



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

**PORTUGUESE FOREIGN LANGUAGE
SYLLABUS
GRADES 8 & 9**

**For implementation:
Grade 8 in 2017
Grade 9 in 2018**

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Portuguese Foreign Language Syllabus Grades 8 & 9

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1. Introduction

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

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

Grade 8: A1.1

Grade 9: A1.2

Grade 10: A2.1

Grade 11: A2.2

Grade 12: B1.1

2. Rationale

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

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

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

3. Aims

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

The aims of teaching Portuguese as a foreign language are to enable learners to:

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

4. Inclusive education

Inclusive education is the right of every learner and promotes access to and participation in the full range of educational programmes and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning. The Portuguese Foreign Language teacher in the Junior Secondary phase should therefore accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *Curriculum Framework for Inclusive Education: A supplement to the National Curriculum for Basic Education* (2014). The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres* (2014 - 2016) by the Directorate of National Examinations and Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations, but apply to learners from grade 1 to 12.

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 content of the Portuguese Foreign Language syllabus enables both genders to participate equally.

5. Links to other subjects and cross-curricular issues

The cross-curricular issues, including Environmental Learning, Population Education, HIV and AIDS, Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety, have been introduced to the formal curriculum to be dealt with in each subject and across all phases because each of the issues deals with particular risks and challenges in the 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 to health caused by pollution, poor sanitation and waste
- the challenges and risks caused by HIV & AIDS
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face if we do not adhere to road safety measures

- the challenges and risks we face from globalisation

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

6. Approach to teaching and learning

The approach to teaching and learning is based on a paradigm of learner-centred education. This approach ensures optimal quality of learning when the following principles are put into practice:

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

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

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

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

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

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

7. End-of-phase competencies

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

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

8. Summary of the learning content

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

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

The topics used to teach these language skills are indicated in Annexe 2.

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

Skills area	Area of learning / activities
Listening and responding in speech and writing	Develop auditory skills; listen and respond to information heard; recognise instructions and directions; comprehend feelings, intentions, emotions and attitudes of speakers; develop awareness of the structure of language; use appropriate vocabulary in different situations, showing a sense of audience and purpose.
Reading and responding in speech and writing	Develop silent reading skills as well as skills for reading aloud; extract information from a variety of texts; use dictionaries; use basic sentence structures, as well as correct spelling and punctuation; write a variety of text types.
Grammar and usage	Write with progressively more accuracy in spelling, punctuation and pronoun referencing, using appropriate vocabulary and correct grammar when constructing simple sentence structures.

9. Learning content

9.1 Introduction to learning content

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

9.2 General and specific objectives

9.2.1 Listening and responding in speech and writing

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

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

9.2.1 Listening and responding in speech and writing (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	
<i>Learners will:</i>	Grade 8	Grade 9
	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>
4. interact in a variety of activities	participate in conversations, dialogues and role plays using simple vocabulary	participate in conversations, dialogues and role plays
5. understand the literal meaning of a text	retrieve facts from short and simple texts	- work out the meaning of unfamiliar words using contextual clues - fill in missing words in texts listened to - listen to short texts and then indicate whether statements are true or false
6. listen for pleasure	listen to and enjoy simple Portuguese songs	share their enjoyment of different types of oral texts like stories and songs in one or two sentences with others
7. use language and appropriate vocabulary to request or give information and to accomplish communication	- use basic vocabulary in a range of situations, such as: - placing orders - introducing themselves - introducing people - making appointments per telephone - talking about activities related to their environment, etc (see topics in Annexe 2)	- speak more confidently using appropriate vocabulary in a range of situations, such as: - participating in class discussions - making apologies - making appointments per telephone - expressing appreciation, etc (see topics in Annexe 2)
8. make short presentations and participate in class discussions	- speak with a degree of confidence when making prepared presentations such as: - re-telling stories - reciting poems	- speak more confidently when making a range of prepared presentations such as: - re-telling stories - reciting poems - presenting talks

9.2.2 Reading and responding in speech and writing

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

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	
<i>Learners will:</i>	Grade 8	Grade 9
	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>
1. read aloud to convey understanding of the text and to entertain	pronounce and recognise the meaning of words and sentences within short printed texts such as notices and signs	- pronounce and recognise the meaning of words and sentences within short printed texts such as narratives - read with increasing fluency, speed and accuracy - effectively use improved pronunciation and intonation
2. read silently from a variety of available texts using appropriate reading strategies	- read a variety of texts in order to: - identify the topic of the text - extract information - demonstrate the ability to find information such as meaning and spelling in dictionaries	- read a variety of texts in order to: - make notes - scan for specific information and report details - demonstrate the ability to find information such as meaning and spelling in dictionaries
3. distinguish between different types of questions and respond appropriately	respond appropriately to various types of questions to be expected in examination papers and tests, eg open-ended and 'yes' or 'no' questions and directed writing tasks	respond appropriately to various types of questions to be expected in examination papers and tests, eg open-ended, objective and 'yes' or 'no' questions and directed writing tasks

9.2.2 Reading and responding in speech and writing (continued)

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

9.2.3 Grammar and usage

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

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

9.2.3 Grammar and usage (continued)

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

10. Assessment

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of this teaching-learning process, and which objectives will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning.

10.1 Continuous assessment

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

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 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.

10.3 Informal and formal methods

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

When it is necessary to structure assessment more formally, the teacher should as far as possible use situations similar to ordinary learning and practice situations to assess the competency of the learner. Formal written and oral tests can be used to assess a limited range of competencies and therefore should not take up a great deal of time. Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson.

10.4 Evaluation

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

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

10.6 Grade descriptors

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

GRADES	% RANGE	GRADE DESCRIPTIONS
A	80%+	Achieved <i>Specific Objectives</i> exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved <i>Specific Objectives</i> very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most of the areas of competency.
C	60-69%	Achieved <i>Specific Objectives</i> well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved <i>Specific Objectives</i> 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 <i>Specific Objectives</i> to be considered competent. The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Ungraded. The learner has not been able to reach a minimum level of competency in the objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.7 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 may be recorded for continuous assessment. These grades must be reported to the parents in the school report at the end of each term.

10.8 Assessment objectives

10.8.1 Listening

The learner should be able to:

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

10.8.2 Speaking

The learner should be able to:

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

10.8.3 Reading and writing

The learner should be able to:

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

10.8.4 Continuous writing

The learner should be able to:

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

10.9 Continuous assessment: detailed guidelines

A specified number of continuous assessment activities per term should be selected, graded and recorded. These continuous assessments must be carefully planned and marked according to a marking scheme, marking criteria or memorandum. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by good, average and low-achieving learners, as well as the written assignment and mark scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-

year summative grade will be based only on the assessment tasks described in the syllabus. In Portuguese Foreign Language in the Junior Secondary phase the continuous assessment tasks are as follows:

10.9.1 Listening

Learners' listening comprehension should be assessed formally at least twice per term. For this purpose teachers will have to set a listening test that should be answered in writing. The test should be marked out of 25. The marks are recorded in the Listening Comprehension column on the CA record sheet.

10.9.2 Speaking

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

Speaking when a measure of preparation has taken place could be assessed through a short prepared speech or a prepared role-play. The role-play can be a dialogue between a learner and the teacher, or between two or more learners. Care should be taken that each individual learner gets adequate opportunity to demonstrate his/her speaking skills. The prepared speech is marked out of 15 (Grade 8) and 10 (Grade 9).

Unprepared oral will be assessed through an unprepared speaking activity which can take the form of a narrative or descriptive communication on a given topic or picture or other stimulus. In the first term of Grade 8, when learners are still acquiring a basic vocabulary, short paragraphs/dialogues on different topics could be provided to them by the teacher. These paragraphs could be learned by heart and the assessment could focus on pronunciation and meaningful presentation.

Unprepared oral will be marked out of 10.

10.9.3 Grammar and vocabulary

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

10.9.4 Reading and writing

The formal assessment of reading comprehension is done in the Reading and Writing exercises. These exercises could be modelled on the examination paper (Paper 3) and are marked out of 10 (Grade 8) or 20 (Grade 9) and the marks recorded on the CA record sheet.

10.9.5 Continuous writing

Grade 8 learners cannot yet write essays in Portuguese, therefore only shorter writing tasks will be assessed, marked out of 10 and the marks recorded on the CA record sheet.

For Grade 9 at least one narrative or descriptive essay and one shorter piece of writing should be marked per term and the marks recorded on the CA record sheet. The essay should be marked out of 15 and the shorter task out of 10.

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

Shorter tasks:

Grade 8: 60-80 words

Grade 9: 60-80 words

Compositions/essays:

Grade 8 learners are not expected to write essays

Grade 9: 80-100 words

10.9.6 Summary of continuous assessment (CA) per term:

Skills	Marks: Grade 8	Total	Marks: Grade 9	Total
1. Listening				
Listening comprehension 1	25		25	
Listening comprehension 2	25		25	
Total:	50÷2	25	50÷2	25
2. Speaking				
Prepared oral	15		10	
Unprepared oral	10		10	
Total:		25		20
3. Grammar & vocabulary				
Exercise 1	10		10	
Exercise 2	10		10	
	20÷2	10	20÷2	10
4. Reading & writing				
Reading & writing Task 1	10		20	
Reading & writing Task 2	10		20	
Total:		20	40 ÷ 2	20
5. Continuous writing				
Task 1: Composition	10		15	
Task 2: Shorter task	10		10	
Total:		20		25
TOTAL		100		100

10.9.7 End-of-term mark for the report

The continuous assessment (CA) marks for one term add up to 100. This mark should be used for the report at the end of term 1 and 2.

In order to create a more positive attitude towards essay writing, schools should refrain from the practice of letting learners write essays and shorter pieces of continuous writing on the last school day in an attempt to keep them at school.

10.10 End-of-year examination: detailed guidelines

In Grade 8 there will be an internal end-of-year examination and at the end of Grade 9 a semi-national external examination. The Grade 9 papers will be set by DNEA and marked locally (at the school). The purpose of these examinations is to assess the extent to which each learner has mastered the objectives for the year. Preparing for and conducting the examination should not take up more than two weeks altogether at the end of the year.

10.10.1 Description of papers

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

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

Paper 2 Speaking			Gr 8	Gr 9
	This paper will consist of two sections. Section 1: Role-play Five topics will be set with different situations that cover a wide range of topics that learners are familiar with. Each topic will have a few prompts that may be used during the conversation. (Gr 8: 15 marks; Gr 9: 10 marks) Section 2: Picture Stimulus (or Describing a picture) Five stimuli (pictures, cartoons, etc.) will be provided from which either a narrative or descriptive conversation can follow. (10 marks)	15 min.	15	10
			10	10
Total			25	20

[illegible]

Paper		Duration	Marks	
Paper 4 Continuous Writing	Grade 8: Three topics will be given from which learners must choose one to write approximately 50 – 60 words. The topics can include short messages, post cards or dialogues. (10 marks) Grade 9: Three topics will be given from which the learners must choose one to write 80-100 words. The topics will consist of a short essay (descriptive or narrative) and an informal letter. Stimulus material of approximately 50 to 100 words, such as pictures and cartoons, may be used. (15 marks)	45 min.	Gr 8 10	Gr 9 15
Total			10	15

10.11 Promotion marks

Continuous assessment will count 50% towards the final year grade and an end-of-year examination in Grades 8 and 9 will count 50 %. [50 marks + 50 marks = 100].

The weighting of each assessment component is as follows:

COMPONENT	DESCRIPTION	MARKS Gr 8	MARKS Gr 9	WEIGHTING	
				Gr8	Gr 9
Continuous assessment	Various language skills	100	100	50%	50%
Written examination	Paper 1 (Listening)	25	25	12.5%	12.5%
	Paper 2 (Speaking)	25	20	12.5%	10%
	Paper 3 (Reading & Writing)	40	40	20%	20%
	Paper 4 (Continuous writing)	10	15	5%	7.5%
Total:				100%	100%

10.12 Specification grid

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

Annexe 1: Glossary

Continuous assessment mark	the total mark accumulated in all four skills over the three trimesters
Categorising	classification
Chronological order	the order in which events happened
Communicative	exchanging information, news, ideas in an interactive way
Competencies	the skills or knowledge learners should develop
Continuous writing	longer and shorter pieces of writing such as compositions, letters, reports, dialogues
Debate	formal discussion
Directed writing	shorter pieces of writing, using a variety of sentence types based on stimulus material
Extensively	widely
Final examination mark	the mark obtained for the internal or external examination at the end of the year
Formal continuous assessment	takes place during structured assessment under controlled conditions
Informal continuous assessment:	takes place during lessons and forms integral part of everyday teaching
Internal examination	an examination set by the teacher and moderated by the subject head or a member of the school management
Humorous	funny, amusing
Imaginary	not real, something made up
Mixed ability classes	class groups with less able and more able learners
Predict/make predictions	to say/guess what is going to happen before reading or listening to a text
Promotion mark	the average of the CA and the Final Examination Mark
Reading strategies	reading processes and skills
Scan	to read a text quickly (to look for specific information)
Skim	read a text quickly looking for main points/general information
Sequencing	ordering a series of things to follow in a particular way
Summative assessment	summing up assessments of learner achievement, or interim evaluations of the teaching/learning process, at the end of a unit, term or year
Term mark	the grand total for all four skills for the trimester

Annexe 2: Topics (Vocabulary)

The following topics must be covered in this phase:

1. Portuguese alphabet, pronunciation and intonation
2. Introduction (name, nationality)
3. Cities and countries (also Namibia)
4. Numbers
5. Family
6. Days of the week, months, time
7. Friends
8. Physical description
9. Express likes and dislikes
10. House
11. Daily routine, hobbies, sport
12. Places in the city
13. Jobs
14. Clothes
15. Food
16. Transport, find your way
17. Holidays, weather
18. Describe feelings
19. School, school uniform

Annexe 3: Grammatical structures

The following grammatical structures should be taught during this phase:

1. Definite and indefinite article
2. Noun (gender and number)
3. Personal pronouns
4. Present tense of verb **ser**
5. Adjectives (gender and number)
6. Preposition **de**
7. Present tense of verb **ter**
8. Interrogative pronouns
9. Present Tense of 1st conjugation verbs (- ar)
10. Preposition **em**
11. Possessives determinants
12. Time prepositions
13. Indefinites pronouns and determinants
14. Verbs expressing likes and dislikes
15. Present tense of verb **estar**
16. Place prepositions
17. Present tense of verb **haver**
18. Present tense of regular and irregular verbs
19. Adverbs
20. Opinion verbs
21. Demonstrative pronouns
22. Adjectives (degrees of comparison)
23. Past Simple of regular and irregular verbs
24. Past Continuous of regular and irregular verbs
25. Personal pronouns as object direct and indirect

Annexe 4: Marking grid for shorter writing pieces/directed writing tasks

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

Annexe 5: Marking grid for essays (Grade 9)

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

Annexe 6: Marking rubric for role-play/dialogue

GRADE		CONTENT, VOCABULARY, PRONUNCIATION, FLUENCY
A	10	Fully understandable Communicates meaning clearly and fluently, vocabulary appropriate, pronunciation correct
B	8-9	Understandable, mostly correct Meaning mostly clear, fluent at times, vocabulary mostly appropriate, pronunciation mostly correct
C	6-7	Understandable, although not always correct Communication understandable but hesitant at times, vocabulary limited and/or not always correct, pronunciation faulty at times
D	4-5	Numerous mistakes limit understanding
E	2-3	Communication partially understandable Because of limited knowledge of language structures and vocabulary, the meaning often has to be derived by the teacher, or can only be partly understood
F	0-1	Hardly understandable, communication might be severely restricted or non-existent

Annexe 7: Marking grid for oral/picture stimulus

TOTAL 10	Language	Good range of correct vocabulary	Satisfactory range of vocabulary	Basic vocabulary	Insufficient vocabulary/ vocabulary used incorrectly
		Correct intonation and pronunciation Hardly any grammatical errors	Intonation and pronunciation mostly correct Some grammatical errors	Pronunciation and intonation faulty at times Grammatical errors disturbing	Pronunciation and grammar incorrect
Content					
All responses relevant; fulfils task; ability to respond spontaneously		9-10	8	7	(6)
Meaning clearly expressed, few errors, some responses not relevant		8	7	6	(5)
Adequate response, but uses only phrases; some hesitations; meaning clear despite some errors		7	6	5	4
Limited response (might use only words, many hesitations), mistakes sometimes impede understanding		6	5	4	3
Insufficient response; communication not clear at all - mistakes impede understanding.		(5)	4	3	2

Annexe 8: Continuous assessment record sheets

ASSESSMENT RECORD SHEET PORTUGUESE FOREIGN LANGUAGE

Language: _____

Grade 8

Year: _____

School: _____

Teacher: _____

NAME OF LEARNER	TERMS	Listening			Speaking			Grammar/ Vocabulary			Reading & Writing			Continuous Writing			TOTAL TERM MARK	TOTAL 3 TERMS	AVERAGE TERM MARK	EXAMINATION MARK	PROMOTION MARK
		Listening comprehension 1	Listening comprehension 2	TOTAL	Prepared oral	Unprepared oral	TOTAL	Exercise 1	Exercise 2	TOTAL	Exercise 1	Exercise 2	TOTAL	Exercise 1	Exercise 2	TOTAL					
		25	25	25	15	10	25	10	10	10	10	10	20	10	10	20					
	1																				
	2																				
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ASSESSMENT RECORD SHEET PORTUGUESE FOREIGN LANGUAGE

Language: _____

Grade 9

Year: _____

School: _____

Teacher: _____

NAME OF LEARNER	TERM	Listening			Speaking			Grammar/ Vocabulary			Reading & Writing			Continuous Writing			TOTAL TERM MARK	TOTAL 2 TERMS	AVERAGE TERM MARK	EXAMINATION MARK	PROMOTION MARK
		Listening compr 1	Listening compr 2	TOTAL (50÷2)	Prepared oral	Unprepared oral	TOTAL	Exercise 1	Exercise 2	TOTAL (20÷2)	Exercise 1	Exercise 2	TOTAL (40 ÷ 2)	Exercise 1	Exercise 2	TOTAL	TOTAL TERM MARK	TOTAL 2 TERMS	AVERAGE TERM MARK	EXAMINATION MARK	PROMOTION MARK
		25	25	25	10	10	20	10	10	10	20	20	20	15	10	25	100	200	50	50	100
	1																				
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