



Republic of Namibia

MINISTRY OF EDUCATION

JUNIOR SECONDARY PHASE

KEYBOARD AND WORD PROCESSING SYLLABUS

GRADES 8 - 10

2010

Ministry of Education
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Keyboard and Word Processing Syllabus Grades 8 - 10

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Keyboard and Word Processing in the Junior Secondary Phase. As a subject, Keyboard and Word Processing is within the Technological area of learning in the curriculum, but has thematic links to other subjects across the curriculum. In the Technological area of learning, learners acquire skills about technology that include 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.

The aims, learning objectives, and basic competencies which overlap between subjects are amongst the essential learnings within the curriculum as a whole.

- 1.1 The syllabus is organised to enable teachers to work in a systematic way which will permit learners to acquire skills at optimum speed and with a progressive increase in the level of difficulty.
- 1.2 It is also organised in such a way that the preparation of schemes of work and daily planning can be coordinated, making the most effective use of time and resources.
- 1.3 The syllabus is structured in such a way that teachers can consolidate work done in previous grades as well as providing enriched teaching.
- 1.4 The syllabus gives an outline of the required competencies in each grade providing teachers with a useful basic guide to the drawing up of a scheme of work and doing assessment.

Under optimal circumstances, this subject would need 4 periods in a 5 day cycle or 5 periods in a 7 day cycle.

2. RATIONALE

Keyboard and Word Processing is the acquisition of skills and a high degree of expertise in operating a computer/word processor in order to obtain the prescribed degree of productivity. The application of computers/word processors has become an integral part of the present-day society, and the skills to use a word processor/computer is a major requirement for many vocations and contributes to efficiency in many other spheres.

Keyboard and Word Processing aims to:

- instill in the learners a basic knowledge of the computer/word processor and enable them to utilize it;
- develop relevant techniques and skills in order to produce accurate documents at a high speed;
- give the learners a good understanding of the importance of keyboard skills in the business world in general, and consequent contribution to effective management;
- develop, as appropriate, skills of numeracy, literacy, interpretation, presentation and keyboard use;
- enable the learner to use the computer/word processor in his/her vocation;
- produce typists who can copy from print or manuscript, documents and tabulated work, and do simple, general typing work;
- develop the logical thought processes and analytical abilities of learners.

3. COMPETENCIES AND LEARNING OUTCOMES

On entry to the Junior Secondary Phase, all learners are expected to be able to read, write, calculate and communicate in English.

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

A small number of learners have special educational needs to a degree which requires greater individual attention or resources. Some will have handicaps which do not necessarily limit cognitive and affective learning and development, e.g. visually impaired, hearing impaired and physically challenged. Learners who are intellectually impaired, or have Attention Deficit Disorder, will have very differing competency profiles. Teaching, materials and assessment for these learners will be more specifically adapted in inclusive classes.

On completing Grade 10, the learners will be computer literate and can type at a minimum speed of 20 w.p.m.

4. PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE

The essential features of Keyboard and Word Processing in the Junior Secondary phase include the following:

- 4.1 The acquisition of skills and a high degree of expertise in operating a computer in order to obtain the prescribed degree of productivity.
- 4.2 Providing learners with basic skills of keyboarding and computer literacy to continue on Senior Secondary level or entering the job market.
- 4.3 Developing, as appropriate, skills of numeracy, literacy, lay-out and keyboard use.
- 4.4 Developing the essential characteristics of efficient typists which include logical thought processes, neatness, orderliness, thoroughness and accuracy.

5. GENDER ISSUES

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 equity. During presenting the subject teachers should be gender sensitive and balanced.

6. LOCAL CONTEXT AND CONTENT

Keyboard and Word Processing will be most relevant and meaningful for learners if it is used in relation to their immediate environment. Although Keyboard and Word Processing is universal, it is only by local contextualisation and application that learners will understand and appreciate the uses of Keyboard and Word Processing. Where textbooks can only give general examples, it is up to the teacher to use local examples instead.

7. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues including Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD) and Information and Communication Technology (ICT) 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 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 from globalisation

Links in this syllabus to cross-curricular issues:

Cross curricular issues	
HIV and AIDS	Collection of information from Internet or media and used in typing paragraphs in Grade 8. Collection of statistics and used in typing Tabular Statements in Grade 10.
Population Education	Information retrieval on this topic from the Internet or collection of information from media. This information could be used to type paragraphs in Grade 9
Human Rights and Democracy Education	Information retrieval from the Internet or collection of information from media. This information could be used to type paragraphs in Grade 10
Environmental Learning	Information retrieval from the Internet or media and applied in typing text in documents.

8. APPROACH TO TEACHING AND LEARNING

8.1 Guidelines for Learner-Centred Education

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

The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, 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 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, 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.

8.2 Guidelines for implementing Cross-curricular Themes

- 8.2.1 Retrieve information from the Internet or collect from media on different Cross-curricular topics and use this for typing text on different topics in the syllabus.
- 8.2.2 Use any letter or essays from any language, already been marked, and type it on the computer, using own creativity within the display rules.
- 8.2.3 Use menus created in Home Economics and type it on the computer, using own creativity by inserting Word Art and Clip Art.

9. OVERALL PLAN OF THE SYLLABUS

THEMES AND TOPICS	GRADE 8	GRADE 9	GRADE 10
1. THEORY	Advantages and value of subject Identify hardware components applicable in this grade: monitor, keyboard, system unit including drives and memory, mouse and printer Explain operational and application software Advantages of touch typing vs sight typing Maintenance	Recognise and explain hardware components: monitor, keyboard, system unit including drives and memory, mouse and printer Distinguish between different software packages Maintenance	Recognise and explain the following peripherals: scanner, internet, modem, e-mail, facsimile (fax) Maintenance
2. STORAGE DEVICES	Difference between floppy and hard disks Formatting a disk Maintenance of floppy disk	Write protection Formatting of disks Copying from hard drive to floppy drive	Usefulness of making back-ups Archive files Copying of a disk from one to another
3. APPLICATION SOFTWARE	Opening and closing of a word processing program The display area and status area of the screen Create files and folders	Different methods to open a Word Processing program Create files and folders	Find files and folders

THEMES AND TOPICS	GRADE 8	GRADE 9	GRADE 10
4. KEYBOARD MASTERING	Open the document window Position of cursor Keyboard mastering: letters (l/c and u/c) and figures Shortcut keys to move cursor Apply certain editing functions applicable to this grade in individual sentences	Apply knowledge and skills obtained in previous grade Keyboard practice with increased accuracy and speed Additional signs: @, \$, , +, =, .!, ? Short cut keys to move cursor Apply previous knowledge on editing including cut, copy and paste	Apply knowledge and skills obtained in previous grades Keyboard practice with increased accuracy and speed Roman numerals [1 - 20] Shortcut keys to move cursor Apply previous knowledge on editing including search and replace
5. PARAGRAPHS	Page setup functions Numbered and unnumbered main paragraphs Simple manuscript signs: u/c, sp.u/c, l/c, und, 10°, 15°, s/s, d/s, del, cent, the (/), NP Hyphenation of words	Page setup functions Main paragraphs with or without numbers and headings Sub-paragraphs with or without headings Sub-sub-paragraphs with numerical numbering Additional manuscript signs: bold, ital, trs, stet, insert, run on, sp, in full, #, close up Hyphenation of words	Page setup functions Main paragraphs with or without numbers and headings Sub-paragraphs with or without numbers and headings Sub-sub-paragraphs with roman numerals and alphabetical numbering All manuscript signs
	Paragraphs on HIV and AIDS	Paragraphs on Population Education	Paragraphs on Human Rights and Democracy

THEMES AND TOPICS	GRADE 8	GRADE 9	GRADE 10
6. CORRESPONDENCE		Business letter on one A4 page Create a letterhead Use a pre-designed letterhead	Business letter with continuation page Create a letterhead Use a pre-designed letterhead Database and merging
7. TABULATION	Use tab stops to enter words/figures in columns	Elementary open and encased tabular statements	Advanced open and encased tabular statements with manuscript signs and footnotes
8. ENTERING OF DATA IN ANY OTHER LANGUAGE	Paragraphs in Namibian and Foreign language excluding English (100 words) Symbols and Additional characters	Paragraphs in Namibian and Foreign language excluding English (150 words) Symbols and Additional characters	
9. CENTRING	Centring of words and phrases Simple Advertisements	Menus in centred format on A4 paper	Advanced menus A4 on a blank A4 paper or pre-designed letterhead Concert programmes (Portrait)
10. PROOF-READING, SPELL CHECK & PUNCTUATION	Proofread own documents	Retrieve document, proof-read and correct errors (250 words)	Retrieve document, proof-read and correct errors (350 words)
11. SPEED AND ACCURACY	Speed test - minimum speed 10 w.p.m.	Speed test - minimum speed 15 w.p.m.	Speed test - minimum speed 20 w.p.m.

10. LEARNING CONTENT

Note: All basic competencies are applicable to the visually impaired learners except for those parts printed in bold.

THEMES /TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
1. THEORY	- realise the value and importance of the subject - be introduced to hardware and software - care for and maintain the computer - realise the importance of touch typing vs sight typing and the correct posture	- explain the advantages and value of the subject - identify the following hardware components: monitor, keyboard, system unit including drives and memory, mouse and printer - explain operational and application software - name the maintenance rules - explain the advantages of touch typing vs sight typing - apply the correct posture and position of fingers	- - recognise and explain the following components of a computer: monitor, keyboard, system unit including drives and memory, mouse and printer - distinguish between different software packages - take care of the computer and apply the maintenance rules	- - recognise and explain the following peripherals: internet, e-mail, modem, scanner, facsimile (fax) - take care of the computer and apply the maintenance rules

THEMES /TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
2. STORAGE DEVICES	demonstrate an understanding of the different storage devices and the handling of such devices	- distinguish between a floppy and a hard disk - name and apply the rules for the maintenance of a floppy disk - format a disk - save on a floppy disk	- explain “write protection” - format a disk - copy from the hard drive to a floppy disk	- explain the usefulness of making back-ups - define archive files - copy a diskette from one to another
3. APPLICATION SOFTWARE	learn about application packages and how to use a word processing package	- switch on a computer and open a word processing program - distinguish between the display area and status area of the word processor screen - create files and folders - exit a program and shut down a computer	- use all the different methods of opening a word processing program - distinguish between the display area and status area of the word processor screen - create files and folders - exit a program and shut down a computer	- use all the different methods of opening a word processing program - distinguish between the display area and status area of the word processor screen - use a word processing package and find files and folders - exit a program and shut down a computer

THEMES /TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
4. KEYBOARD MASTERING	master the keyboard, special signs, roman numerals and function keys	- open the document window and indicate the position of the cursor - type all letters (u/c & l/c) and figures with a high degree of accuracy - apply touch typing - apply the following editing functions: amend margins, set font, change font size, select and apply bold, italics and underline, delete and insert text, change case and alignment of text in individual sentences - apply all shortcut keys to move the cursor - load, save, print and close a document	- apply the knowledge and skills obtained in Grade 8 - master the typing of all letters, figures, special signs with increased accuracy and speed - apply editing knowledge and skills achieved in Grade 8 including cut, copy and paste in paragraphs - apply all shortcut keys to move the cursor - load, save, print and close a document	- apply the knowledge and skills covered in previous grades - master the typing of roman numerals [1 – 20] - apply function/ shortcut keys - apply previous editing knowledge and skills including search and replace in documents - apply all shortcut keys to move cursor - open, save, print and close a document

THEMES /TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
5. PARAGRAPHS (BLOCK PARAGRAPHS)	learn the rules of display and apply them in creating different paragraphs	- set the page layout, line spacing and margins - apply the rules of display and type main paragraphs with or without numbers apply the hanging indent function - execute the following simple manuscript signs: u/c, sp. u/c, l/c, s/s, d/s, 1", 1.5", bold, ital, und, cent, del, / (the), font and font sizes, NP	- set the page layout, line spacing and margins - apply the rules of display and type the following paragraphs: main paragraphs with or without numbers and headings; sub-paragraphs with or without numbers and headings; sub-sub-paragraphs with numerical way of numbering apply the hanging indent function - execute simple manuscript signs covered in Grade 8 including stet, trs, insert, run on, sp, in full, letter spaces, #, close up	- set the page layout, line spacing and margins - apply the rules of display of different paragraphs covered in previous grades including sub-sub paragraphs (with or without a colon) with roman numerals and alphabetical numbering apply the hanging indent function - apply previous knowledge using all manuscript signs - apply text wrapping break at the date, figures, initials and surname

THEMES /TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
		collect information on HIV and AIDS either from the Internet or media and type this information in paragraphs	collect information on Population Education either from the Internet or media and type this information in numbered paragraphs	collect information on Human Rights and Democracy Education either from the Internet or media and type this information in paragraphs
6. CORRESPONDENCE	learn how to create a business letter on a blank A4-paper and a letterhead		- set the margins and line spacing - use a table to type the sender's address and date - apply the display rules and type a business letter on a blank A4-paper - use different fonts and font sizes to create simple letterheads	- set the margins and line spacing - use a table to type the sender's address - apply the display rules and type a business letter with a continuation page using a catchword, continuation page, enclosures and advanced manuscript signs - use "Word Art" to create advanced letterheads

THEMES /TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
	learn to create a database and do merging		- apply the display rules and enter data on a pre-designed letterhead (template) - use the right alignment tool to align the address/date on the right hand side	- apply the display rules and enter data on a pre-designed letterhead (template) - use the right alignment tool to align the address/date on the right hand side - insert a page break - set up a simple database using MS Word - create fields (maximum of 6 fields) - enter data into the fields - create a main document - edit records - merge letters (only two merged letters)

THEMES /TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
7. TABULATION	learn to type tabular work on A4 portrait	- set the tab stops on the given units - enter words/figures in columns at various units	- create open and encased elementary tabular statements by using one of the following methods: - using calculations and tables (MS Office 98) - using tables without calculations (MS Office 2000 or 2003)	- create open and encased advanced tabular statements including footnotes by using one of the following methods: - using calculations and tables (MS Office 98) - using tables without calculations (MS Office 2000 or 2003)
8. ENTERING OF DATA IN ANY OTHER LANGUAGE	type a paragraph(s) in any other language	- set line spacing - set margins - insert additional characters using symbols or ASCII codes, e.g. ê, ö etc. - type a paragraph(s), consisting of 100 words in any Namibian or Foreign language excluding English [5 strokes = 1 word]	- set line spacing - set margins - insert additional characters using symbols or ASCII codes - type a paragraph(s) consisting of 150 words in any Namibian or Foreign language excluding English	

THEMES /TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
9. CENTRING	do vertical and horizontal centring on an A4-page	- centre words between margins and across an A4-page - create simple advertisements - select text - apply the centring format	- create menus on A4 paper - select text - apply the centring format	- create advanced menus in centred form on a blank A4 paper - arrange the dishes on the menu in the correct sequence - create concert programmes on A4 paper (portrait only) - select text - apply the centring format - use “Word Art” and Clip Art” to create letterheads use pre-designed letterheads and enter data of menus and programmes
10. PROOF-READING Visually impaired: See page 20	learn to identify and correct deliberately made errors of spelling and punctuation within one task	proof read own documents and correct errors before printing	retrieve the saved document with errors	retrieve the saved document with errors

THEMES /TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:		
		GRADE 8	GRADE 9	GRADE 10
			- identify, correct and underline the deliberately made errors of spelling and punctuation on the retrieved document within one task, with reference to a correct hard copy (length: 250 words) - print the correct answer	- identify, correct and underline the deliberately made errors of spelling and punctuation on the retrieved document within one task, with reference to a correct hard copy (length: 350 words) - print the correct answer
11. SPEED AND ACCURACY Visually Impaired: See Page 19 for time allocation	acquire the skill, speed and accuracy to key in a printed passage in simple language	- set line spacing; - set margins; - type a printed passage(s) in simple language <i>Teachers should make provision for speeds of 10 and 15 w.p.m. within a set time limit of 10 minutes. A minimum speed of 10 w.p.m. is required. Block form in 1,5 line spacing with margins of 1" or 2,5 cm</i>	- set line spacing; - set margins; - type a printed passage(s) in simple language <i>Teachers should make provision for speeds of 15, 20 and 25 w.p.m. within a set time limit of 10 minutes. A minimum speed of 15 w.p.m. is required. Block form in 1,5 line spacing with margins of 1" or 2.5 cm</i>	- set line spacing - set margins; - type a printed passage(s) in simple language <i>Teachers should make provision for speeds of 20, 25 and 30 w.p.m. within a set time limit of 10 minutes. A minimum speed of 20 w.p.m. is required. Block form in 1,5 line spacing with margins of 1" or 2,5 cm</i>

11. ASSESSMENT

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

11.1 Continuous assessment

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

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

11.2 Formative and summative assessment

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

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

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

11.3 Informal and formal methods

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

When it is necessary to structure assessment more formally, the teacher should as far as possible use the same sort of situation as ordinary learning and practice situations to assess the competency of the learner. The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a great deal of time. Short tests in any subject should be limited to part of a lesson and only exceptionally use up a whole lesson. End-of-term tests should only be written in the first lesson of the day, so that teaching and learning can continue normally for the rest of the time.

In Grade 10 a mock examination may be held to learn examination skills and to identify areas of the syllabus which may need extra attention. Mock examinations only serve a useful purpose if they are used as a learning experience in how to organise oneself, how to read the paper, how to interpret and answer examination-type questions, and how to allocate time in an examination. This involves the teacher going through the paper systematically with the class when their answers are returned.

11.4 Evaluation

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

11.5 Criterion-referenced grades

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

11.6. Grade descriptors in the Junior Secondary Phase

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

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

11.7 Conducting and recording assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework, and short tests on completion of a topic may be recorded for continuous assessment. Non-promotional subjects in the Upper Primary and Secondary grades should be assessed through informal continuous assessment methods and letter grades awarded directly. These grades must be reported to the parents on the termly school report, but will not count for promotion purposes.

11.8 Assessment Objectives

The assessment objectives for Keyboard and Word Processing are:

Speed and Accuracy: Learners should be able to type a compulsory speed test according to the requirements as set out in the syllabus.

Displaying of Assignments correctly: Learners should be able to type and display correctly a variety of documents from handwritten or typewritten drafts.

Proofread and correct documents: Learners should be able to identify and correct on screen errors of spelling and punctuation within one task with reference to a correct copy.

11.9 Continuous Assessment: Detailed guidelines

Continuous assessment at Junior Secondary level consists of informal and more formal assessment. The table in 11.9.2 specifies how formal assessments are required for assignments, projects and shorter tests, in order to give an overall picture of the learner's knowledge and skills.

11.9.1 Types of Continuous Assessment

Topic assignments: One typing assignment on each topic should be set and marked. Marks should be allocated for accuracy and display.

Topic tests: A theoretical/practical test will be given after completion of a topic. All tests should be set according to production typing principles.

End of term test: A theoretical/practical test will be given at the end of each term covering those topics not covered in the topic tests. The tests should be set according to production typing principles.

11.9.2 Summary of Continuous Assessment Tasks

CONTINUOUS ASSESSMENT GRADES 8 & 9						
COMPONENTS	TERM 1		TERM 2		TERM 3	
	Number & Marks	Total	Number & Marks	Total	Number & Marks	Total
Topic Assignments	4 x 30	120	4 x 30	120	2 x 30	60
Topic Tests	2 x 20	40	2 x 20	40	2 x 20	40
End of Term Tests	1 x 40	40	1 x 40	40		
Term Marks		200		200		100
Weighted Term Marks		(200 ÷ 2) 100		(200 ÷ 2) 100		100

CONTINUOUS ASSESSMENT GRADE 10				
COMPONENTS	TERM 1		TERM 2	
	Number & Marks	Total	Number & Marks	Total
Topic Assignments	4 x 30	120	4 x 30	120
Topic Tests	2 x 20	40	2 x 20	40
End of Term Tests	1 x 40	40	1 x 40	40
Term Marks		200		200
Weighted Term Marks		(200 ÷ 2) 100		(200 ÷ 2) 100

11.10 End of year examinations: Detailed guidelines

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

There will be an external examination at the end of Grade 10. The purpose of the examination is to assess how far each learner can demonstrate their achievement in reaching the competencies as a preparation for everyday life and for further studies or training, and to what extent the system as a whole is enabling learners to achieve optimally.

WRITTEN EXAMINATION GRADES 8-10			
Grade	Description of papers	Duration	Marks
8	Section 1: Timed Accuracy Test	10 minutes	40
	Section 2: Text Layout of prescribed assignments	100 minutes	140
	Section 3: Any other Language	10 minutes	20
9	Section 1: Timed Accuracy Test	10 minutes	40
	Section 2: Text Layout of prescribed assignments	100 minutes	140
	Section 3: Proof-read and correct errors	10 minutes	20
10	Section 1: Timed Accuracy Test	10 minutes	40
	Section 2: Text Layout of prescribed assignments	100 minutes	140
	Section 3: Proof-read and correct errors	10 minutes	20

11.11 Promotion marks

In Grades 8-10, Continuous Assessment contributes 35% of the summative mark. The weighting of each assessment component is as follows:

Component	Description	Marks	Weighting
Written Examination	Section 1: Speed and Accuracy	20	10%
	Section 2: Text Layout	90	45%
	Section 3: Other language/Proof-reading	20	10%
Continuous Assessment	Topic Assignments, Topic Tests, End of Term Test	70	35%
TOTAL MARKS		200	100%

The promotion marks are calculated as follows:

PROMOTION MARK FOR GRADES 8 & 9				
Term Mark	Term 1	Term 2	Term 3	Total
	200	200	100	500
CA mark	$(500 \div 50) \times 7$			70
End-of-year examination				130
Promotion Mark	$(\text{CA Mark} + \text{End-of-Year Examination}) \div 2$ $(200 \div 2)$			100

PROMOTION MARK FOR GRADE 10			
Term Mark	Term 1	Term 2	Total
	200	200	400
CA mark	$(400 \div 40) \times 7$		70
End-of-year examination			130
Promotion Mark	$(\text{CA Mark} + \text{End-of-Year examination}) \div 2$ $(200 \div 2)$		100

11.12 Specification Grids

The test specification grid below indicates the weighting allocated to each objective for End of Term Test and the Written Examination.

ASSESSMENT OBJECTIVE	WEIGHTING
1. Speed and accuracy	20%
2. Text layout	70%
3. Other language/Proof-reading	10%
TOTAL	100%

The specification grid below indicates the weighting allocated to each objective for Continuous Assessment.

ASSESSMENT OBJECTIVE	WEIGHTING
1. Speed and accuracy	20%
2. Text layout	70%
3. Other language/Proof-reading	10%
TOTAL	100%

Section 1: Timed Accuracy Test

A compulsory accuracy test according to the syllabus requirements will be set.

Time: 10 minutes (*Visually impaired: 15 minutes*)

Marks: 20 % of total marks = 40 marks

Pass mark: 40 % of 40 marks = 16 marks

Marks will be allocated according to the prescribed schedule (Annexure I).

NOTE: Grade 8 will not be marked according to the schedule, only 2 marks per error will be deducted.

Section 2: Text Layout of Prescribed Assignments

Marks: 70 % of total marks = 140 marks

Marks for different types of questions should be allocated as follows:

Proof-reading and any other language: 100 % for accuracy

Tabular work:	50 %	for accuracy
	50 %	for display
	80 %	<i>for accuracy (Visually impaired)</i>
	20 %	<i>for display (Visually impaired)</i>

All other questions: Grade 8	80 %	for accuracy
	20 %	for display

Grade 9 & 10	70 %	for accuracy
	30 %	for display

(See Annexure 1 for distinction between accuracy and display errors)

Section 3: Proof-Read and Correct Errors (Only Grade 9 And 10)

Marks: 10 % of total marks = 20 marks

With reference to a correct copy, identify and correct, on a document saved on diskette, 'deliberate errors' of spelling and punctuation within one task. Print out the corrected copy.

Visually impaired: With reference to a brailled copy, identify errors of spelling, numbering these errors, type the correct word and print a copy.

ANNEXE 1 - DISTINCTION BETWEEN ACCURACY AND DISPLAY ERRORS

It is important to distinguish between accuracy and display errors because they are penalised differently. Repetitive errors are penalised to a maximum of twice per question.

1. Display Errors

Where an error is caused by a lack of knowledge of the typing rules, it is regarded as a display error.

1.1 Incorrect Letter Spacing

1.2 Line Spacing

1.2.1 Incorrect line spacing.

1.2.2 Typing stopped too high on page.

1.2.3 Typing stopped too low down on page.

1.2.4 Too many or too few lines left for a signature.

1.2.5 When double-line spacing has not been left between leader dots on which information is to be filled in.

1.2.6 Not carrying out manuscript instructions with regard to display.

1.3 Headings (Main and Paragraph)

1.3.1 Incorrectly centred.

1.3.2 Heading blocked when centring is required or vice versa.

1.3.3 Heading in incorrect print type.

1.4 Print Type

1.4.1 Incorrect print type in main or paragraph headings.

1.4.2 Print type not according to manuscript instructions.

1.4.3 Not in capitals when required.

1.5 Incorrect Margins

1.5.1 Width of margins not set according to specified rules or manuscript instructions.

1.6 Incorrect Vertical Centring

1.7 Incorrect Paper Sizes

1.8 Completion of Forms/Documents

1.8.1 Given information typed too high or too low on leader dots.

1.8.2 If information does not begin on first leader dot.

1.9 Horizontal and Vertical Lines

1.9.1 Incorrect encasing whether horizontal or vertical lines.

1.9.2 Letter spaces on both sides of vertical lines not the same.

1.10 Figures

1.10.1 Figures not typed under units when it is a requirement.

1.10.2 The dash (-) instead of a zero not typed under the unit figure.

1.11 Interpretation

- 1.11.1 In the case of an incorrect interpretation in manuscript work, it must be determined whether the manuscript instruction was a display instruction or not.

2. Accuracy Errors

2.1 Stroking Errors

- 2.1.1 Incorrect character(s) typed.
- 2.1.2 Character(s) omitted or added.
- 2.1.3 A letter space left out or added (figures included).
- 2.1.4 Incorrect repetition of a letter(s) or word(s).

2.2 Spelling Errors

2.3 Endeavouring to Correct an Error by

- 2.3.1 Overstriking
- 2.3.2 Erasure by any means.

2.4 Inconsistency: Certain Rules Sporadically Deviated From

- 2.4.1 If the same display rule is not continuously deviated from, it shows that the error is as a result of negligence rather than as a result of lack of knowledge and is therefore regarded as an accuracy error, e.g. if there is sometimes only one space left after a full stop at the end of a sentence.

2.5 Interpretation

- 2.5.1 Manuscript signs that do not indicate display, incorrectly interpreted, e.g. stet, trs, del are accuracy errors.

2.6 Incorrect Word Hyphenation at the End of a Line

2.7 Metric and Other Symbols

- 2.7.1 Incorrect use of a letter spacing in metric and other symbols.

2.8 A Character Typed on the Incorrect Typing Line

ANNEXE 2: Assessment Record Sheet for Grades 8 & 9

ASSESSMENT RECORD SHEET KEYBOARD AND WORD PROCESSING								Grade:		Year:					
School:								Teacher:							
Name of Learner	Term	Topic Assignments				Topic Test		End of Term Test	Term Marks		Weighted Term Mark	Total of Term Marks	CA Mark (500÷50x7)	End-of-year Examination	Promotion Mark (200÷2)
		30	30	30	30	20	20		200	100					
	1														
	2														
	3														
	1														
	2														
	3														
	1														
	2														
	3														
	1														
	2														
	3														
	1														
	2														
	3														

ANNEXE 3: Assessment Record Sheet for Grade 10

ASSESSMENT RECORD SHEET KEYBOARD AND WORD PROCESSING								Grade:		Year:		
School:								Teacher:				
Name of Learner	Term	Topic Assignments				Topic Test		End of Term Test	Term Marks	Weighted Term Mark	Total of Term Marks	CA Mark (400÷40x7)
		30	30	30	30	20	20	40	200	100	400	70
	1											
	2											
	1											
	2											
	1											
	2											
	1											
	2											
	1											
	2											
	1											
	2											
	1											
	2											
	1											
	2											

ANNEXE 4 - MARK SCHEME FOR SPEED AND ACCURACY

SCHEDULE: Mark scheme for speed and accuracy with a 10 minute time limit.

	W.p.m.	10		15		20		25		30		35		40		45	
No of errors	Marks	20	40	20	40	20	40	20	40	20	40	20	40	20	40	20	40
1		18	35	19	37	19	38	19	38	19	38	19	38	19	38	19	38
2		15	30	17	34	18	35	18	36	18	36	18	36	18	36	19	38
3		13	26	16	31	16	33	17	34	17	34	17	34	18	36	18	36
4		11	21	14	28	15	30	16	31	16	32	17	34	17	34	17	34
5		<u>8</u>	<u>16</u>	13	25	14	28	15	29	15	30	16	32	16	32	17	34
6		6	11	11	22	13	26	13	27	14	29	15	30	15	30	16	32
7		3	6	10	19	12	23	12	25	13	26	14	28	15	30	15	30
8		1	2	<u>8</u>	<u>16</u>	10	21	11	23	12	24	13	26	14	28	15	30
9		0	0	7	13	9	18	10	20	11	22	12	24	13	26	14	28
10				5	10	<u>8</u>	<u>16</u>	9	18	10	20	11	22	12	24	13	26
11				4	7	14	<u>8</u>	<u>16</u>	9	19	11	22	12	24	13	26	26
12				2	4	6	11	7	14	<u>8</u>	<u>16</u>	10	20	11	22	12	24
13				1	1	5	9	6	12	7	14	9	18	10	20	11	22
14				0	0	3	6	5	10	6	12	<u>8</u>	<u>16</u>	9	18	11	22
15						2	4	4	7	5	10	7	14	9	18	10	20
16						1	2	3	5	4	8	6	12	<u>8</u>	<u>16</u>	9	18
17						0	0	1	3	3	6	5	10	7	14	9	18
18								0	0	2	4	5	10	6	12	<u>8</u>	<u>16</u>
19										1	2	4	8	6	12	7	14
20										0	0	3	6	5	10	7	14
21												2	4	4	8	6	12
22												1	2	3	6	5	10
23												0	0	3	6	5	10
24														2	4	4	8
25														1	2	3	6
26														0	0	3	6
27																2	4
28																2	4
29																1	2
																0	0

NUMBER OF ERRORS TO PASS

10 w.p.m.	100 words	5 %	:	5 errors
15 w.p.m.	150 words	4 %	:	8 errors
20 w.p.m.	200 words	5 %	:	10 errors
25 w.p.m.	250 words	5 %	:	11 errors
30 w.p.m.	300 words	4 %	:	12 errors
35 w.p.m.	350 words	4 %	:	14 errors
40 w.p.m.	400 words	4 %	:	16 errors
45 w.p.m.	450 words	4 %	:	18 errors



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