



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

INFORMATION AND COMMUNICATION SYLLABUS

GRADE 8 & 9

For implementation:

**Grade 8 in 2025
and
Grade 9 in 2026**

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

© Copyright NIED Ministry of Education, Arts and Culture, 2024
Information and Communication Syllabus Grade 8 & 9

ISBN: 978-99945-2-501-0

Printed by NIED

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

Publication date: December 2024

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	3
7. End-of-phase competencies	4
8. Summary of the learning content	5
9. Learning content	5
10. Assessment	13
10.1 Types and methods of assessment	13
10.2 Grade descriptors	15
10.3 Conducting and recording assessment	16
10.4 Continuous assessment: detailed guidelines	16
Annexe 1: Glossary of terms	18
Annexe 2: Assessment record sheet for grade 8	20
Annexe 3: Assessment record sheet for grade 9	20

1. INTRODUCTION

This syllabus describes the intended learning and assessment for Information and Communication (IC) at the Junior Secondary level. As a subject, Information and Communication is within the linguistic and literacy, moral and ethical and technological areas of learning in the curriculum but have thematic links to other subjects across the curriculum.

Linguistic and literary

Linguistic and literary learning involves the acquisition and 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. This provides a basis for learning in all other areas and for further language study. It is vital to the intellectual, emotional and social development of the learner.

Moral and ethical

Moral and ethical development is not only an area which is dealt with in various subjects, but is also dependent on the social atmosphere of the school. Learners have to cope with moral and ethical issues involving principles such as tolerance, responsibility, honesty, justice and fairness. Learning about moral and ethical problems helps to develop moral convictions and attitudes. The school should foster respect for the feelings and views of others, and show that problems can and should be solved in a rational and empathetic manner. The school system should foster a culture of tolerance, where the rights of others are respected and promoted.

Technological

Learning about technology includes applying knowledge of how to do work more efficiently and effectively using tools, materials and processes. Technology is a specific way of solving problems through planning, design, realisation and evaluation. Learners develop the necessary knowledge, skills and attitudes to perform tasks using appropriate technology

2. RATIONALE

There is a wide variety of information available in all kinds of formats and with varying degrees of integrity and accuracy.

The particular features of Information and Communication at this phase are to empower learners to satisfy their need for information and to further equip them with the necessary skills to locate, evaluate and effectively and responsibly use and acknowledge the needed information. **This phase sees a continuation of skills acquired in the Senior Primary phase.**

Information and Communication provide the opportunity to learn and practise skills that will serve to make the use, creation and communication of and the search for information across the curriculum possible, meaningful, fruitful and enjoyable.

Information and Communication promotes learner-centred and resource-based education through identifying sources of information, for instance, practising retrieval and application of information from sources and creation of own information through combined project work between Information and Communication and other subjects.

Learners will be exposed to a wide variety of media sources; through this exposure, together with being equipped with the necessary skills, they will develop literacy in the following areas:

- Digital literacy
- Media literacy
- Information literacy

Information and Communication is a compulsory, non-promotional (but assessable) subject for **Grade 4-12**.

3. AIMS

Information and Communication aims to:

- equip learners with the foundational skills they need to navigate the digital world effectively, critically, and responsibly
- develop critical thinking and a problem-solving attitude
- develop skills to search for and use information through classroom tasks and assignments
- enhance a lifelong learning attitude through reading
- provide awareness of HIV and AIDS, democratic principles, population growth, ecological sustainability, digital technologies, and improvement of quality of life for all Namibians
- provide the learner with a basic working knowledge of digital tools, mainly computer hardware and software
- make the learner aware of how digital technologies are used in practical and school-related situations

4. INCLUSIVE EDUCATION

Inclusive education is the right of every learner. It 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 Information and Communication teacher in the Junior Secondary phase should therefore accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *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 all learners from Grade 1 to 12.

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

Teachers of Information and Communication should strive to create a welcoming atmosphere that invites all learners to actively partake in all activities. Care should be taken to cater for the diverse needs of all learners, including those with serious disadvantages and disabilities.

This syllabus promotes equality of opportunity for males and females, enabling both sexes to participate equally and fully. Teachers should know and understand how to treat learners equally, and all materials should support gender equality.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues include environmental education, HIV and AIDS, population education, Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and road safety. These issues have been introduced to the formal curriculum, because each of the issues deals with particular risks and challenges in our Namibian society. They should be dealt with across all phases and in every subject where the topics overlap with the content of that subject.

All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact 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 caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face if we do not adhere to road safety measures
- the challenges and risks we face from globalisation
- the challenges and risks caused by natural disasters and pandemics

This syllabus is exceptionally suited to address all these cross-curricular issues, since the retrieval, evaluation and usage of information form the backbone of the syllabus. Teachers can use their creativity in planning lessons to include these issues.

Examples:

- research (utilising a variety of methods) on any topic suggested by other subject teachers and presented in a variety of formats
- creating posters and storyboards
- reporting by learners
- information search and presentation
- performing web quests

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 of **(LCE)** 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 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 way through a topic or area of content.

Work in groups, in 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 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.

Crucial to this subject is collaborative teaching. Teachers of Information and Communication should consult with teachers of other subjects to make informed decisions about topics for research, reporting and practical investigations.

Local media (print, radio, TV, etc.) should dominate in the development and usage of teaching and learning materials. Material from other sources should be adapted to suit the Namibian context and the learners' field of reference, but should still expand horizons.

7. END-OF-PHASE COMPETENCIES

On entry to the Junior Secondary phase, all learners are expected to be able to demonstrate the basic skills and knowledge regarding ICT literacy, media literacy, and information literacy as encompassed in the Senior Primary syllabus. They will understand the span of media and information sources and show basic evaluation skills when using them. They will understand the need for ethical behaviour (by both the creators and users of information). They will be able to use digital tools to create and communicate content. They can use e-mail services to receive, send, reply to and forward e-mail messages. They will have been introduced to the school library and have a basic understanding of how books are classified. They will have been introduced to a reasonable variety of literature and should show an appreciation for it. They will understand that there is a need for information and the management thereof.

On completion of the Junior Secondary phase of education in Information and Communication, learners are expected to be able to demonstrate a deeper understanding of what media entails and how to interact with media providers and will also engage with media to produce their own content. Their critical evaluation of media content and information will have been enhanced as well as their awareness of ethical conduct in both creating and using

media and information, whether they are printed, visual or digital. They will be aware of the dangers accompanying the era of connectivity. They will display advanced word processing skills, and will also be able to create presentations and produce publishing and other graphical products. Their appreciation of literature will have increased, and they will be able to locate and share information efficiently and ethically.

8. SUMMARY OF THE LEARNING CONTENT

Digital Literacy
1. Digital skills for the processing of information
2. Digital skills needed to create, share, and utilise knowledge
3. Social implications of using digital technologies
Media literacy
1. The culture of the media environment
2. Evaluation of media content in a variety of formats
3. Media ethics
Information literacy
1. Multiple forms of information sources
2. Locating and accessing information
3. Assessing the usefulness and relevance of information
4. Managing collected information

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.

Themes refer to those components of the subject that learners are required to study/master.

The **general objectives** are derived from the topic/skill 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. For skills-based themes, specific objectives indicate what learners should be able to do at the end of the year.

9.1. LEARNING CONTENT FOR GRADE 8 AND 9

THEME 1 DIGITAL LITERACY

GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.1 Digital skills for the processing of information		
develop skills for effective information management and retrieval	- Describe the basic components of ICT and their functions - hardware (input, output, storage) - software (operating systems, applications) - networks (Local Area Network - LAN, Wide Area Network - WAN) - internet - create organised folder structures for digital documents and files	- identify different types of storage devices (internal, external, cloud storage) - evaluate cloud storage platforms and their functionalities
understand the use of appropriate technology for educational and personal goals	- demonstrate the procedures to create, format, edit and print a word processing document using: - the thesaurus - columns - tables - bullets and numbers - WordArt - headers and footers - demonstrate the procedures to use publishing software to create, format, edit and print a document	- distinguish between a web browser and a search engine - use the following e-mail features: - reply all - carbon copy (cc) and blind carbon copy (bcc) - send an e-mail with an attachment - open an e-mail attachment - add a signature - send a delivery/read request - apply e-mail etiquette when sending an e-mail

GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.2 Digital skills needed to create, share, and utilise knowledge		
obtain digital skills needed to create, share, and use knowledge	use different digital content creation tools to develop creative multimedia products e.g. Canva, CapCut etc.	- analyse different online platforms and their suitability for sharing specific types of knowledge - educational platforms - social media platforms - utilise online collaboration tools to facilitate knowledge exchange and teamwork
1.3 Social implications of using digital technologies		
understand online safety and security issues	- define a computer virus - explain the causes of computer viruses - discuss the effects of a computer virus attack - explain different prevention measures for computer viruses	- identify and explain various common methods of cyberattacks such as: - hacking - phishing - social engineering - identity theft - spam and scams - analyse the potential impacts of cyberattacks - develop strategies for mitigating cyberattacks
understand the responsible use of technology	- analyse principles of digital citizenship for responsible and ethical online behaviour - discuss the balance between freedom of expression and the right to privacy	- define cyber bullying - explain the consequences of cyberbullying - explain measures on how to deal with and report cyber bullying - explore the concept of a digital footprint and how online activities can impact personal reputation - discuss strategies for maintaining a positive digital footprint

GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.4 Understanding the basics of Artificial Intelligence (AI) and Robotics		
- Understand the basics of Artificial Intelligence (AI) - understand robotics, its characteristics, and real-world applications	- define algorithm - explain how algorithms are created and how they work - identify different types of AI and how they work - identify the uses of AI in daily life - discuss advantages and disadvantages of different types of AI - define a robot - list key characteristics of a robot e.g. programmable, uses sensors, can move - Identify common types of robots e.g. in industrial, Hospitals, homes - give examples of where robots are used e.g. farming, medicine, factories	- identify different types of social media and explain their business models - discuss opportunities for use of AI in social media - evaluate the social impact of AI, e.g. photo tagging, speech recognition, behaviour modification and profiling - explain how sensors and actuators enable robot movement - describe applications of robotics in agriculture, healthcare, manufacturing, etc - discuss the benefits and limitations of using robots in different environments - discuss ethical considerations in robotics, including safety, job displacement, and autonomy

THEME 2: MEDIA LITERACY

GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.1 The culture of the media environment		
• demonstrate an understanding of how media can be used for civic participation • develop skills to interact responsibly and effectively with media providers • understand how to utilise media to enhance learning	• explain editorial independence • identify different types of media that can be used for civic participation (news media, social media, radio, newspapers, etc.) • discuss different ways to engage with the media providers in a responsible manner, such as: - letters to the editor - calling radio talk shows - commenting on social media posts - letter to the Media Ombudsman • discuss how different media formats can be used to enhance learning in different subjects: - text - audio - video - multimedia	• distinguish between plurality and diversity in media • explain how media can raise awareness about social issues (e.g. investigative journalism, social media campaigns) • demonstrate proper etiquette for communicating with media providers, such as: - professionalism - polite language use - clarity - accuracy
2.2 Evaluation of media content in a variety of formats		
• develop critical thinking skills to analyse and evaluate media content for informed decisions	• examine and compare various sources to evaluate reliability, validity and accuracy	• critically analyse misrepresentation and lack of representation of certain groups or issues in media

GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.3 Media ethics		
understand the ethical responsibility of generators and consumers of media	- identify key principles of media codes of ethics such as: - accuracy and fairness - privacy and respect - accountability and transparency - protecting children - respecting the law - avoiding harm	- explore strategies for identifying and reporting inappropriate media content such as: - cyberbullying - hate speech - misinformation and disinformation - content promoting violence - age-inappropriate content - discrimination or stereotypes - privacy violations

THEME 3 INFORMATION LITERACY

GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.1 Multiple forms of information sources		
develop an understanding of and appreciation for the importance of various sources of information	- identify the need for information - use key features of different information sources to gather information effectively, e.g.: - book (copyright, publisher, table of contents, index, glossary) - website (title, navigation bar, search function, author information, date of publication) - article (title, author, publication date, keywords, abstract) - Artificial intelligence (AI)	critically evaluate the strengths and limitations of different information sources to select the most appropriate ones for a specific research task
3.2 Locating and accessing information		
develop an understanding of information tasks and explore diverse methods to gather information for those tasks effectively	- define an information task - select a research topic for a specific information task and develop research questions - develop a research statement - use surveys, letters, interviews, and other forms of inquiry to retrieve primary and secondary information	- identify pre-existing knowledge as well as additional information necessary to solve a problem - read, listen and watch from all relevant and appropriate sources to gain an overview of a topic - follow/subscribe to forums, blogs and focus groups

GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.3 Assessing the usefulness and relevance of information		
know how to evaluate information critically	- apply the appropriate order for information: - chronological - alphabetical - topical	- examine and compare information from various sources to identify bias and evaluate source authority - distinguish between fact and opinion
3.4 Managing collected information		
- know how to acknowledge sources of information - organise information	- define plagiarism and copyright - explain the importance of citing sources - demonstrate proper use of in-text citations according to the latest American Psychological Association (APA) style of referencing - identify and organise main ideas and supporting details - summarise and paraphrase key information	- discuss different ways in which copyright infringement can occur in the digital world - discuss the potential consequences of copyright in Namibia (Act 6 of 1994) - apply the latest American Psychological Association (APA) style of referencing: - books - website - newspapers - categorise and classify information based on common themes - create graphic organisers (e.g., mind maps, timelines, flowcharts) to organise and represent information visually

10. ASSESSMENT

A learner-centred curriculum and learner-centred teaching encompasses 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

To capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must provide a reliable and valid assessment of 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 this subject 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 promote healthy habits of study
- assessment tasks help learners to solve problems intelligently by using what they have learnt
- the teacher uses the information to improve teaching methods and learning materials

Summative assessment is an assessment made at the end of the school year based on the accumulated total of the progress and achievements of the learner throughout the year in a given subject. The result of the summative assessment is a single end-of-year grade.

Informal and formal methods

The teacher must assess how well each learner is mastering the specific objectives described in the syllabus and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way and 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 only a limited range of specific objectives and therefore should not take up a great deal of time. Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson. **No end-of-term examinations may be written.**

Evaluation

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

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 to be awarded the grade. Grade descriptors must be developed for each subject for each year. Teachers in each department/section must 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 is 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, they must 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 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 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 require 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 requires learning support in most areas.
U	0-39%	Ungraded. The learner has not been able to reach a minimum level of competency in the specific objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.3 Conducting and recording assessment

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

10.4 Continuous assessment: detailed guidelines

For Information and Communication in Junior Secondary continuous assessment contributes 100% to the final mark.

Types of continuous assessment tasks

In Information and Communication in the Junior Secondary phase the continuous assessment tasks are as follows:

Projects: A project allows learners to complete an investigation into one of the themes/topics outlined in the syllabus. This type of investigation will enable the teacher and learner to pursue a topic in greater depth and in a more lively and creative way.

Topic tasks: Evaluate learners' abilities to apply their understanding of a topic to a new context or problem. A topic task can involve tasks such as writing essays, creating presentations, solving problems, conducting research projects, or participating in discussions. A topic task encourages critical thinking, analysis, and communication skills. They also provide a deeper insight into a learner's understanding of the topic beyond basic knowledge recall.

Topic tests: Measures a learner's knowledge and recall of factual information, key concepts, and principles related to a specific topic. Completed topics should be concluded with a test indicating the achievements of the learners in these topics.

Summary of continuous assessment tasks

Continuous assessment Grade 8						
	Term 1		Term 2		Term 3	
Components	Number & Marks	Total	Number & Marks	Total	Number & Marks	Total
Topic task	1 x 20	20	1 x 20	20	1 x 20	20
Topic test	1 x 20	20	1 x 20	20	1 x 20	20
Project			1 x 40	40	1 x 40	40
Term marks		40		80		80
Weighted term marks (report marks)		$(40 \div 0.4)$ 100		$(80 \div 0.8)$ 100		$(80 \div 0.8)$ 100

Continuous assessment Grade 9						
	Term 1		Term 2		Term 3	
Components	Number & Marks	Total	Number & Marks	Total	Number & Marks	Total
Topic task	1 x 20	20	1 x 20	20	1 x 20	20
Topic test	1 x 30	30	1 x 30	30	1 x 30	30
Project			1 x 40	40	1 x 40	40
Term marks		50		90		90
Weighted term marks (report marks)		$(50 \div 0.5)$ 100		$(90 \div 0.9)$ 100		$(90 \div 0.8)$ 100

The assessment tasks aim to test knowledge with understanding as well as application of knowledge (especially in computer skills).

ANNEXE 1: GLOSSARY OF TERMS

APA	a style in which to acknowledge the sources used to write an essay or assignment paper (American Psychological Association)
bias	an unfair dislike of something or somebody; an unfair preference for something or somebody
browser	a software application enabling a user to access the Internet
cite	recognising a source of information or of a quoted passage
client	any computer that is hooked up to a computer network
communication software	a program that makes it possible to send and receive data in a multitude of formats and using various channels (e.g., telephone lines or satellite transmission)
copyright	the legal right of creative artists or publishers to control the use and reproduction of their original works
cyberattack	a deliberate attempt to damage, steal, or gain unauthorised access to computer systems, networks, or data
cyberbullying	the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. It can happen through social media, text messages, chat rooms, or email
digital citizenship	the responsible and ethical use of technology. It involves using digital tools and platforms in a way that is safe, respectful, and contributes positively to the online community
digital footprint	the record of your online activities. This includes everything you post, share, or create online, along with the information others post about you
digital literacy	the ability to use technology to find, evaluate, create, and communicate information safely and responsibly
disinformation	false or misleading information that is spread intentionally to deceive people and it is often done with a specific agenda
end note	a note of comment or reference placed at the end of an article, chapter, book, or essay instead of at the bottom of a page
footnote	a note at the bottom of a page, giving further information about something mentioned in the text above. A reference number or symbol is usually printed after the relevant word in the text and before the corresponding footnote
footer	automatically inserted text that appears below the main text on each page of a computer-generated document; can include a page number

genre	a classification of literature according to the style of writing: it can be fiction, non-fiction, prose, poetry or media
header	automatically inserted text that appears as a heading on each page of a computer-generated document; can include a page number
ICT	use of digital tools, such as computers and the internet, to store, share, and process information
ICT literacy	the ability to effectively use and operate ICTs like computers, software, and the internet
information literacy	the ability to find and use information effectively and appropriately
information task	any activity where you need to find and use information to achieve a specific goal
internet	a computer network consisting of a worldwide network of computer networks to facilitate data transmission and exchange
media	the means to communicate information
media literacy	the ability to understand how media work, how they produce meanings, how they are organised, and how to use them wisely
misinformation	false or inaccurate information that is spread unintentionally by people who believe it to be true
network	a system of two or more computers/devices linked together to exchange data
plurality	the existence of groups with different ethnic, religious, or political backgrounds within one society
plagiarism	the act of using someone else's work, ideas, or words without proper permission or credit, presenting them as your own
presentation software	a computer software package used to display information, normally in the form of a slide show – which typically consists of a combination of text and graphics
primary source	an original source of information
robot	is a programmable machine that can carry out tasks automatically. It uses sensors to detect its environment, processes information, and performs actions
search engine	a software system that is designed to search for specified key words and retrieves documents or files or data from a database or a network (especially the World Wide Web)
server	a computer that provides client nodes with access to files and shared hardware resources on a computer network

ANNEXE 2: ASSESSMENT RECORD SHEET FOR GRADE 8

Assessment record sheet: Information and Communication					Grade:.....					Year.....					
School.....					Teacher.....										
Name of Learner	Term 1				Term 2					Term 3				Promotional CA	
	Topic Task	Topic Test	Total Term 1 Mark	Weighted Term Mark(40÷0.4)	Topic Task	Topic Test	Project	Total Term 2 Mark	Weighted term mark (80÷0.8)	Topic Task	Topic Test	Project	Total Term 3 Mark	Total (T1 +T2 + T3)	Total CA (200÷2)
	20	20	40	100	20	20	40	80	100	20	20	40	80	200	100
Term 1 Moderator: Rank: Signature:..... Date:				Term 2 Moderator: Rank: Signature:..... Date:					Term 3 Moderator: Rank: Signature:..... Date:						

Assessment record sheet: Information and Communication								Grade:.....		Year.....						
School.....								Teacher.....								
Name of Learner	Term 1				Term 2						Term 3				Promotional CA	
	Topic Task	Topic Test	Total Term 1 Mark	Weighted Term Mark(50÷0.5)	Topic Task	Topic Test	Project	Total Term 2 Mark	Weighted term mark (90÷0.9)	Topic Task	Topic Test	Project	Total Term 3 Mark	Total (T1 +T2 + T3)	Total CA (230÷23×10)	
	20	30	50	100	20	30	40	90	100	20	30	40	90	230	100	
Term 1 Moderator: Rank: Signature:..... Date:				Term 2 Moderator: Rank: Signature:..... Date:					Term 3 Moderator: Rank: Signature:..... Date:							



The National Institute for Educational Development

Private Bag 2034

Okahandja

Namibia

Telephone: +264 62 509000

Facsimile: +264 62 509073

E-mail: media@nied.edu.na

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