



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

RELIGIOUS AND MORAL EDUCATION SYLLABUS

GRADE 8 & 9

For implementation:

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

Ministry of Education, Arts and Culture
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Religious and Moral Education Syllabus Grade 8 & 9

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Religious and Moral Education (RME) in the Junior Secondary phase. As a subject, Religious and Moral Education, is within the spiritual and ethical areas of learning in the curriculum, but has thematic links to other subjects across the curriculum.

The spiritual area of learning covers the way people celebrate, reflect and ask questions about the meaning and value of life. It involves enquiry into and appreciation of the spiritual dimension of humankind and a serious consideration of religious especially African religious and other views which guide people.

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

NIED has agreed on a fixed curriculum review cycle. Under optimal circumstances, this subject would need two periods per week.

2. RATIONALE

Religion is a way of making meaning out of life. Children are brought up in the beliefs and values of their home culture from early childhood. Religious and Moral Education enables learners to better understand themselves and the changing multicultural world in which they are growing up.

The practical features of Religious and Moral Education at this phase are that learners should:

- have an understanding of different religions;
- have an understanding of the right to belong to a religion;
- be able to describe the origin of different religions;
- be able to function effectively;
- cultivate and strengthen morals and values.

3. AIMS

Religious and Moral Education promotes the following aims in the curriculum:

- foster the highest moral and ethical values;
- develop and enhance respect for other peoples' religions, beliefs, cultures and ways of living;
- develop tolerance of other peoples' religions, beliefs, cultures and ways of life;
- promote and strengthening African religions, culture and those of others.

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 Religious and Moral Education 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 (2022)*. The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres (2022)* by the Directorate of National Examinations and Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations, but apply to learners from Grade 1 to 12.

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.

Discrimination against different social or ethnic groups may sometimes be deliberate, but it is usually unconscious. One of the central objectives of this syllabus is to help learners to become aware of the barriers other people, and they themselves, erect in their minds and to become active in tackling discrimination. This is widespread as regards gender and more is needed than just achieving equity of access. Until recently, theories of curriculum development have been dominated by masculine preconceptions. Masculine thinking tends to be individualistic, rule-dominated and categorical, and to encourage competitiveness. However, religious truth cannot be constrained into categories. As well as valuing rigorous thought, religion values are other-related, holistic and contextual. It stresses the virtues of caring and nurturing. In the learner-centred curriculum, Religious and Moral Education is of key importance, because it gives weighting to feminine values and ways of relating to the world as well as to masculine values. If we are to learn and develop as holistic persons, learning must be imbued with caring, with the relatedness between humans and the rest of the environment.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues include environmental education, HIV and AIDS, population education, education for human rights and democracy, information and communication technology (ICT) and road safety. These issues have been introduced to the formal curriculum, because each of the issues deals with particular risks and challenges in our Namibian society. They should be dealt with across all phases and in every subject where the topics overlap with the content of that subject.

All of our learners need to:

- understand the nature of these risks and challenges;
- know how they will impact our society and 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; and
- understand how they 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; and
- the challenges and risks we face because of globalisation.

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 cross-curricular issues are can be dealt with in the topics as indicated:

Cross-curricular issues	Grade 8	Grade 9
Environmental Learning	Community life	Compassion for others
HIV and AIDS	Gender-based violence	Violence
ICT	Abortion	Media
EHRD	Confession and forgiveness	Persecution
Population education	Community life	Moral issues in Namibia today
Road safety	Rights and responsibilities	Accountability

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 learner-centred education 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 faith in the local, African context. Although the teacher must present the subject objectively, religion is about conviction and commitment, and the learners need the opportunity to experience that commitment at first hand. Through asking the visitor questions, learners may begin to realise what that person's faith means to her or him.

Teaching approaches in Religious and Moral Education

When teaching Religious and Moral Education, the teacher should motivate learners to participate, discuss and view differences without fear of rejection and ridicule. Learners need to interact with other learners and connect the content with everyday life. The Religious and Moral Education teacher should model the correct behaviour and tolerance towards different religions and differences among learners in general.

The teacher should also pay attention to the development of critical thinking skills, which is central to forming opinions regarding religions and the development of good morals. The teacher should not only ask questions that test knowledge, but also ask higher-order thinking questions that encourage learners to integrate, interpret, critique and evaluate what they read and learn, and then give them time for self-assessment and reflection on what they have learnt.

7. END-OF-PHASE COMPETENCIES

On entry to the Junior Secondary phase, all learners are expected to have knowledge about different religious practices. Learners are expected to demonstrate an understanding of themselves and the changing multicultural society in which they are growing up.

On completing the Junior Secondary phase in Religious and Moral Education, learners are expected to be able to:

- understand the diversity of religious beliefs and practices in the wider community, and be tolerant for other's beliefs and practices;
- address moral issues and take responsibility for their own lives;
- compare and contrast the values of their own faith with those of others and take responsibility for caring for their own and others wellbeing and the environment;
- acquire the highest moral, ethical and spiritual values, such as integrity, responsibility, equality and reverence for life as well cross curricular issues.

8. SUMMARY OF THE LEARNING CONTENT

THEMES, TOPICS AND SUB-TOPICS GRADE 8	THEMES, TOPICS AND SUB-TOPICS GRADE 9
Religions	Religions
Judaism	Christianity
• The covenant	• Jesus
• The ark	• The baptism of Jesus
• Sacrifice and offering	• The ministry of Jesus
• Prophets	• The Holy Communion
Christianity	• The death of Jesus
• Jesus' disciples	• The resurrection of Jesus
• Jesus' sermon on the mountain	• The early Christian church
• The kingdom of God	• Persecution
• The great commission	• Missionaries
	• Denominations
Islam	
• Paradise	Hinduism
• Childhood in Islamic education	Bah i faith
African traditional religion	Buddhism
• Initiation	Places of worship
• Life after death	
Jehovah Witness	
Moral issues	Moral issues
Morality	Compassion for others
Gender-based violence	Violence
Confession and forgiveness	Alcohol and drugs abuse
Role models	Love your enemy
Abortion	Persecution
Suicide	Moral issues in Namibia today
Community life	Accountability
Rape	Corruption
Rights and responsibilities	The media

9. LEARNING CONTENT

Introduction to learning content

The learning content outlined below is designed to provide guidance to teachers as to what will be assessed in the overall evaluation of learners. It is not meant to limit, in any way, the teaching programme of any particular school.

Themes and Topics refer to those components of the subject which learners are required to study/master.

The **General objectives** are derived from the topic/skill and are the general knowledge, understanding and demonstration of skills on which learners will be assessed.

The **Specific objectives** are the detailed and specified content of the syllabus, which learners need to master to achieve the general objectives, and on which they will be assessed. For skills-based 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	LEARNING OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 8 learners should be able to:</i>
Religions		
Judaism The covenant	know the meaning of the covenant	- describe the meaning of the covenant - discuss the relationship between God and His people
The ark	know the function of the ark	- describe the structure of the ark - explain the role of the ark among the Jews - discuss the importance of the atonement cover
Sacrifice and offering	know the roles of the priests in the Old Testament	- discuss the roles of the priests in the Old Testament - describe the importance of sacrifice and offering - explain the reasons of offering a lamb or doves for the first born
Prophets	understand the roles of the prophets in the Old Testament	- describe the roles of the prophets - discuss different ways God revealed Himself to the prophets
Christianity Jesus' disciples	know the disciples of Jesus	- explain how Jesus called His disciples - discuss several ways Jesus tested His disciples' faith - explain how to make people the disciples of Jesus (Matheus 28:18-20)
Jesus' sermon on the mountain	understand Jesus' sermon on the mountain	- discuss the teaching of Jesus on the mountain - relate Jesus' sermon on the mountain to your daily life

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 8 learners should be able to:</i>
The kingdom of God	know about the “good news” that the Kingdom of God is near	- explain that Jesus is the Kingdom of God - debate: “The Kingdom of God is near, is among you, is in you” - discuss the importance of repentance
The great commission	understand about the great commission	- explain the reasons Jesus commissioned His disciples - discuss the persecution of the disciples
Islam Paradise	understand life after death according to Islam	- describe the beliefs of the Muslims regarding life after death - compare the beliefs of the Muslims with the Christians’ beliefs regarding life after death
Childhood in Islamic education	know about the religious upbringing of Muslim children	- describe the importance of religious education in the lives of Muslim children - discuss the advantages and disadvantages of reciting and learning parts of the Quran in Arabic
African traditional religion Culture Initiation	- understand the African traditional religion - know their different culture and practices - know about the different initiation ceremonies	- explain the African traditional religion - explain the importance of their cultures and practices - compare their cultural practices and those of others - do not undermine the words of the dead - discuss different initiation ceremonies - explain the advantages and disadvantages of initiation ceremonies

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 8 learners should be able to:</i>
Life after death	understand African beliefs regarding life after death	- explain that life does not end after death for Africans - discuss the functions of the ancestors as mediators between the living and the dead - compare beliefs regarding life after death between the African traditional religions, Muslims and Christians
Jehovah Witness	know the origin of the Jehovah's Witnesses	- discuss the origin of the Jehovah's Witnesses - explain the beliefs of the Jehovah's Witnesses - discuss the Watch Tower and tract society - differentiate between the beliefs of the Jehovah's Witnesses and Christianity
Moral issues		
Morality	understand morality	- define morality - distinguish between immoral and moral behaviours - explain the consequences of immoral behaviour - suggest ways how to live with high moral standards
Gender-based violence	understand the consequences of gender-based violence	- define gender-based violence - discuss the causes of gender-based violence - suggest ways to prevent gender-based violence

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 8 learners should be able to:</i>
Confession and forgiveness	understand the importance of confessing and asking for forgiveness	- discuss why people have to confess their wrongdoings - explain the importance of asking forgiveness
Role models	understand the importance of having good role models	- define a role model - discuss the characteristics of a good role model - determine your own role model
Abortion	- understand the consequences of abortion	- define abortion - discuss reasons for abortions - describe the consequences of abortion
Rape	know the impacts of rape	- define rape - discuss the short and long term impacts of rape
Suicide	know the causes of suicide	- discuss the causes of suicide - explain the suicide symptoms - explain the prevention of suicide
Rights and responsibilities	understand that every human right brings a responsibility	- discuss the rights of every person - explain the responsibilities towards every right - discuss the importance of being tolerant towards other religions
Community life	understand the structures of different communities in Namibia	- describe the structures of different communities - discuss what community members can do to accommodate strangers in their community - explain how the community will treat someone who does not keep to the rules

9.2 Learning Content for Grade 9

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 9 learners should be able to:</i>
Religions		
Christianity Jesus	know about Jesus	- discuss the birth of Jesus - explain the importance of bringing a baby to the temple on the eight day - discuss Jesus in the temple at the age of 12 years
The baptism of Jesus	know about Jesus baptism	- discuss the baptism of Jesus - explain the importance of baptism for Christians today - discuss baptism ceremonies in different Christian denominations
The ministry of Jesus	know about Jesus' ministry	- explain when Jesus started his ministry - discuss the Beatitudes (sermon on the mountain) - explain the Lord's prayer
The Holy Communion	understand the purpose of the Holy Communion	- explain the origin of the Pass Over - discuss the origin of the Holy Communion - differentiate between Pass Over and the Holy Communion - discuss how different Christian denominations view the Holy Communion
The death of Jesus	understand the importance of the death of Jesus	- explain why Jesus was crucified - discuss the meaning of Jesus' crucifixion to Christians

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 9 learners should be able to:</i>
The resurrection of Jesus	know that Jesus was resurrected on the third day	- discuss the burial of Jesus - explain the reasons for soldiers to guard the tomb of Jesus - discuss the meaning of the resurrection of Jesus to Christians
The early Christian church	understand the origin of the Christian church	- discuss the first congregation of Christians - explain the reasons the disciples spread the Word of God to non-Jews - differentiate between the early Christian church and Christian churches today
Persecution	know the reasons Christians were persecuted	- discuss different apostles who were persecuted - discuss why people are still persecuted today
Missionaries	know about Christian missions in Namibia	- explain missionary societies in Namibia - discuss the reasons of missionaries in Namibia - discuss the activities of mission work in Namibia
Denominations	know about different Christian denominations	- discuss different Christian denominations - explain common believes between different denominations - discuss reasons Christians leave one church for another
Hinduism	know about the beliefs of Hindu people	- discuss ceremonies attached to the shire in the home - explain the different gods and goddesses of the Hindu religion - differentiate between the Hindu view of reincarnation and the Christian view of life after death

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 9 learners should be able to:</i>
Baha'i Faith	know about the Baha'i Faith	- describe the origin of the Baha'i Faith - discuss the characteristics of the Baha'i Faith - explain different community practices of the Baha'i
Buddhism	know about Siddattha search for enlightenment	- explain the early life of Siddattha (Buddha) - identify some positive traits in the life of Buddha - describe how Siddattha searched for enlightenment
Places of worship	know that different people worship at different places	- discuss places of worship for different beliefs - explain the roles of prayers and songs in worship - discuss offerings in worship
Moral issues		
Compassion for others	know how to show compassion for others	- define compassion - discuss how Jesus showed compassion for others - explain how compassion can be demonstrated towards other people in the community - discuss the government's responsibility towards people in prison
Violence	know the consequences of Gender Based Violence	- define Gender Based Violence - analyse causes of Gender Based Violence - explain how to deal with Gender Based Violence
Alcohol and drug abuse	know the impact of alcohol and drug abuse	- define alcohol and drug abuse - explain the impacts/effects danger of alcohol and drug abuse on mental health - explain the factors influencing drugs and alcohol abuse

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 9 learners should be able to:</i>
Love your enemy	understand the importance of tolerance towards others	- discuss Jesus teachings about behaviour towards enemies - explain different positive ways how to react towards enemies
Persecution	know why people are being persecuted	- discuss the persecution of Jesus' followers - explain the persecution of people in Africa - discuss how people react to persecution
Moral issues in Namibia today	know about moral issues in Namibian societies	- analyse moral issues in Namibian societies - discuss causes of immorality in Namibian societies - describe ways how to curb immorality in Namibian societies
Accountability	know that people must be accountable for their actions	- define accountability - explain consequences of wrong doings - suggest ways to correct wrong doings
Corruption	understand the consequences of corruption	- differentiate between different types of corruption - discuss incidents of corruption in the Bible - analyse corruption in the society - explain how to report corruption
The media	understand the impact of the media on society	- explore different types of media - discuss the impact the media has on learners' performance - research how the media address gender issues

10. ASSESSMENT

A learner-centred curriculum and learner-centred teaching encompass 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. For more information on differentiated assessment, please refer to the Promotion Policy and promotion circulars.

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

The learner's progress and achievements in this subject must be reported to parents in the school report.

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 is an assessment made at the end of the school year based on the accumulated total of the progress and achievements of the learner throughout the year in a given subject, 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 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 only a limited range of specific objectives and therefore should not take up a great deal of time. Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson.

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 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.

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 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.

10.6 Grade descriptions

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 description
A	80%+	Achieved specific objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved specific 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 specific objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved specific 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 specific 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%	Not achieved the minimum number of specific objectives. 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.

10.7 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 and assignments may be recorded for continuous assessment.

10.8 Assessment objectives

The assessment objectives for Religious and Moral Education are:

10.8.1 Knowledge with understanding

Learners should be able to demonstrate knowledge and understanding in relation to:

- different religions;
- differences and similarities between religions;

- moral issues.

The objective is made up of Specific objectives which require the learner to identify state, indicate, explain, differentiate, recognise, define, discuss, and debate.

10.9 Continuous assessment: detailed guidelines

One continuous assessment activity per term should be selected, graded and recorded. No tests will be written for continuous assessment marks. These continuous assessments must be carefully planned and marked according to a marking scheme or marking criteria. 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 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 task

In Religious and Moral Education in the Junior Secondary Phase the continuous assessment tasks are as follows:

- Written task;
- Creative task;
- Project.

Each task will count 20 marks. **Two tasks need to be assessed in semester one then one task in semester two. All three tasks need to be assessed during the year.**

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

Written task (Individual work)	Creative task	Project
essay paragraph worksheet 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	interview practical demonstration research models poster comic strip

10.10 Assessment Rubrics / Criteria

The following criteria should be used in assessing Religious and Moral Education:

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
	Neatness of Handwriting	Legible and overall tidiness of handwriting	5	
	Completeness	All the requirements of the tasks are met	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	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	

Summary of continuous assessment tasks

One task needs to be assessed each term.

Continuous Assessment									
Tasks	Term 1			Term 2			Term 3		
	Number of tasks	Number of marks	Total	Number of tasks	Number of marks	Total	Number of tasks	Number of marks	Total
Written task	1	20	20						
Creative task				1	20	20			
Project							1	20	20

The continuous assessment (CA) marks for one term is converted to a mark out of 100 (weighted term mark). Only this mark should be used for the report at the end of Term 1.

10.11 End-of-year mark

For *Religious and Moral Education* in Grades 8 and 9 Continuous Assessment contributes 100% to the year mark.

The year marks are calculated as follows:

Year mark				
	Term 1	Term 2	Term 3	Total
Total term mark	20	20	20	60
Year mark	(60 ÷ 0.6)			100
Symbol				

ANNEXE 1:**Glossary of terms**

Alcohol abuse	it is a pattern of drinking too much alcohol too often
Ancestor	a person who was in someone's family in past times
Appreciate	to understand the worth or importance of something or someone
Awareness	the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns
Bereavement	the state of being sad because a family member has died
Bullying	the use of force, threat, or coercion to abuse, intimidate, or aggressively to impose domination over others
Ceremony	a formal religious or public occasion, especially one celebrating a particular event, achievement, or anniversary
Crucifixion	slow and painful execution in which the condemned person is tied or nailed to a large wooden cross and left to hang until dead
Drug	a drug is any chemical substance that when consumed causes a change in an organisms physiology including its psychology
Exploitation	to treat someone unfairly in order to benefit from their work
Islam	a monotheistic and Abrahamic religion articulated by the Qur'an, a book considered by its adherents to be the verbatim word of God
Initiation	a rite of passage marking entrance or acceptance into a group or society
Moral	concerned with the principles of right and wrong behaviour
Worship	the feeling or expression of reverence and adoration for a deity
Judaism	Jewish religion
Persecution	the systematic mistreatment of an individual or group by another individual or group
Pilgrimage	a journey or search of moral or spiritual significance
Ritual	a religious or solemn ceremony consisting of a series of actions performed according to a prescribed order
Sabbath	generally a weekly day of rest or time of worship
Tolerance	the capacity for or the practice of recognizing and respecting the beliefs or practices of others
Torah	Judaism's most important text which contains the Five Books of Moses and is the source of the Ten Commandment

ANNEXE 2: Assessment Record Sheet for Grades 8 - 9

Teacher:

Year:

School:

Grade:

Name	Term	Written task				Creative task				Project					Term mark (20x5=)	Year Mark (Term 1+2+3/3=)	Symbol
		Knowledge	Neatness of handwriting	Completeness	Total	Neatness	Completeness	Originality	Total	Applied knowledge	Neatness	Completeness	Research	Total			
		10	5	5	20	5	5	10	20	5	5	5	5	20	100	100	
	1																
	2																
	3																
	1																
	2																
	3																
	1																
	2																
	3																
	1																
	2																
	3																
	1																
	2																
	3																



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