



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

LIFE SKILLS SYLLABUS

GRADE 8 & 9

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

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Life Skills syllabus Grade 8 & 9

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Life Skills in the Junior Secondary phase level. As a subject Life Skills is within the Humanities areas of learning in the curriculum, but has thematic links to other subjects across the curriculum.

2. RATIONALE

Life Skills as a subject is a way of making meaning out of life with the focus on the optimal, holistic development of all learners.

The particular features of Life Skills at this phase are that learners should:

- have a clear idea of their identity
- apply knowledge in decision making
- be able to function effectively
- be socially responsible
- cultivate and strengthen morals and values

3. AIMS

Life Skills promotes the following aims in the curriculum:

- emphasise career guidance, holistic wellness and civic affairs
- prepare the learner holistically for life and their future
- promote and foster the highest moral and ethical values
- develop and enhance respect and tolerance towards other people in all spheres of life
- encourage the teaching of cross-curricular topics
- provide orientation, exploration, and development of skills, values and attitudes through self-awareness and a positive self-image

4. INCLUSIVE EDUCATION

Life Skills has a layered syllabus with competencies on different achievement levels to cater for learners with learning difficulties. This will empower learners to achieve and extend their personal potential to contribute positively to society and to cope with and respond to the challenges in their world. Learners in need of additional support will receive learning support by the teacher during the lesson.

Intellectually gifted learners should be catered for through challenging activities and enrichment information. Extra work on the same level as that of other learners cannot be considered as enrichment activities.

Teachers should ensure that learners with hearing impairments are placed in such a way to benefit maximally from the learning opportunities provided. Verbal information should also be provided in written form to learners with hearing impairments.

Learners who are so severely impaired that they cannot benefit from attending mainstream schools will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join a mainstream school structure, if possible. The *Inclusive Education Curriculum Framework (2023)* specifies the competencies which learners with special learning needs should master. Individual Education Plans (IEPs) should be in place to guide and evaluate the individual learning process for learners with special learning needs.

Further guidelines on planning for learning and teaching in an inclusive classroom can be found in the *Inclusive Education Curriculum Framework (2023)*. These guidelines will help to equip ALL learners with knowledge, skills and attitudes to help them succeed in the world that is increasingly complex, rapidly changing and rich in information and communication technology.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues include Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety. These 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 if we do not adhere to road safety measures

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following are links to cross-curricular issues:

Cross-curricular issues	Grade 8	Grade 9
Environmental Learning	Cultural identities	Learning styles
HIV and AIDS	Breaking the HIV chain HIV and AIDS counselling and testing	Support for people living with HIV
ICT	Financial literacy: bank services	Sexuality and the media Financial literacy: basic financial records
EHRD	Gangsterism Freedom of speech Criminal behaviour	Gender-based violence (GBV) Defamation of character Witness in court
Population education	Child-headed households Sexual harassment Contraceptives Tuberculosis Malaria	Values and sexual behaviour Intergenerational sex Sexual abuse Baby dumping
Road safety	Motorists	Road accidents

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 learner-centred education is to develop learning with understanding, and to impart the knowledge, skills and attitudes that contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and 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 identify the needs of the learners and the learning that still needs to take place, and know how to shape learning experiences accordingly. Teaching strategies must therefore be varied and flexible within well-structured sequences of lessons.

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

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.

Local context and content

This syllabus, at several points, recommends that the teacher invites an outsider to come and talk with the learners about some aspect of their faith and why they value it. This use of members of the community is most important, because the learners encounter someone living out their dreams in the local, African context. Although the teacher must present the subject objectively, Life Skills is about learners' understanding and changing of behaviours to enable them to become worthy citizens. Learners need the opportunity to express their feelings and partake in lessons freely.

Teaching approaches in Life Skills

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

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher

must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The prior knowledge of learners should always be the starting point of every lesson. Information on prior knowledge should be gained by the teacher through asking questions or brainstorming on the topic. The conveying of new knowledge should not take more than 10-15 minutes, depending on the topic and task at hand.

The teacher should keep in mind that the best ways of learning in Life Skills is through experiential learning and hands-on activities. Suggestions of teaching and learning strategies are:

- individual work
- pair work
- group work
- whole class activities

Co-operative and collaborative learning should be encouraged through pair or group work. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

The 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, 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.

In Life Skills examples and issues should be taken from the learners' immediate community and environment. It is important to embrace the African context in Namibia. Examples of everyday issues and problems should be included in lessons.

7. END-OF-PHASE COMPETENCIES

On entry to the Junior Secondary phase, all learners are expected to be able to make informed decisions on various personal and life issues. Learners are expected to have skills to cope with some challenges in life. They must display self-respect and have respect and tolerance towards other's cultures, religions and values. Through participating in movement activities, learners must be able to contribute to develop positive attitudes and values.

All learners, despite their intellectual or academic level are able to accomplish basic living skills. A few learners will just be able to manage the minimum number of competencies and must receive **learning support** 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, resources or assessment. Others will have impairments which do not necessarily limit cognitive and affective learning and development, e.g. visual impairments, hearing impairments and physical impairments.

On completion of the Junior Secondary phase in Life Skills, learners are expected to be able to:

- make informed decisions about fields of study and possible career choices
- make informed decisions about personal health
- respond effectively to world challenges
- demonstrate an understanding and appreciation of the rights and values of the community and society
- demonstrate respect and tolerance towards different religions, cultures, traditions, beliefs and ceremonies
- demonstrate acquisition of skills, values and attitudes through self-awareness and a positive self-image
- demonstrate an understanding of, and participate in, activities that promote recreation and physical development

8. SUMMARY OF LEARNING CONTENT

Themes and Topics: Grade 8	Themes and Topics: Grade 9
1. Career guidance	
• Motivation • Goal setting • Homework and study • Study methods • Problem solving skills	• Learning styles • Positive study attitude • Study plan and fields of study • Concentration • Competition
2. Holistic wellness	
• Breaking the HIV chain • HIV and AIDS counselling and testing • Child-headed households • Personal sexuality • Sexual risky behaviour • Contraceptives • Sexual harassment • Peer pressure • Mental health: stress • Substance abuse: medication • Conflict • Bullying • Gangsterism • Cervical and testicular cancers • Tuberculosis • Malaria • Cultural identity • Financial literacy: bank services	• Support for people living with HIV • Sexual values • Sexuality and the media • Dating • Sustaining a relationship • Intergenerational sex • Sexual abuse • Gender-based violence (GBV) • Mental health: depression • Substance abuse: drugs • Baby dumping (Child abandonment) • Weapons • Healthy lifestyle • Lifestyle diseases • Breast cancer • Self-respect • Discipline • Financial literacy: basic financial records
3. Civic affairs	
• Freedom of speech • Criminal behaviour • Road safety (Motorists)	• Defamation of character/crimen injuria • Witness in court • Road safety (Road accidents)

9. LEARNING CONTENT

Introduction to the 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 and Topics refer to those components of the subject which learners are required to study and 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 subjects, specific objectives indicate what learners should be able to do at the end of the year.

9.1 Grade 8 learning content

THEMES AND TOPICS	GENERAL OBJECTIVE: <i>Learners will:</i>	SPECIFIC OBJECTIVES: <i>Grade 8 learners should be able to:</i>
1. Career guidance		
1.1 Motivation	understand the role of motivation in learning	- define motivation - discuss the importance of being motivated - discuss how to stay motivated - identify barriers of motivation
1.2 Goal setting	know how to set realistic goals	- differentiate between realistic and unrealistic goals - explain the characteristics of realistic goal - discuss specific, measurable, achievable, relevant and time-bound (SMART) goals
1.3 Homework and study	understand the difference between homework and study	- differentiate between homework and study - discuss the reasons for homework - explain the importance of studying - develop a study plan
1.4 Study methods	know how to use different study methods	- identify different study methods - demonstrate the use of different study methods - determine the method that suits your learning style
1.5 Problem solving skills	know how to solve problems	- discuss different types of problems - discuss the importance of solving problems - explain the steps in problem solving

THEMES/TOPICS	GENERAL OBJECTIVE: <i>Learners will:</i>	SPECIFIC OBJECTIVES: <i>Grade 8 learners should be able to:</i>
2. Holistic wellness		
2.1 HIV chain (sexual network)	• know about the dangers of sexual networking and how to break the HIV chain	• explain the term HIV chain (sexual network) • discuss the consequences of multiple partners • discuss important values in breaking the HIV chain
2.2 HIV counselling and testing (HIV testing services)	• understand the importance of HIV counselling and testing (HIV testing services)	• list reasons for HIV counselling and testing • describe the process of HIV counselling and testing • discuss possible emotions involved during the process of HIV counselling and testing • discuss how to live positively with HIV
2.3 Child-headed household	• understand the implications of a child-headed household	• define what a child-headed household is • explain the implications of a child-headed household • discuss possible support to a child-headed household
2.4 Personal sexuality	• know the importance of respect for others' sexual choices	• define what personal sexuality is • discuss different sexual orientations • discuss reasons for discrimination against some sexual orientations • discuss tolerance towards different sexual orientations

THEMES/TOPICS	GENERAL OBJECTIVE: <i>Learners will:</i>	SPECIFIC OBJECTIVES: <i>Grade 8 learners should be able to:</i>
2.5 Sexual risky behaviour	understand the consequences of sexual risky behaviour	- differentiate between promiscuity and sexual risky behaviour - discuss reasons for sexual risky behaviour - explore ways to curb sexual risky behaviour
2.6 Contraceptives	know about different contraceptives	- discuss different contraceptives to prevent pregnancy as well as STIs - determine the advantages and disadvantages of different contraceptives - explain correct use of condom and femidom
2.7 Sexual harassment	know how to deal with sexual harassment	- define sexual harassment - list different forms of sexual harassment - discuss how to deal with sexual harassment
2.8 Peer pressure	understand the effects of peer pressure	- explain what peer pressure is - discuss positive and negative peer pressure - explore ways to resist negative peer pressure
2.9 Mental health: stress	understand how to deal with stress	- define stress - explain the consequences of stress - describe how to cope with stress
2.10 Substance abuse: medication	understand the effects of medication abuse on the body	- differentiate between medication use and abuse - discuss the dangers of using medication without medical guidance - discuss the classification of different medication
2.11 Conflict	know how to handle conflict	- define conflict - discuss the causes of conflict - explain how to handle a conflict situation

THEMES/TOPICS	GENERAL OBJECTIVE: <i>Learners will:</i>	SPECIFIC OBJECTIVES: <i>Grade 8 learners should be able to:</i>
2.12 Bullying	• know how to handle bullying	• identify different types of bullying • discuss reasons for bullying • discuss signs that indicates that a person is being bullied • describe the effects of being bullied • explore different coping skills when being bullied
2.13 Gangsterism	• understand the dangers of being involved in gangsterism	• define gangsterism • describe what a gang is • differentiate between a group of good friends and a gang • discuss the reasons for being part of a gang • discuss the consequences of belonging to a gang
2.14 Cervical and testicular cancers	• understand cervical and testicular cancers and the importance of self-examination	• differentiate between cervical and testicular cancers • discuss symptoms of cervical and testicular cancers • explain self-examination techniques to detect early symptoms of testicular cancers • discuss preventative measures for cervical cancer
2.15 Tuberculosis	• know about the symptoms, spread and treatment of tuberculosis	• define tuberculosis • discuss the spread and symptoms of tuberculosis • discuss tuberculosis as a co-morbid infection • describe the treatment of tuberculosis • discuss prevention mechanism of tuberculosis
2.16 Malaria	• know about the symptoms, spread and treatment of malaria	• define malaria • discuss the spread and symptoms of malaria • describe the treatment of malaria • discuss prevention of malaria

THEMES/TOPICS	GENERAL OBJECTIVE: <i>Learners will:</i>	SPECIFIC OBJECTIVES: <i>Grade 8 learners should be able to:</i>
2.17 Cultural identity	develop awareness of cultural identity	- define cultural identity - describe the importance and value of having a cultural identity - discuss the influence of a multi-cultural society on a cultural identity
2.18 Financial literacy: bank services	know about different banking services	- discuss different banking services - list and explain different banking accounts - determine how banks can assist you with capital growth
3. Civic affairs		
3.1 Freedom of speech	understand the rights and responsibilities of freedom of speech	- explain freedom of speech - explain the rights on freedom of speech - discuss the responsibilities on freedom of speech
3.2 Criminal behaviour	understand the impact of criminal behaviour	- name different types of criminal behaviour - discuss reasons for criminal behaviour - explain the consequences of criminal behaviour
3.3 Road safety (motorists)	understand how to be a responsible motorist	- define the term motorist - explain the rights and responsibilities of motorists - discuss the importance of roadworthy vehicles

9.2 Grade 9 learning content

THEME/TOPICS	GENERAL OBJECTIVE: <i>Learners will:</i>	SPECIFIC OBJECTIVES: <i>Grade 9 learners should be able to:</i>
1. Career guidance		
1.1 Learning styles	understand different learning styles	- explain different learning styles - identify own learning style - demonstrate a study method according to own learning style
1.2 Positive study attitude	understand the importance of having a positive study attitude	- differentiate between positive and negative study attitude - discuss possible influences on different study attitudes - explore ways to improve negative study attitude
1.3 Study plan	understand the importance of having an individual study plan	- discuss the benefits of having a study plan - discuss tips on developing a study plan and how to stick to it - create an individual study plan
1.4 Concentration skills	acquire good concentration skills	- define concentration - identify barriers to concentration - explore different strategies to improve concentration skills - discuss how concentration can improve memory skills

THEME/TOPICS	GENERAL OBJECTIVE: <i>Learners will:</i>	SPECIFIC OBJECTIVES: <i>Grade 9 learners should be able to:</i>
1.5 Competition	understand the scope of competition	- explain healthy and unhealthy competition - identify competition opportunities - discuss the link between competition and performance expectations
2. Holistic wellness		
2.1 Support and care for people living with HIV	understand the importance of supporting people living with HIV	- discuss sources of support and care for people living with HIV - explain the role of the family and community in supporting people living with HIV - differentiate between home-based care and hospitalisation
2.2 Sexual values	understand how personal values can influence sexual behaviour	- define sexual values - discuss the importance of having sexual values - discuss different factors (e.g. peer pressure) that can influence sexual values and behaviour - explore ways on how to safeguard sexual values
2.3 Sexuality and the media	understand the influence of media (traditional/social) on sexuality	- differentiate between traditional and social media - explain the influence of media on people's values about sexuality - discuss benefits and possible dangers of the internet and social media
2.4 Dating	acquire knowledge on dating	- define dating - explore the good qualities of a dating partner - discuss how to stay safe when dating

THEME/TOPICS	GENERAL OBJECTIVE: <i>Learners will:</i>	SPECIFIC OBJECTIVES: <i>Grade 9 learners should be able to:</i>
2.5 Sustaining a relationship	know how to sustain a relationship	- identify different types of relationships - discuss ways to sustain a relationship - explain what to do when a relationship ends
2.6 Intergenerational sex	understand intergenerational sex and the associated risks and consequences thereof	- define intergenerational sex - discuss what a sugar daddy/mummy is - discuss reasons for intergenerational sex - explain the risks and consequences involved in intergenerational sex
2.7 Sexual abuse	understand sexual abuse and how to cope with it	- define sexual abuse - describe different types of sexual abuse - discuss what to do when sexually abused - discuss the consequences of being sexually abused - explore ways to report and cope with sexual abuse
2.8 Gender-based violence	understand the implications of gender- based violence (GBV)	- define gender-based violence (GBV) - discuss different types of gender-based violence (GBV) - discuss the laws against violence and the purpose of a protection order
2.9 Mental health: depression	know how to deal with depression	- define depression - discuss possible signs/symptoms of depression - explain possible factors that cause depression - explore ways how to deal with depression

THEME/TOPICS	GENERAL OBJECTIVE: <i>Learners will:</i>	SPECIFIC OBJECTIVES: <i>Grade 9 learners should be able to:</i>
2.10 Substance abuse: drugs	understand the dangers of common drugs used by teenagers	- name and discuss common drugs used by teenagers - explore the dangers of drugs used by teenagers - discuss possible rehabilitation options for an addicted person
2.11 Baby dumping / child abandonment	know about alternatives to baby dumping / child abandonment	- explain baby dumping / child abandonment - discuss reasons for baby dumping / child abandonment - discuss the consequences of baby dumping / child abandonment - explore alternatives to baby dumping / child abandonment
2.12 Weapons	understand the dangers of carrying and using weapons	- differentiate between weapons and dangerous tools - explain reasons for owning, carrying and using weapons - discuss the consequences of carrying and using a weapon
2.13 Healthy lifestyle	understand the importance of a healthy lifestyle	- define a healthy lifestyle - identify different components of a healthy lifestyle - discuss the importance of a healthy lifestyle - develop goals for a healthy lifestyle
2.14 Lifestyle diseases	understand the relationship between an unhealthy lifestyle and lifestyle diseases	- identify and discuss different lifestyle diseases - describe the relationship between an unhealthy lifestyle and lifestyle diseases - discuss how to prevent different lifestyle diseases

THEME/TOPICS	GENERAL OBJECTIVE: <i>Learners will:</i>	SPECIFIC OBJECTIVES: <i>Grade 9 learners should be able to:</i>
2.15 Breast cancer	acquire knowledge on breast cancer	- define breast cancer - discuss symptoms of breast cancer - explain the importance of self-examination and regular medical check-ups - explore self-examination methods - describe the treatment of breast cancer
2.16 Self-respect	understand the importance of self-respect	- define self-respect - discuss the importance of self-respect - explain the implications for a lack of self-respect
2.17 Discipline	understand the importance of discipline	- define discipline - discuss the importance self-discipline - differentiate between discipline and punishment - explore alternatives to punishment
2.18 Financial literacy: basic financial records	acquire knowledge about basic financial records	- name different financial records - discuss purposes of financial records - develop a system for the safekeeping of personal financial records
3. Civic affairs		
3.1 Defamation of character / crimen injuria	know about defamation of character / crimen injuria	- define defamation of character / crimen injuria - discuss situations that could lead to defamation of character / crimen injuria - discuss the consequences of defamation of character / crimen injuria
3.2 Witness in court	acquire knowledge on testifying in court	- define a court witness - discuss the process of being a witness in court - explain the importance of speaking the truth

THEME/TOPICS	GENERAL OBJECTIVE: <i>Learners will:</i>	SPECIFIC OBJECTIVES: <i>Grade 9 learners should be able to:</i>
3.3 Road safety (road accidents)	acquire knowledge on road safety	- discuss safe driving - discuss procedures to follow in case of a road accident - explain the role of the Motor Vehicle Accident (MVA) Fund

10. ASSESSMENT

A learner-centred curriculum and learner-centred teaching assess a broad range of knowledge and skills which are relevant to the knowledge-based society. The competencies in the syllabus state what understanding and skills a learner must demonstrate as a result of the teaching-learning process, and which will be assessed. However, it is intended that the curriculum be behaviour-change driven.

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

10.1 Continuous assessment

Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment is needed to give a complete picture of the learner's progress and achievements in all subjects.

Teachers must provide a reliable and valid assessment of the learner's performance based on the specific objectives. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, i.e. where and why they are doing well, and how they can improve. The parents should be informed regularly about the progress of their children in all subjects, and should also be encouraged to acknowledge achievements, and be 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.

10.2 Formative and summative assessment

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

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

Summative assessment

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 Life Skills. No tests or examinations should be written in Life Skills. Continuous assessment marks need to appear on the learners' reports every semester. The three (3) terms' assessment marks need to be added together at the end of the year to give a picture of the learners' skills and knowledge obtained during the year. 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 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.

Evaluation

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

Criterion-referenced grades

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

10.3 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. As far as possible a letter grade should be used as the mark instead of a percentage.

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 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 specific objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.4 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 written activities, practical activities, project work and assignments may be recorded for continuous assessment.

10.5 Assessment objectives

The objectives are made up of Specific objectives which require the learner to identify, state, indicate, explain, differentiate, recognise, define, discuss and to debate. The assessment objectives for Life Skills are:

Understanding

Learners should be able to demonstrate knowledge and understanding in the lesson discussed in class.

Application

Learners should be able to apply the knowledge gained from listening, looking and memory in their daily lives.

Decision-making

Learners should be able to make relevant decisions regarding their future careers and everyday life situations.

Problem-solving

Learners should be able to use thinking skills when they have to solve problems.

Creativity

Learners should be able to use their creative skills in performing arts, demonstrations and the development of posters.

10.6 Continuous assessment: detailed guidelines

Teachers should follow the following guidelines as per the prescribed school calendar of a given academic year. Where the school terms are divided into:

- **Trimesters:** Any two (2) continuous assessment tasks should be selected, graded and recorded during the first and second term. Any continuous assessment task (chosen by the teacher) and the learner's portfolio should be assessed and graded during the third term.

No tests will be written for continuous assessment marks. These continuous assessments must be carefully planned and marked according to the assessment rubrics/criteria. The criteria used to assess activities 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 marking 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.

Types of continuous assessment tasks

The continuous assessment tasks in Life Skills at the Junior Secondary phase are as follows:

- written task
- creative task
- performing task
- project
- portfolio

Each task will count 20 marks.

Suggestions for a written task, creative task, performing task and a project are:

Written task (Individual work)	Creative task	Performing task	Project
essay paragraph worksheet table article list case study map research summary note-taking graph	a display poster collage song poem comic strip acronyms brochure card slogan drawing painting	role-play drama song mimic recitation dance puppet show debate demonstration	interview practical demonstration research models poster comic strip

10.7 Assessment rubrics/criteria

The following criteria should be used in assessing Life Skills:

Task	Criteria	Description	Mark	Total
Written task	Knowledge	Knowledge is a familiarity, an awareness, a comprehension of the facts, information, description and skills acquired through experience and learning of the selected topics from the syllabus.	10	20
	Completeness	All the requirements of the tasks are met	5	
	Presentation	General organisation of the tasks	5	
Creative task	Neatness of task	Overall tidiness of tasks	5	20
	Completeness	All the requirements of the tasks are met	5	
	Originality	Generate innovative ideas and alternatives	5	
	Instructions followed	Tasks are completed according to given instructions	5	
Performing task	Preparation	General preparedness of learners	5	20
	Participation	Take part effectively and freely in given activities	5	
	Originality/execution	Generate innovative ideas and the presentation thereof	10	
Project	Applied knowledge	Application of information	5	20
	Neatness	Neatness of project	5	
	Completeness	All the requirements of the tasks are met	5	
	Research	Indication of resources used	5	
Portfolio	Presentation	Neatness of portfolio	5	20
	Completeness	Completeness of portfolio	5	
	Creativity	Layout and decoration of portfolio	10	

Summary of continuous assessment tasks

Teachers should follow the following guidelines as per the prescribed school calendar of a given academic year. Where the school terms are divided into:

- **Trimesters:** Any two (2) continuous assessment tasks should be selected, graded and recorded during the first and second term. Any continuous assessment task (chosen by the teacher) and the learner's portfolio should be assessed and graded during the third term.

Term 1			Term 2			Term 3			Year Mark
Tasks	Number & Marks	Total	Tasks	Number & Marks	Total	Tasks	Number & Marks	Total	(T1+T2+T3) /3
Any two (2) tasks	2x 20	100	Two different tasks	2x 20	100	Any task (teacher's choice) and the Portfolio	2 x 20	100	100
Weighted marks		$(40 \div 4) \times 10 = 100$			$(40 \div 4) \times 10 = 100$			$(40 \div 4) \times 10 = 100$	$(\text{Term } 1+2+3) / 3 =$

ANNEXE 1:

Life Skills syllabus Grade 8-9, NIED 2024

GLOSSARY OF TERMS

Baby dumping	the act of abandoning a new-born baby or very young child in a public or private place, often without any intention of returning to care for the child. Baby dumping can have severe consequences for the child's health, safety and wellbeing
Bullying	a deliberate and repetitive aggressive behaviour intended to harm, intimidate, or dominate another person often involving a power imbalance. It can be <i>physical</i> (hitting, pushing), <i>verbal</i> (insults, threats), <i>social</i> (spreading rumours, exclusion) or <i>cyberbullying</i> (online harassment). It can cause emotional distress, low self-esteem and long-term psychological effects for victims
Child headed household	a family unit in which a child assumes the role of the head of the household due to the absence or incapacity of adult caregivers (i.e., a household led by a child)
Conflict	a situation in which two or more parties have opposing interests, needs, values or perspectives leading to a disagreement or struggle (i.e., disagreement in opinion)
Contraceptive	also known as birth control, is any method or devices used to prevent pregnancy. There are various types of contraceptives, each working in different ways to reduce the likelihood of conception
Cultural identity	the sense of belonging and connection that individuals feel towards a particular culture of cultural group. It encompasses the shared characteristics, traditions, values, beliefs, customs and practices that define a group of people
Defamation (of character)	a false statement presented as a fact that harms a person's reputation. It can be classified as libel (written or published false statements) or slander (spoken false statements). To be legally considered as defamation, the statement must be false, communicated to others and cause damage to the person's reputation or livelihood
Dating	the social activity where people meet and engage in activities together to know each other better usually with the potential for a romantic relationship
Financial literacy	the cognitive understanding of financial components and skills such as budgeting,

	investing, borrowing, taxation, and personal financial management (also defined as the ability to understand the use of money as it applies to your personal finances). It empowers one to be in control of his/her financial well-being and build a secure future
Gangsterism	the lifestyle and behaviour associated with organised crime groups, typically involving illegal activities such as extortion, drug and human trafficking, violence and other criminal enterprises
Gender-based violence	refers to any harmful act perpetrated against an individual based on their gender (i.e., roles of male and female). This type of violence stems from gender inequality, power imbalance and discriminatory norms and practices
Goal	the desired outcomes or targets that an individual or group aims to achieve within a specific timeframe. Goals provide direction, purpose and motivation, guiding efforts and action towards achieving specific results
Intergenerational	acting across multiple generations
Intergenerational sex	sexual relationships between people of significantly different ages. It can involve complex social, ethical and legal considerations
Intergenerational relationship	any type of relationship between individuals or groups from different generations (can include relationships within families, such as those between parents and children or grandparents and grandchildren, as well as relationships outside of family ties, like those between older volunteers and young children in a community setting. These relationships often involve mutual exchange, learning, and influence, and can be characterised by both solidarity and conflict
Mental health	a state of well-being in which an individual can cope with daily stresses, work productively, maintain health relationships, and contribute to their community. It encompasses emotional, psychological and social wellbeing, influencing thoughts, feelings and behaviour. Good mental health allows people to handle challenges, adapt to change and enjoy life
Motivation	the drive that stimulates individuals to take action, persist and achieve goals

Peer pressure	the influence exerted by people of the same age group or social group to encourage an individual to change their behaviour, values or attitudes in order to conform to group norms
Problem-solving	the process of identifying, analysing, and resolving issues or challenges
Promiscuity	having sex frequently with different partners
Self-respect	a sense of valuing oneself, knowing one's worth, and standing up for one's beliefs and needs (i.e., having the courage to set boundaries, pursue one's passion, and treating oneself with kindness and compassion)
Sexuality	a broad and complex aspect of human identity and experience that involves a person's sexual orientation, sexual behaviour, sexual preference and sexual attraction (i.e., sexual characteristics)
Sexual harassment	any unwelcome behaviour of sexual nature that makes a person feel uncomfortable, intimidated or threatened. This can occur in various settings such as work places, schools, public places or online
Sexual network	people who share sex partners
Sexually transmitted infections (STIs)	an infection that can be transferred from one person to another through unprotected sexual contact
SMART goals	goals that are specific, measurable, achievable, relevant and time-bound (S.M.A.R.T. goals are a popular framework for setting clear and achievable objectives. The acronym stands for: <u>Specific</u> : Clearly define what you want to accomplish. The goal should be precise and unambiguous. <u>Measurable</u> : Ensure that you can track your progress and measure the outcome. This often involves using numbers or specific criteria. <u>Achievable</u> : Set a goal that is realistic and attainable, considering your resources and constraints. <u>Relevant</u> : Make sure the goal is aligned with your broader objectives and is meaningful to you or your organisation. <u>Time-bound</u> : Set a deadline or timeframe for achieving the goal to create a sense of urgency and help prioritise tasks)
Study plan	detailed schedule or strategy designed to organise and manage study time effectively. It ensures a balanced approach to learning and

	helps maintain focus and consistency
Substance abuse	harmful or hazardous use of psychoactive substances (i.e., overindulgence in or dependence on these substances), including alcohol and illicit drugs that can lead to significant health, social, and legal problems
Sustain	to maintain something
Tolerance	to accept the different views of other people

ANNEXE 2: ASSESSMENT RECORD SHEET FOR GRADE 8 & 9 (THREE TERMS)

Teacher:

School:

Year:

Grade:

Names	Terms	Written task				Creative task				Performing task				Project				Portfolio				Term Mark	Total Term Mark(40/4x10)	Year Mark (Term 1+2+3/3=)	Symbol		
		Knowledge	Completeness	Presentation	Total	Neatness	Completeness	Originality	Instructions followed	Total	Preparation	Participation	Originality/Execution	Total	Applied knowledge	Neatness	Completeness	Research	Total	Presentation	Completeness					Creativity	Total
		10	5	5	20	5	5	5	5	20	5	5	10	20	5	5	5	5	20	5	5	10	20	40	100	100	
	1																										
	2																										
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