede understanding	Basic vocabulary with partly false use Grammatical errors disturbing	Pronunciation and intonation repeatedly faulty
0-1	Insufficient response; communication not clear at all -mistakes impede understanding	Insufficient vocabulary Vocabulary used incorrectly Grammar incorrect	Pronunciation and grammar incorrect

ANNEXE H: MARKING GRID FOR PAPER 3, SECTION 2 - FLASH-CARDS

Grade 8 (A1) and Grade 9 (A2): The grammar structure, vocabulary and topics refer to grade 8 - level A1 and grade 9 - level A2

Award a mark of each category and add to get a mark out of 20. Divide the result by 2. Maximum mark is out of 10.

Marks	Coverage of topic / information	Vocabulary	Accuracy / Grammar / Structure	Pronunciation / Fluency
5	The topic is fully covered and understood by the learner. The learner provides coherent and extensive information (All the given prompts plus own ideas)	The learner uses the appropriate Vocabulary based on the topic.	The learner uses the correct sentence structure. The learner makes few mistakes which do not affect understanding. The learner corrects him-/herself.	Pronunciation might have a slight foreign accent. The learner is very understandable. The learner speaks fluently without unnecessary breaks.
4	The topic is fully covered and understood by the learner. The learner provides coherent and extensive information (All the given prompts and minimum 1 own idea)	The learner mostly uses vocabulary based on the topic.	The learner uses mostly the correct sentence structure. The learner makes few mistakes which does not affect the understanding.	Pronunciation might have a foreign accent. The learner is very understandable. The learner speaks fluently. Breaks do not interrupt the speaking flow.
3	The topic is understood. The learner provides coherent information (All the given prompts without own ideas) The learner gives partial information.	The learner uses vocabulary that is more general than specific for the topic.	The learner makes some mistakes. Basic grammar knowledge is visible (Conjugation and sentence structure) Mistakes do not affect the understanding.	Pronunciation mistakes are present. However, learner can be understood rather easily. The fluency is interrupted by breaks.
2	The topic is understood. The learner provides partial information.	The learner uses vocabulary that is general and not appropriate for the topic.	The learner makes numerous basic mistakes, which partly affect the understanding.	Pronunciation mistakes are present. Teacher has to intervene to facilitate understanding.
0-1	The topic is not understood. The learner gives little information. The learner is mostly off topic.	The learner has difficulty using appropriate vocabulary based on the topic. The learner struggles to find words or the learner uses vocabulary in languages other than French. (If other languages dominate – no marks are given).	The learner makes numerous mistakes, which affect understanding. Communication is seriously impeded.	The learner is barely or not at all understood. No fluency breaks and interruptions dominate.

ANNEXE I: ASSESSMENT RECORD SHEET FOR FRENCH FOREIGN LANGUAGE – GRADE 8

Grade 8:

School:

Year:

Teacher:

NAME OF LEARNER	TERM (T)	Listening			Speaking			Grammar/ Vocabulary			Reading			Writing			Total Term CA Mark	End of Term 1 Test Mark	End of Term 1 Report mark (150/1.5)	End of Term 2 Exam Mark	End of Term 2 Report mark (200/2)	Average CA (T1+T2+T3/3)= (300/3)	End of Term 3 Exam Mark	Promotion Mark (Ave. CA+T3 Exam=200/2)
		Listening comp.1	Listening comp.2	TOTAL	Prepared oral	Unprepared oral	TOTAL	Exercise 1	Exercise 2	TOTAL	Exercise 1	Exercise 2	TOTAL	Exercise 1	Exercise 2	TOTAL								
		10	10	20	10	10	20	10	10	20	10	10	20	10	10	20								
	1																							
	2																							
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	3																							

Moderation of CA

TERM 1 (T1)		TERM 2 (T2)		TERM 3 (T3)	
Moderator:	Signature:	Moderator:	Signature:	Moderator:	Signature:
Rank:	Date:	Rank:	Date:	Rank:	Date:

ANNEXE J: ASSESSMENT RECORD SHEET FOR FRENCH FOREIGN LANGUAGE – GRADE 9

Grade 9:																	Year:								
School:																	Teacher:								
NAME OF LEARNER	TERM (T)	Listening			Speaking			Grammar/ Vocabulary			Reading			Writing			Total Term CA Mark	End of Term 1 Test Mark	End of Term 1 Report mark (150/1.5)	End of Term 2 Exam Mark	End of Term 2 Report mark (200/2)	Average CA (T1+T2+T3/3)= (300/3)	End of Term 3 Exam Mark	Promotion Mark (Ave. CA+T3 Exam=200/2)	
		Listening comp.1	Listening comp.2	TOTAL	Prepared oral	Unprepared oral	TOTAL	Exercise 1	Exercise 2	TOTAL	Exercise 1	Exercise 2	TOTAL	Exercise 1	Exercise 2	TOTAL									
		10	10	20	10	10	20	10	10	20	10	10	20	10	10	20									
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Moderation of CA

TERM 1 (T1)		TERM 2 (T2)		TERM 3 (T3)	
Moderator:	Signature:	Moderator:	Signature:	Moderator:	Signature:
Rank:	Date:	Rank:	Date:	Rank:	Date:



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