



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

CERTIFICATE IN BASIC PRE-VOCATIONAL SKILLS

COMMUNICATION FOR THE DEAF SYLLABUS

For implementation 2024

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Certificate in Basic Pre-Vocational Skills, Communication for the Deaf Syllabus

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1. Introduction

The Communication for the Deaf syllabus in the Certificate in Basic Pre-Vocational Skills is designed as a two-year course. This syllabus describes the intended learning content and assessment for Communication in the Certificate in Basic Pre-Vocational Skills. As a subject, Communication for the Deaf is within the linguistic and literacy area of learning in the curriculum, but has thematic links to other subjects across the curriculum.

2. Rationale

Language is an important key to learning. Learning to use languages effectively enables learners to acquire knowledge, to interact with others and to manage their world. Communication for the Deaf has the same potential as any other language to act as a catalyst of personal growth and to assist in the development of wide general knowledge, attitudes, critical abilities, moral values and the aesthetic sense. In the Namibian society, with its rich variety of languages, and with English as the only official language, the learning of language communication skills occupies an important position in the curriculum.

Namibian Sign Language which is a visual and not a spoken language is the Mother Tongue for deaf learners. It is also the medium of instruction in Resource Schools and Units for deaf learners. Namibian Sign Language is not commonly used by hearing people, even parents of deaf children are hesitant to learn basic Namibian Sign Language to facilitate communication with their child/ren. This results in deaf children being excluded from everyday communication and interaction. This lack of communication furthermore affects the social, cognitive and psychological development of the deaf child.

English is considered a very important means to allow deaf learners to communicate with the hearing world. The writing of English is however affected by the structure of Namibian Sign Language, thus the deaf learner finds it difficult to write proper English structured sentences. This implies that the teaching of the correct English structure is considered high priority in Resource Schools and Units for deaf learners. Additionally, the laying of a solid foundation in Namibian Sign Language in the Junior Primary Phase and earlier stages is of utmost importance to enhance the learning of English. Based on this, the Bi-lingual Bi-cultural Approach of teaching is highly recommended where both the Written English and Namibian Sign Language is developed simultaneously.

Due to the particular features of oral and listening skills in the English Second Language Syllabus that the deaf learner is unable to perform, adaptations had to be made to the English syllabus to accommodate the needs of this particular group of learners. The result was a syllabus that mainly focuses on reading and writing. The language skills in the Written English Second Language are Word Reading and Finger Spelling, Reading, Writing and Grammar and usage. The emphasis at this stage is on language learning for communication, reading with understanding, and creative writing.

3. Aims

The overall aim of teaching Communication for the Deaf is the development of the communicative skills the learners need for meaningful interaction in a multi-lingual and multi-cultural society. The Communication for the Deaf Syllabus aims to teach deaf learners the basic skills and methodologies in writing correct structured English. Since the written language is a means of communication for the deaf learner in a hearing world, the correct use thereof is very important. The syllabus promotes the following specific aims:

- give learners the skills to consolidate and extend basic English for further progression in education
- promote the appreciation of reading and comprehension

- enable learners to express their thoughts, ideas, experiences and values
- enable learners to be creative
- promote the learners' intellectual, emotional and social development
- develop learners' competence in English as the official 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. This is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning. The Communication for the Deaf teacher in the Basic Pre-Vocational Skills 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* (2023). The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres* (2022-2024) 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.

Communication for the Deaf demands for adapted programmes, learning environments, equipment, and materials to support learners with learning and help them participate meaningful in education. This subject will mainly be offered in Resource Schools and Units in Inclusive Schools. Adapted teaching approaches will enable all the learners to achieve the competencies.

All learners should be able to take the Certificate in Basic Pre-Vocational Skills. Themes and topics in the Communication for the Deaf syllabus should raise awareness of gender stereotyping, limitations set on gender equality and the promotion of gender equality in all spheres of life.

In the planned activities, it is important that both genders feel confident and comfortable in all topics and themes.

5. Links to other subjects and cross-curricular issues

The themes and topics contained in the Communication for the Deaf syllabus should be extended to other subjects across the curriculum. The main cross-curricular themes that are integrated throughout the National Curriculum for Basic Education (NCBE) and in the Basic Pre-Vocational Skills Training course are Environmental Learning, HIV and AIDS, Population Education, Education for Human Rights and Democracy (EHRD), Entrepreneurship Education and Road Safety. In order for learners to experience the inter-relatedness of different subject disciplines in the understanding of such issues, aspects from different subjects should be co-ordinated into lesson plans.

A good example will be the incorporation of HIV and AIDS into the Communication for the Deaf syllabus. Information and Communication Technology is dealt with over the entire spectrum of communication education. In this syllabus, the main cross-curricular themes are integrated as follow:

Cross-curricular issues	Skills area
Environmental Learning	Observing, signing , Writing
HIV and AIDS	Signing, Observing, Writing, Decision Making, Relationships
ICT	Signing, Observing Writing, Decision Making
EHRD	Signing, Writing, Relationships
Entrepreneurship Education	Writing, Decision Making, Relationships
Population education	Decision Making, Relationships
Road safety	Signing, Observing, Writing, Decision Making

General awareness of the HIV and AIDS pandemic should be created and acknowledged through using topical material for skills evaluation, e.g. signing, observing, writing, critical thinking skills, relationships, making sense of given information, etc.

6. Approach to teaching and learning

The approach to teaching and learning is based on a paradigm of learner-centred education 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.

Working in groups, in pairs, individually or as a whole class must therefore be organised appropriately and be fitting to the task. 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. Learners should develop personal, social and communication skills under the teacher's guidance.

7. End-of-phase competencies

On entering to the Certificate in Basic Pre-Vocational Skills, all learners are expected to be able to express themselves clearly, fluently effectively and confidently in signing and writing in a variety of social and work situations using English and Namibian Sign Language.

As the Certificate in Basic Pre-Vocational Skills intends to equip the special needs learners mainly, most learners will need Learning Support through adapted teaching approaches, adapted materials, and assistance from teachers and peers.

On completing the Certificate in Basic Pre-Vocational Skills, learners are expected to be able to demonstrate the following skills in Communication for the Deaf:

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Skills Area	Learning activities
Observation	Observe and respond to information observed heard, perform instructions, demonstrate understanding of instructions, recognise instructions and directions, comprehend feelings, intentions, emotions and attitudes of speakers, incidental, informal and formal speaking, informal and formal vocabulary development and application, good use of language structures, tell own stories and convey factual information
Signing	Sign fluently and confidently in a range of situations, sharing and exchanging information, respond appropriately
Reading	read and follow instructions, establish good reading habits, incidental reading, formal reading, read unprepared sentences and paragraphs, show enjoyment in reading and appreciate books, learn and collect information from books and other materials
Writing	develop confidence in writing, use language structures, punctuation and spelling without serious errors, write about own experiences, do creative writing, write factually
Grammar and usage	know and use the grammatical terms and vocabulary in order to communicate well
Decision-making	Learning critical evaluation skills and tools to aid in the decision making process, e.g. cause and effect; compare and contrast; comparative analysis; process of elimination. Effectively make sound decisions as part of a group/team or individually.
Relationships and teamwork	Learn how to function effectively as part of a group; learn about the importance of the self and the importance of the group; group morale and behaviour; personal relationships vs professional relationships; norms and values in the workplace; conflict management; negotiation skills.

8. Summary of learning content

THEMES AND TOPICS	SKILLS
8.1 Observing and COMPREHENSION	
Instructions	<ul style="list-style-type: none"> • Observe extensively to sign instructions and procedures to complete a task • Observe extensively to a variety of texts for information and respond appropriately
Information	<ul style="list-style-type: none"> • Observe texts for information and for appropriate respond
8.2 Expressive/Signing skills	
Signing	<ul style="list-style-type: none"> • develop signing skills
Presentation	<ul style="list-style-type: none"> • develop presentation skills
Introducing people	<ul style="list-style-type: none"> • introduce people in formal and informal ways
Statements and directives	<ul style="list-style-type: none"> • handle statements • understand directives • give and respond to instructions
Interacting with people	<ul style="list-style-type: none"> • interact effectively • use appropriate vocabulary considering the setting
Meetings	<ul style="list-style-type: none"> • conduct an organised meeting
Non-verbal communication	<ul style="list-style-type: none"> • understand the use of nonverbal communication • apply nonverbal communication skills
Interviews	<ul style="list-style-type: none"> • apply job seeking skills
Instructions and directions	<ul style="list-style-type: none"> • give clear instructions and directions
8.3 Writing	
Sentences	<ul style="list-style-type: none"> • write simple sentences
Paragraphs	<ul style="list-style-type: none"> • writing of short texts
Note-taking	<ul style="list-style-type: none"> • write short summaries by using keywords, abbreviations, short sentences, bullet points
Mind maps	<ul style="list-style-type: none"> • apply mind map skills
Form filling	<ul style="list-style-type: none"> • practice with variety of forms • demonstrate completing forms
Letter writing	<ul style="list-style-type: none"> • produce formal and informal letters
Summary writing	<ul style="list-style-type: none"> • make summaries
Reports	<ul style="list-style-type: none"> • acquire report writing skills • maintain a daily dairy
Referencing skills	<ul style="list-style-type: none"> • develop referencing skills
8.4 Reading and responding skills	
Reading	<ul style="list-style-type: none"> • appreciate reading as technique • reading aloud • reading silently • reading with understanding
Instructions	<ul style="list-style-type: none"> • reading and interpreting instructions
Reading culture	<ul style="list-style-type: none"> • reading of simple statements • read and respond appropriately to various type of questions • enjoy reading a variety of texts

THEMES AND TOPICS	SKILLS
8.5 Grammar and usage	
Grammar structures	<ul style="list-style-type: none"> • usage of nouns • understanding and usage of verb tenses • identify adverbs and adjectives and use in a variety of sentences • discuss comparison and their application • understand prepositions • use conjunction
Spelling and punctuation	<ul style="list-style-type: none"> • apply right punctuation • use right spelling strategies
Vocabulary	<ul style="list-style-type: none"> • apply appropriate vocabulary for various situations • build up work related vocabulary
8.6 Decision-making	
Compare and contrast	<ul style="list-style-type: none"> • make decision/choice between two or more options based on comparing sameness and difference • explain decision logically • discuss “sell-logic”
Cause and effect	<ul style="list-style-type: none"> • understand estimation
Process of elimination	<ul style="list-style-type: none"> • weighing different options
8.7 Relationships and teamwork	
Individual vs. group attitude and behaviour	<ul style="list-style-type: none"> • being aware of needs of the individual • show appropriate behaviour in a group • function effectively in-group without sacrificing individual needs and values
Norms and values in the workplace	<ul style="list-style-type: none"> • demonstrate professional behaviour vs. unprofessional behaviour • apply norms and values at work
Conflict management	<ul style="list-style-type: none"> • define conflict • analyse reasons for conflict • apply effective conflict resolution strategies • understand policies and procedures to avoid / handle similar conflict situations in future
Negotiation skills	<ul style="list-style-type: none"> • apply effective negotiation skills to break stalemate (draw or tie) / gridlock (standstill) • giving up something to get what you want • understand parameters (boundaries) for negotiation

NOTE: The Communication for the Deaf syllabus is generic (a basic, broad and common syllabus) and should only be applied to the Basic Pre-vocational Skills area of the specific skills.

9. Learning content

9.1 Observing and comprehension

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.1.1 Instructions		
<ul style="list-style-type: none"> Observe and respond to instructions and procedures to complete a task 	<ul style="list-style-type: none"> Observe focusing on <ul style="list-style-type: none"> the main points supporting details take notes 	<ul style="list-style-type: none"> observe attentively in order to respond appropriately to a great variety of signed text demonstrate understanding of workplace procedures and /or communication
<ul style="list-style-type: none"> Observe a variety of texts for information and respond appropriately 	<ul style="list-style-type: none"> Observe signed texts and <ul style="list-style-type: none"> extract information give responses / reports write clear, brief responses 	<ul style="list-style-type: none"> use and apply information take notes
<ul style="list-style-type: none"> Observe to distinguish fact/opinion; mood of speaker; cause/effect 	<ul style="list-style-type: none"> comprehend facts and opinions recognise mood of the speaker in the text 	<ul style="list-style-type: none"> analyse facts and opinions identify sequence of events identify cause and effect
<ul style="list-style-type: none"> Observe signed text for enjoyment 	<ul style="list-style-type: none"> predict endings of events, workplace situations, e.g., conflict 	<ul style="list-style-type: none"> share enjoyment of different types of texts
9.1.2 Information		
<ul style="list-style-type: none"> Observe texts for information and for appropriate respond 	<ul style="list-style-type: none"> Observe with understanding a range of texts (stories, lectures) 	<ul style="list-style-type: none"> observe and extract relevant information write clear, brief responses sign brief responses comprehend facts and opinions in signed texts

9.2 Expressive/Signing skills

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.2.1 Signing		
<ul style="list-style-type: none"> acquire the skill of proper signing 	<ul style="list-style-type: none"> role-play greetings, instructions, and commands 	<ul style="list-style-type: none"> role-play instructions and commands
<ul style="list-style-type: none"> convey information, opinions and ideas through a variety of presentations and with a sense of audience 	<ul style="list-style-type: none"> sign fluently in different contexts such as: <ul style="list-style-type: none"> re-telling stories presenting talks distinguish between vowels / consonants 	<ul style="list-style-type: none"> sign fluently using appropriate vocabulary for the given workplace situation such as: <ul style="list-style-type: none"> telephone conversation placing orders introducing people social interactions
9.2.2 Presentation		
<ul style="list-style-type: none"> develop skills of presentation showing an awareness of audience 	<ul style="list-style-type: none"> transmit information motivate people use persuasive communication make a connection with the audience sign fluently and confidently 	<ul style="list-style-type: none"> sign appropriately in different context use body language to express attitude, intention and emotion conduct a skills related presentation on a specific topic plan speech to ensure logical progression from one topic/idea to the next recognise and overcome barriers to effective public speaking
9.2.3 Introducing people		
<ul style="list-style-type: none"> learn how to introduce in a formal and informal way 	<ul style="list-style-type: none"> recognise proper manner to greet people politely apply correct language when greeting demonstrate the use of informal and formal introduction use appropriate social behaviour such as, eye contact, use names and titles in conversing 	<ul style="list-style-type: none"> sign fluently and confidently using appropriate vocabulary demonstrate the correct body language when interacting sustain a conversation

9.2 Expressive/Signing skills (continued)

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.2.4 Statements and directives		
<ul style="list-style-type: none"> understand statements 	<ul style="list-style-type: none"> identify statements define statements outline simple statements discuss the importance of statements 	<ul style="list-style-type: none"> write out own statements read out simple statements discuss main thoughts in different statements
<ul style="list-style-type: none"> understand directives 	<ul style="list-style-type: none"> define simple directive practice giving instructions demonstrate following a simple directive 	<ul style="list-style-type: none"> write out own instructions read out simple instructions articulate simple directive
<ul style="list-style-type: none"> gain more confidence at giving and responding to instructions 	<ul style="list-style-type: none"> apply appropriate language structure sentences to contain one idea/topic at a time use concrete expression of thought repeat instructions with same words ask questions or allow for questions 	<ul style="list-style-type: none"> demonstrate understanding of given instructions, e.g., directions, acting on instructions give only necessary details: who, what, when, where, how identify and interpret clear instructions related to appropriate situation use appropriate vocabulary to respond to instructions
9.2.5 Interacting with people		
<ul style="list-style-type: none"> learn how to interact effectively, using appropriate vocabulary in the social, cultural and work environment 	<ul style="list-style-type: none"> participate in group discussions and conversations demonstrate awareness of others' opinions, suggestions, and feelings show awareness for barriers to effective communication: <ul style="list-style-type: none"> introduce gender-based communication as a possible barrier introduce inter-cultural communication as a possible barrier 	<ul style="list-style-type: none"> participate in group discussions confidently convey own thoughts and feelings confidently interact meaningfully in classroom and workplace situation interact confidently using appropriate social and cultural context demonstrate how to deal with conflict

9.2 Expressive/Signing skills (continued)

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.2.6 Meetings		
<ul style="list-style-type: none"> conduct an organised meeting 	<ul style="list-style-type: none"> define what is a meeting recognise the importance of a meeting demonstrate how to structure a meeting demonstrate a formal and informal type of meetings apply appropriate etiquette in formal and informal meetings use appropriate vocabulary 	<ul style="list-style-type: none"> schedule a formal and informal meeting using appropriate vocabulary and applying documentation related to meetings: agenda, notice, minutes use digital media strategically in variety of communication tasks
9.2.7 Non-verbal communication		
<ul style="list-style-type: none"> understand the use nonverbal communication as a means to express attitude, intention, opinion and emotion 	<ul style="list-style-type: none"> describe what is non-verbal communication examine nonverbal forms of communication recognise the functions of non-verbal forms of communication adapt appropriate nonverbal communication skills to different situations act out a dialogue using gesture and expression only 	<ul style="list-style-type: none"> apply different non-verbal communications forms in social interactions with people of different ages and status demonstrate the use of body language and posture in different work situations demonstrate effective non-verbal communication skills in: attire, facial expressions, gestures, body language and posture, eye contact and touch

9.2 Expressive/Signing skills (continued)

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.2.8 Interviews		
<ul style="list-style-type: none"> • apply job seeking skills 	<ul style="list-style-type: none"> • discuss what an interview is • demonstrate understanding of the purpose of an interview • recognise the nature of communication during an interview • identify the major components of an interview, e.g., the opening, the body and the closing • construct primary questions appropriate for an interview • act out an interview session • apply appropriate language during an interview session 	<ul style="list-style-type: none"> • demonstrate the following types of interviews by role play or dramatising: <ul style="list-style-type: none"> - job interview - performance interview • conduct a formal selection interview following appropriate social and work-related ethics
9.2.9 Instructions and directions		
<ul style="list-style-type: none"> • give clear instructions and directions 	<ul style="list-style-type: none"> • communicate information in complete sentences • give clear instructions on how to perform a task • give simple directions to different points around the school • make appropriate request • demonstrate how to follow instructions 	<ul style="list-style-type: none"> • give instructions on how to carry out a procedure • give instructions on how to play a game • give series of directions to any destination point

9.3 Writing

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.3.1 Sentences		
<ul style="list-style-type: none"> • write simple sentences 	<ul style="list-style-type: none"> • define sentences • write simple sentences • complete short sentences • use correct punctuation, in sentences, such as: <ul style="list-style-type: none"> - capital letters - full stops - commas - question marks - colons - semi-colons • produce meaningful sentences from visuals 	<ul style="list-style-type: none"> • produce meaningful sentences from related skills area tools and equipment
9.3.2 Paragraphs		
<ul style="list-style-type: none"> • write short texts 	<ul style="list-style-type: none"> • define a paragraph • discuss the features of a paragraph • write a paragraph with appropriate punctuations 	<ul style="list-style-type: none"> • write paragraphs on safety aspects in given skills area using well-structured sentences • produce a wide range of texts for specific purposes using any means of communication technology
9.3.3 Note-taking		
<ul style="list-style-type: none"> • know how to write down notes 	<ul style="list-style-type: none"> • demonstrate the ability to take notes effectively 	<ul style="list-style-type: none"> • demonstrate note-taking skills in: <ul style="list-style-type: none"> - making appointments/bookings - taking messages - writing a to-do list - writing orders - writing directions - writing instructions

9.3 Writing (continued)

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.3.4 Mind maps		
<ul style="list-style-type: none"> • apply mind map skills 	<ul style="list-style-type: none"> • discuss mind maps • identify the main idea in a text • establish meaningful links among concepts and ideas in a text • select relevant information from texts to respond to relevant questions • draw up links in a text in the form of a mind map • outline four square writing method 	<ul style="list-style-type: none"> • draw up four square writing method • practice four square writing method • develop the skill of mind-mapping • develop a career goal statement and a career plan
9.3.5 Form filling		
<ul style="list-style-type: none"> • appreciate meaningful ways of completing forms 	<ul style="list-style-type: none"> • discuss different forms to be completed • attain important career, social and health forms • practice how to fill an application form for work • design a simple class information form 	<ul style="list-style-type: none"> • demonstrate filling in the following forms: <ul style="list-style-type: none"> - application for work - application for an account / membership / document - a leave forms - departure / arrival form (customs) - questionnaire - contract of employment • use personal information to complete an employment or education form
9.3.6 Letter writing		
<ul style="list-style-type: none"> • produce well organised formal and informal letters 	<ul style="list-style-type: none"> • discuss the essentials of good letter • outline the correct layout of a letter • write features of informal letter • write a simple informal letter with: <ul style="list-style-type: none"> - correct sentence organisation - appropriate vocabulary - relevant grammar usage and punctuation - appropriate writing style 	<ul style="list-style-type: none"> • discuss the letter formats • list the features of a formal letter • describe the essentials of formal letters • write a formal letter using appropriate features: <ul style="list-style-type: none"> - job application - complaint - resignation - thank you

9.3 Writing (continued)

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.3.7 Summary writing		
<ul style="list-style-type: none"> make summaries 	<ul style="list-style-type: none"> discuss main ideas in text list main ideas in note form write main ideas in sentences construct a paragraph from the main idea of the text make summaries 	<ul style="list-style-type: none"> note down main ideas present information in a note format using numbers or bullets construct a paragraph from the main ideas in the note format compile a weekly summary on daily activities
9.3.8 Reports		
<ul style="list-style-type: none"> acquire skills to write reports 	<ul style="list-style-type: none"> discuss the purpose of a report distinguish reports from other writings explore the structure of a report recognise that a report is about an event or incident that has taken place apply appropriate language structure, punctuations and grammar when writing a report write reports on specific events or activities 	<ul style="list-style-type: none"> compose a simple report on school event write a report on skills class visit to a workshop write a report: <ul style="list-style-type: none"> using simple, clear language answering ‘where, how, what, why’ using sequence and structure writing paragraphs using correct spelling, punctuation, and grammar
<ul style="list-style-type: none"> maintain a diary of day-to-day experiences 	<ul style="list-style-type: none"> list daily activities in a notebook discuss day-to-day events from the dairy 	<ul style="list-style-type: none"> draw a weekly plan of activities reflect on challenges of the week design own weekly school program write in a journal emerging issue at school
9.3.9 Referencing skills		
<ul style="list-style-type: none"> develop referencing skills 	<ul style="list-style-type: none"> use a dictionary to find meaning of words use a table of contents to locate information in a book interpret road signs correctly 	<ul style="list-style-type: none"> extract information from encyclopaedia on different subjects gather information from various sources search for specific information on the internet

9.4 Reading and responding skills

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.4.1 Reading		
<ul style="list-style-type: none"> • appreciate reading as a technique 	<ul style="list-style-type: none"> • discuss what reading is: <ul style="list-style-type: none"> - saying what it is - looking at it silently - what reading involves, e.g., why eye movements are important • apply reading with understanding 	<ul style="list-style-type: none"> • demonstrate various techniques of reading, e.g., browsing, skimming, scanning
<ul style="list-style-type: none"> • read aloud to convey the understanding of text (signing) 	<ul style="list-style-type: none"> • define reading aloud • discuss why reading aloud is important • read difficult words aloud • read out a short paragraph • read aloud with increasing fluency, speed and accuracy • use improved pronunciation effectively 	<ul style="list-style-type: none"> • discuss the faculties involved in reading aloud: <ul style="list-style-type: none"> - sight and its movement - mind-concentration • demonstrate the advantage of “loudness” as the reader hears the quality of his voice, pronunciation, and articulation • read aloud
<ul style="list-style-type: none"> • read silently from a variety of available texts using appropriate reading techniques 	<ul style="list-style-type: none"> • define silent reading • discuss the nature of silent reading • demonstrate silent reading 	<ul style="list-style-type: none"> • read silent and respond to the following: <ul style="list-style-type: none"> - identify the topic of the text - extract information - skim for general information - scan for specific information • practice silent reading
<ul style="list-style-type: none"> • acquire skill of reading with understanding 	<ul style="list-style-type: none"> • identify punctuation marks in a passage • identify new vocabulary in a text • identify general details from a text • interpret pictorial information • read aloud to understand the text • answer true/false questions based on the text • read to get information about specific countries, places, and people 	<ul style="list-style-type: none"> • use a dictionary to find meaning and spelling of words • form images while reading • identify new and difficult words in text • demonstrate silent reading • answer multiple choice questions based on text read • correct own and others’ mistakes • read in groups

9.4 Reading and responding skills (continued)

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.4.2 Instructions		
<ul style="list-style-type: none"> read and interpret instructions in order to respond appropriately to key words 	<ul style="list-style-type: none"> identify the purpose of text identify main ideas and key procedures in a text follow a set of instructions in order to complete a task follow written directions to different points around the school develop ability to express opinion on the text such as how effective the text was in explaining the process or procedure 	<ul style="list-style-type: none"> identify the meaning of key words and phrases use non-textual cues to provide clues to meaning follow a set of written instructions on how to carry out a process follow written instructions on how to play a game follow directions from any point in the village/town to school relate pictorial information to a written text express an opinion on the text
9.4.3 Reading culture		
<ul style="list-style-type: none"> acquire skills at reading simple statements 	<ul style="list-style-type: none"> define a statement write out simple statements read statements silently read out own statements discuss the main thought in each statement 	<ul style="list-style-type: none"> read out simple statements and commands read suitable text adapted for the purpose read texts and discussed context read texts linking to their skills areas
<ul style="list-style-type: none"> read, enjoy and understand different types of texts 	<ul style="list-style-type: none"> read widely for interest and enjoyment select a book read variety of texts with understanding 	<ul style="list-style-type: none"> read widely for interest and enjoyment read for general information and knowledge use different techniques of reading to access information
<ul style="list-style-type: none"> read and understand different types of texts 	<ul style="list-style-type: none"> read and <ul style="list-style-type: none"> extract specific information work out the meaning of unfamiliar words keep a vocabulary list for new words keep a metaphor list to show understanding of metaphorical communication 	<ul style="list-style-type: none"> read different texts such as from: <ul style="list-style-type: none"> skill area related information general knowledge reports newspapers, magazines

9.5 Grammar and usage

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.5.1 Grammar structures		
<ul style="list-style-type: none"> understand and use nouns 	<ul style="list-style-type: none"> define nouns discuss the function of nouns identify and use common nouns use singular and plural nouns use proper nouns 	<ul style="list-style-type: none"> use nouns in different forms: <ul style="list-style-type: none"> common and proper nouns pronouns
<ul style="list-style-type: none"> understand and use verb tenses 	<ul style="list-style-type: none"> define verbs identify and use verbs use present tense use past tense use correct tenses to share personal experiences use appropriate verb tense (simple and continuous) 	<ul style="list-style-type: none"> construct meaningful sentences using appropriate verb tense (simple, continuous, simple future, present perfect, past perfect) use tense in reporting
<ul style="list-style-type: none"> understand and use adverbs 	<ul style="list-style-type: none"> discuss the characteristics of adverbs identify and use adverbs use appropriate adverbs to show time use appropriate adverbs to show place use appropriate adverbs to show manner 	<ul style="list-style-type: none"> use adverbs in various sentences distinguish between adverbs and adjectives
<ul style="list-style-type: none"> identify adjectives 	<ul style="list-style-type: none"> define adjectives identify adjectives use adjectives in sentences 	<ul style="list-style-type: none"> use adjectives in sentences distinguish between adverbs and adjectives
<ul style="list-style-type: none"> apply degrees of comparison 	<ul style="list-style-type: none"> discuss comparisons use adjectives in comparative degrees 	<ul style="list-style-type: none"> identify and use comparatives
<ul style="list-style-type: none"> understand prepositions 	<ul style="list-style-type: none"> discuss the different functions of prepositions use prepositions of place use prepositions of direction use prepositions of time identify prepositions in sentences 	<ul style="list-style-type: none"> construct sentences using various prepositions in: <ul style="list-style-type: none"> reporting meeting chairing a group discussion use <i>wh</i>-questions
<ul style="list-style-type: none"> use conjunction 	<ul style="list-style-type: none"> define conjunctions identify conjunctions (and, but, or) use conjunctions in own sentences 	<ul style="list-style-type: none"> construct sentences with conjunctions (<i>and, but, or, for, so</i>)

9.5 Grammar and usage (continued)

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.5.2 Spelling and punctuation		
<ul style="list-style-type: none"> • use capitals and punctuations 	<ul style="list-style-type: none"> • define the use of capital letters • use capital letters appropriately • use the following punctuation marks correctly: <ul style="list-style-type: none"> - full stop - comma - question mark - exclamation mark - colon 	<ul style="list-style-type: none"> • construct sentences and use capital letters where needed • fill in, complete, construct sentences with correct punctuation marks
<ul style="list-style-type: none"> • apply correct spelling strategies 	<ul style="list-style-type: none"> • spell correctly simple high frequency sight words • demonstrate reasonable accuracy in finger spelling • demonstrate reasonable accuracy in spelling familiar words • spell words correctly by using the “sounding out” or “clapping syllables” • apply the strategy of using visual memory to visualise what a word looks like • write correctly spelled words 	<ul style="list-style-type: none"> • demonstrate accuracy in finger spelling • use a variety of resources to confirm correct spelling
9.5.3 Vocabulary		
<ul style="list-style-type: none"> • apply appropriate vocabulary words 	<ul style="list-style-type: none"> • use appropriate vocabulary for a variety of personal, social, and work purposes • do spelling and dictation of up to 10 lines • write and use the following correctly: <ul style="list-style-type: none"> - plural - gender - synonyms /antonyms - homophones/homonyms - idioms 	<ul style="list-style-type: none"> • demonstrate the use of appropriate vocabulary in given skill area for work related purposes • create a self-made dictionary with new vocabulary words

9.6 Decision-making

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.6.1 Compare and contrast		
<ul style="list-style-type: none"> understand the decision-making process 	<ul style="list-style-type: none"> discuss decision-making evaluate between two or more options choose between two options with sameness make a dynamic decision that can be motivated to go in two or more directions discuss different scenarios of possibilities 	<ul style="list-style-type: none"> demonstrate strategies to make valued decision based on “compare and contrast” and motivate the final decision conduct a presentation based on “sell” logic decision to the rest of the class group
9.6.2 Cause and effect		
<ul style="list-style-type: none"> understand estimation 	<ul style="list-style-type: none"> discuss the purpose of estimation establish why things happen, recognise the importance of recordkeeping and forecasting recognise the use of ‘If – Then’ logic 	<ul style="list-style-type: none"> discuss the “If – Then” logic demonstrate the use of “If – Then” logic use “If – Then” statements effectively to analyse a multi-factorial scenario conduct a “Cause and Effect” analysis demonstrate report writing on recordkeeping make a dynamic decision that can be motivated to go in two or more directions; explaining what will happen in each scenario: <ul style="list-style-type: none"> submit own recommendations to group for discussion make a decision in a group based upon that analysis troubleshoot the decision

9.6 Decision-making (continued)

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.6.3 Process of elimination		
<ul style="list-style-type: none">weighing different options	<ul style="list-style-type: none">analyse different options according to advantages and disadvantagesshow progress on how to choose suitable and unsuitable options	<ul style="list-style-type: none">demonstrate the process of evaluating two optionsdemonstrate how to eliminate unsuitable optionsformulate the final decision-making based on the process of elimination through:<ul style="list-style-type: none">making a summary of the optionsintroducing summaries in tableformat/bullet pointsindicating order of eliminationmotivating each elimination and each “save”

9.7 Relationships and teamwork

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.7.1 Individual vs group attitude and behaviour		
<ul style="list-style-type: none"> understand the needs of individual versus the group 	<ul style="list-style-type: none"> identify the needs of the individual identify the group as an entity with its own needs demonstrate appropriate behaviour in a group demonstrate how to function effectively in a group without sacrificing individual needs and values 	<ul style="list-style-type: none"> discuss how to balance individual needs with group demand demonstrate how to allocate group portfolios and schedule the order of events
9.7.2 Norms and values in a workplace		
<ul style="list-style-type: none"> understand professional and unprofessional work behaviour 	<ul style="list-style-type: none"> define professional workplace behaviour define unprofessional workplace behaviour define norms and values discuss workplace ethics in terms of dignity and fair treatment 	<ul style="list-style-type: none"> demonstrate professional behaviour vs unprofessional behaviour identify rights and professional ethics in a workplace name work related norms and values
9.7.3 Conflict management		
<ul style="list-style-type: none"> apply important conflict management skills 	<ul style="list-style-type: none"> define conflict identify reasons for conflict identify ways to avoid conflict 	<ul style="list-style-type: none"> identify effective strategies to resolve conflict discuss ways for future handling of similar conflict situations
9.7.4 Negotiation skills		
<ul style="list-style-type: none"> understand the importance of negotiation skills 	<ul style="list-style-type: none"> identify the give-and-take basics of negotiations describe the importance of negotiation skills apply negotiation skills demonstrate ways to set parameters for negotiations 	<ul style="list-style-type: none"> apply the give-and-take basics of negotiation demonstrate ways to set parameters in a negotiation: <ul style="list-style-type: none"> - negotiation, intervention, settlement - balance of power - breaking stalemate/gridlock - giving up something to get what you want

10. Subject management

10.1 Timetabling

Timetabling should provide opportunities for longer teaching and learning sequences, cross-curricular teaching, and project work. Timetabling can be as flexible as possible, if the total time allocation is adhered to. The elective skills subject learning content covers 65% of time allocation to theoretical and practical activities of the syllabus. This will allow the learners to review and practice essential information and skills that will ensure that the learner maintains competence over time.

The compulsory supplementary subjects of the course are considered essential for all learners. The knowledge and skills that the learner will acquire in these subjects provides a foundation for effective performance in the workplace. These subjects take all together 35% of the time allocation in the course delivery. Under optimal circumstances, the Communication for the Deaf course will be timetabled as follows:

Key Learning Area	Subject	% Time	7-Day cycle	% Time	5-Day cycle
Supplementary Subjects	Communication for the Deaf	11%	6	10%	5
	Bricklaying	9%	5	10%	5
	Work Orientation	5%	3	4%	2
	Fundamental ICT	5%	3	6%	3
	Entrepreneurship	5%	3	4%	2
Basic Pre-vocational Skills subjects*	Elective skills subject	65%	36	65%	32
	TOTAL %:	100%	56 periods of 40 mins per cycle	100%	49 periods of 45 mins per cycle
	TOTAL TIME:	37 hours 30 mins per cycle		36 hours per cycle	

**Blocked lessons are required for most practical sessions.*

10.2 Application of generic syllabus content

The Communication for the Deaf syllabus is generic (a basic, broad and common syllabus) and should be offered as applicable to the Basic Pre-vocational skills area of each group, e.g. use content, vocabulary, examples and assessment applied to Woodwork, Hairdressing, Hospitality Training, etc., to the relevant topic in this syllabus.

10.3 Resources and materials

Good management of resources, especially at school level can support curriculum intentions and ensure that learners benefit from effective, all-round education. It is expected that Communication for the Deaf will be offered in a realistic and conducive environment. Successful training depends on the availability of appropriate and up to date resources and materials.

10.4 Delivery considerations

This course is underpinned by learner-centred approaches regarding the course design, delivery and evaluation. Certificate in Basic Pre-Vocational Skills allows for a range of delivery modes in a variety of settings. Safe working procedures and practices should be applied in any vocational course. Teachers in vocational education should be aware of current health and safety requirements and adopt their teaching practices that reflect these requirements. Learners in this course require support and reasonable adjustment to achieve necessary level of competence. This should be determined on an individual basis through the collaborative planning process. Collaborative relationships should be

developed between the skills teacher and the supplementary subject teacher to assist in learner-centred instruction and assessment and in arranging effective delivery of the course.

11. Assessment

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which will be assessed. However, it is intended that the curriculum be learning-driven, not assessment- and examination-driven. Assessment should be primarily used to aid the teacher to determine the mastery level achieved by learners and to give them feedback to meet specific objectives in the various skills areas. Assessment and examination are to support learning.

This syllabus is grounded on the principle of inclusivity. Special arrangements, reasonable adjustments, accommodations and modifications must be visible in both continuous and summative assessment to enable each learner to access assessment.

11.1 Purpose of assessment

Assessment is intended to get a reliable picture of progress of the learner in terms of achieving the competencies of the syllabus. Ongoing assessment is necessary to monitor whether the learner is developing competence and to identify areas that will need more structured teaching and/or further practice. In learner-centered education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process. Assessment is used as a tool to provide information to:

The learner

The information gathered about the learners' progress and achievement should be used to give feedback to the learners. It should highlight their strengths and weaknesses and providing suitable solutions.

The parents/guardians

The parents/guardians should be regularly informed about the progress of their child, be encouraged to reward achievements and be given suggestions as how they can support the learner's activities.

The teaching/learning process evaluation

The progress and achievements of the learner can be used by the teacher to evaluate the teaching and learning process in terms of the relevance of content, learner participation, optimal use of group work and individual work.

Evidence of learner competence is reflected in specific knowledge and skill, and the application of that knowledge and skill. As this is a skills-oriented subject, evaluation should focus mainly on practical application.

11.2 Types and methods of assessment

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. As this course focuses on skills training, the majority of the assignments should reflect practical application. The continuous assessment must reflect 70% practical skills and 30% theory knowledge.

The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well and why, where and how they need to try more. The parents should be regularly informed about the progress of their

child in all subjects, be encouraged to reward achievements, and give suggestions as to how they can support their learning activities.

Formative assessment

Formative 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

Summative assessment determines the overall achievement of a learner and learning success. It takes place at the end of a learning cycle, programme or phase and is primarily used for assigning marks. Summative assessment may take many forms, e.g., paper and pencil tasks, interviews, performance tasks, journal entries, etc.

At the end of the Certificate in Basic Pre-vocational Skills course the progress and achievements of the learner is summed up. The summative assessment will consist of continuous assessment accumulated in the portfolio and a final assessment. This totals to the final course mark. On the basis of this, decisions have to be made as to whether or not a learner achieved all the, or enough, specific objectives to be certified.

Differentiated assessment

Differentiated assessment is based on the concept that learners differ in the way they process new learning. It is a continuous process whereby the teacher gathers information about the learner, before and after instruction through multiple sources to identify the learner's needs and strengths. Differentiated assessment indicates:

- a need for additional learning support individually or in a small group;
- adjustment of the assessment domains following the educational, psychological and social intervention;
- an adjustment or deviation of the assessment domain from the traditional assessment applicable to all learners.

Diagnostic assessment

Barriers to learning, strengths, learning difficulties and gaps in learning can be determined through diagnostic assessment, which takes place at any time during the learning process. Diagnostic assessment should include inputs from the multi-disciplinary and/or the learning support team. It directs lesson planning and which learning, and teaching methods should be used to support the learner.

Evaluation

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

Informal methods

The teacher must assess how well each learner has mastered the specific objectives described in the subject syllabus and from this gain a picture of the all-round progress of the learner. In the Certificate

in Basic Pre-Vocational Skills this is done to a large extent in an informal way through observation of each learner's progress in learning and in practical application while they are:

- communicating
- applying knowledge
- identifying and using materials and equipment
- role playing
- interpreting, unravelling and evaluating case studies
- going on excursions
- investigating situations/scenarios
- making judgements
- working in a team, and
- in their general participation in and contribution to activities.

As the Communication for the Deaf syllabus is skills orientated, informal assessment should have the emphasis and make out 90% of the final mark.

Formal methods

The use of formal written tests can only assess a limited range of specific objectives expected in Communication for the Deaf and should therefore not take up a lot of time. It should take place occasionally and be limited to the time of one lesson period. As the Communication for the Deaf syllabus is skills orientated, formal assessment should make out not more than 10% of the final mark.

11.3 Alternative assessment

Alternative assessment is the utilisation of non-traditional approaches in judging learner performance. It is used to determine what the learner can do and cannot do, in contrast to what they do or do not know. Alternative assessment involves performance or tasks relating to real-life situations and is process oriented. The outcomes of the alternative assessment will enable learners who are not academically strong to progress and develop their potentials and talents to the maximum.

These types of assessment formats may include:

- on-the-job or off-the-job practical assessments
- role-plays or simulations
- open-ended questions
- writing samples
- story or text re-telling
- case studies
- small projects or assignments
- self and peer assessment
- teacher observations
- journals and learning logs
- interviews.

Reasonable adjustments to assessment procedures and materials might be required to allow some learners to demonstrate competence. The degree to which a learner's special needs affect their demonstration of competence will vary from learner to learner and might vary from task to task. Adjustments will be required where learners experience difficulty with language, reading and/or writing. Assessments for these learners should be structured to allow the learner to demonstrate their knowledge regardless of any reading, writing and language difficulties. The key principles of validity, reliability, fairness and flexibility should be considered when providing reasonable adjustments in assessment procedures and material.

When selecting the formats of assessment, the teacher should consider the context in which the knowledge will be applied. The type of assessment format selected should reflect consideration of the way in which the information will be used in practical application.

Various categories of alternative assessment may involve:

(i) *Authentic assessment*

Authentic assessment integrates the assessment of traditional academic content with the knowledge and skills important to lifelong learning using a variety of techniques, including “real world” situations. The learners use their understanding of the subject to solve real world situations and problems. For an assessment to be authentic, the context, purpose, audience and constraints of the test should connect in some way to real-world situations and problems.

(ii) *Oral-based assessment (Sign language used as medium)*

The oral-based assessment assesses the learner’s competencies without lowering the content, depth or level of the competencies. It is an oral assessment of the outcomes of teaching and learning of learners who might have mastered the competencies taught but is not able to demonstrate these competencies due to literacy and numeracy difficulties they are experiencing. A checklist of appropriate questions should be developed with reference to the topic and specific objectives to be mastered.

(iii) *Performance-based assessment*

Performance-based assessment requires the learner to construct a response, create a product, or demonstrate application of knowledge in authentic context. Performance-based assessment requires the development of new assessment tools and scoring rubrics.

Performance-based alternative assessments may include portfolios, checklists, rating scales and rubrics. These are explained further as follow:

Portfolio

Portfolio assessment is an evaluation tool used to document learner knowledge and learning through series of learner-developed artefacts. A portfolio is kept in a folder or file and contains a collection of evidence of the achievements of a learner throughout the course.

Portfolios may include:

- a selection of learner work, e.g. photographs, projects, reference materials, video or audiotapes and final product.
- guidelines for content selection
- criteria for evaluating process and product
- evidence of learner reflection

The portfolio contains the learners’ practical work throughout Year 1 and 2. A minimum number of practical exercises will have to be done continuously throughout the three terms in Year 1 and the two terms in Year 2. Each practical exercise will be weighted to a mark out of 10 marks, while projects will be weighted to a mark out of 15. All the learners’ practical activities and project marks will contribute towards promotion in Year 1 and Year 2. Therefore, all Year 1 and 2 marks need to be kept in a portfolio file and the processed mark will have to be sent to DNEA at the beginning of term 3 of Year 2.

The overall portfolio mark will contribute 80% towards the final Year 1 promotion mark. Schools will have to submit sample work of learners to DNEA of at least 5% of the students enrolled for the overall subject. Schools are required to keep the portfolio for possible moderation by DNEA and/or Regional Education Offices.

Portfolio reflects the actual day-to-day learning activities of learners. Each learner should build up a portfolio during the course. The portfolio is kept in a folder, file and/or workbooks. The portfolio supports assessment and can aid the curriculum vitae (CV) of the jobseeker. Some portfolios are designed to present the learner’s best work, others are designed to show how the learner’s work has evolved over time, and still others are comprehensive repositories for the entire learner’s work. The portfolio must be made available to the verifier/moderator on request at any given time.

A portfolio comprises of:

1. Content sheet
2. Identification of learner (ID and/or Birth Certificate)
3. Résumé
4. Transcript of results
5. Portfolio evaluation form (completed per term)
6. Job attachment feedback/reports
7. Continuous assessment mark sheets
8. Assignments, models/projects, photos of work in progress or completed work, checklists topic tests, etc., proof of work contributing to the continuous assessment marks
9. Reports on excursions
10. Proof of group (team) work (with clear assessing criteria)
11. Teacher's report (Narrative Report)
12. Moderator's report

The Skills Subject teacher administers the 'main' Portfolios – it stays in the classroom or workshop for the duration of the course. The Skills Training teacher starts to build up the portfolio's content, as stated above, adding the learners' work as referred to in Number 8 above. By the end of the course, the supplementary subject teachers send in evidence of learners' course work to be added to the main portfolio – this then forms one portfolio with evidence of all the work done by the learner.

Checklists, rating scales, and rubrics

Checklists, rating scales and rubrics are tools that state specific objectives and allow teachers and learners to gather information and to make judgements about what learners know and can do in relation to the specific objectives. They offer systematic ways of collecting data about specific behaviours, knowledge and skills.

Checklists usually offer a yes/no format in relation to learners' demonstration of specific criteria. These are list of objectives or behaviours to be observed. This is similar to a light switch; the light is either on or off. They may be used to record observations of an individual, a group or a whole class.

A tick-off checklist is used to assess whether all required specific objectives of a topic have been mastered. Relevant grade descriptors in this document should be applied. The assessment of skills is done by:

- informally collecting information from parents on what is taking place at home;
- check-listing the skills demonstrated;
- narration of the learner's potentials;
- developing an assessment tool (portfolio, checklists, oral assessment, etc.) and used as the tool for assessing and monitoring the skills development.

Rating scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner. To continue the light switch analogy, a rating scale is like a dimmer switch that provides for a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of learners' work.

Rubrics use a set of criteria to evaluate a learner's performance. They consist of a fixed measurement scale and detailed description of the characteristics for each level of performance. These descriptions focus on the quality of the product or performance and not the quantity, e.g., not the number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate learner performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Examples of checklists, rating scales and rubrics are given at the end of the syllabus.

Recording progress

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. This will also help to determine learning support, not only during lesson presentation, but extended to after-school hours sessions.

Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learners' 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 be awarded a Grade A, B, C, and so on (norm-referencing).

In criterion-referenced assessment, each assessment task must have an assessment rubric with criteria descriptors for what the learner must demonstrate in order to be awarded the grade. It is important that teachers in each department/section work together to have a shared understanding of what the criteria 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 be reliable.

11.4 Grade descriptors

The learner's level of achievement in relation to the specific objectives in the subject syllabus is shown in letter grades. 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 grades awarded and specific objectives are shown below.

Grade	% Range	Grade descriptors
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 objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

11.5 Assessment objectives

The assessment objectives in Communication for the Deaf are:

11.5.1 Observation and Comprehension

The learner should be able to:

1. observe and comprehend information
2. recognise a speaker's main points and identify the supporting details and examples
3. use appropriate vocabulary to communicate effectively
4. participate effectively and critically in group discussions and debates

11.5.3 Signing

The learner should be able to:

1. sign accurately
2. present presentations
3. use language to express and establish individual attitudes
4. sign or express self appropriately in a range of situations

11.5.4 Reading and responding

The learner should be able to:

1. read aloud (sign) to convey understanding of the text and to entertain
2. read silently from a variety of texts to extract specific information
3. read and respond to a variety of texts, including prescribed literary texts

11.5.5 Writing

The learner should be able to:

1. write simple, complex and compound sentences
2. write well-structured paragraphs
3. write creatively a variety of formal and informal texts
4. show a sense of audience and purpose

11.5.6 Grammar and usage

The learner should be able to:

1. exercise accuracy in spelling, punctuation and grammar
2. use appropriate and imaginative vocabulary and idioms
3. use different parts of speech effectively
4. apply a variety of sentence structures

11.6 Continuous assessment: detailed guidelines

Types of continuous assessment

Continuous assessment should be planned and programmed at the beginning of the year and kept as simple as possible. Marks given for class and homework activities may be recorded for continuous assessment.

In Communication for the Deaf in the Certificate in Basic Pre-Vocational Skills the continuous assessment tasks are as follows:

Practical investigations: These assess the learners' ability to think and reason independently and to reflect critically on their own thinking.

Projects: A project is a longer assignment than a topic task and gives learners an opportunity to complete an investigation into one of the themes/topics (e.g., Money and finance) as outlined in the syllabus. This type of investigation will enable the teacher and learner to pursue a topic in greater depth and in a more lively and creative way than possible with short discrete topic tasks or investigations. Projects assess the ability of learners to solve problems and apply mathematics processes to everyday life.

Topic tasks: These are activities that most teachers already use in their day-to-day teaching. These are recorded, assessed activities that could introduce a topic, be used during the teaching of a topic and/or revision of a topic. They may well include assessment involving competencies to do with locating information, conducting surveys, analysing information or presenting information

Topic tests: Completed topics should be concluded with a test indicating the achievements of the learners in these topics. Written tests are specifically set by the teacher to assess the learners' achievements in relation to competencies specified in the syllabus and should consist of both short questions and more structured questions.

End-of-term test: This will be a more comprehensive topic test of the term's work. No homework should be assigned during the time of writing the end of term tests. End-of-term tests should not consist of more than 30 marks, whether the special arrangements and considerations were applied.

This end-of-term test should be skills-orientated. The tests may be a written or oral test, taking the ability of the individual learner into consideration. Learners who need special arrangements for formal assessment, such as extra time, a scribe, a transcriber or a reader, should be arranged for and accommodated throughout the course.

Continuous Assessment Year 1				
Components	Term 1		Term 2	
	Number & Marks	Total CA	Number & Marks	Total CA
Observation and comprehension	2x10	20	2x10	20
Writing	3x10	30	3x10	30
Reading and responding	4x10	40	4x10	40
Signing	2x10	20	2x10	20
Spelling & Grammar	1x10	30	1x10	30
	1x20		1x20	
Term marks		140		140
Weighted term marks		(140÷2) 70		(140÷2) 70
End-of-term test		30		30
Total term marks		(70+30) 100		(70+30) 100

Continuous Assessment Year 2				
Components	Term 1	Term 2		
	Number & Marks	Total CA	Number & Marks	Total CA
Job Attachment				
Observation and comprehension	3x10	30	30x10	30
Writing	3x10	30	3x10	30
Reading and responding	3x10	30	3x10	30
Signing	2x10	20	2x10	20
Spelling & Grammar	1x10	30	1x10	30
	1x20		1x30	
Term mark		140		140
Weighted term marks		(140÷2) 70		(140÷2) 70
End-of-term-test	1x30	30	1x30	30
Total term Mark		(70+30)100		(70+30) 100

End-of-year examinations: detailed guidelines

In Year 1 there will be internal end-of-year examinations. The purpose of this test is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus which are most essential for continuing in the next year.

The end-of-year examinations should apply special arrangements and considerations that are responsive to the special education needs of all learners. Preparing for and conducting these examinations should not take up more than two weeks altogether right at the end of the year.

There will be a semi-external examination at the end of Year 2. These papers will be set by DNEA and will be marked regionally or school-based. Samples will be moderated by DNEA. The purpose of the examination is to assess how far each learner can demonstrate his/her achievements in reaching the specific objectives as a preparation for everyday life and for further studies or training, and to what extent the system as a whole is enabling learners to achieve optimally.

11.7 Promotion marks

For Communication for the Deaf in Year 1 and Year 2, both continuous assessment and end-of-term test marks contribute 100% towards the final promotion mark. The promotion marks are calculated as follows:

Promotion mark Year 1 and 2			
	Term 1	Term 2	Total
Term mark	(70+30)	(70+30)	200
	100	100	
Promotion mark	(Term mark 1+ Term mark 2)÷2		100
	(100+100)÷2		

The certification marks are calculated as follows:

Certification Mark			
	Year 1 Term mark	Year 2 Term mark	Total
Term mark	100	100	200
Certification mark	(Promotional mark Year 1 + Promotion mark Year 2)÷2		100

11.8 Specification grid

A rigid association between particular assessment objectives and individual components of assessment is not appropriate since any of the objectives can be assessed in any question. Nevertheless, the components of the scheme will differ in the emphasis placed on the various objectives.

The specification grid below is for general guidance only and illustrates where particular objectives might receive most emphasis on the various components for both the end-of-term test and for continuous assessment.

It also indicates the weighting allocated to each objective for both continuous assessment and for the written examination.

Component	Weighting
Portfolio	10%
Continuous assessment mark	80%
End-of-term test/year exam	10 %
Final mark	100%

11.9 Assessment rubrics/criteria

Rubrics use a set of criteria to evaluate a learner's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. The marking rubrics should ideally be less than one page altogether.

11.10 Assessment checklist and evaluation grids

Checklist is a focussed diagnostic tool listing performance criterion, which can be used to plan learner progress over time. It can list actions, descriptions, skills, concepts, processes, and/or attitudes that a teacher checks off as he or she observes them. It can be used to assess written work or other products such as oral presentations, art and media works, and models.

The teacher may work from the prepared checklist or marks to check each element as it occurs. The score is the total number of items that are checked. Various gradations in quality are not recognised unless the checklist specifies that something be done "exceptionally", "very well", "satisfactorily", or in some other way that brings quality into question.

A topic task, investigation, observation, or a project:

General objectives are used to plan instructions and to evaluate learner's performance on the same objectives. After the planned activities, learners are assessed to determine how well they have learned. Evaluation is achieved through observation during the activities, and through specific assessment tasks.

Steps to develop a checklist:

1. Identify the general objective
2. List target behaviours, skills or specific learning objectives separately
3. Organise the checklist sequentially
4. Determine how record-keeping will be done

Guidelines on checklist:

- 1 Teachers may adjust these example grids to the needs of their learners
- 2 The application of checklists and marking grids are compulsory
- 3 The format is just a recommendation, it is not prescribed
- 4 These checklists and evaluation grids should forms part of the portfolio
- 5 The checklists and evaluation grids in the syllabus do not cover all the topics. It is expected of teachers to use these as examples and create their own as needed.
- 6 Each topic should have at least one checklist or evaluation grid, but may have more than one depending on the specific learning objectives expected to be achieved.

Annexe 1: Communication for the Deaf: Checklist for observation skills

Observation skills								
Name: _____ Date: _____								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactory	Achieved minimum	Ungraded	Total
1.	Observe in order to carry out instructions	6	5	4	3	2	1	
2.	Observe and understand a range of texts	6	5	4	3	2	1	
3.	Observe , write clear, brief responses	6	5	4	3	2	1	
4.	Observe and comprehend facts and opinions	6	5	4	3	2	1	
5.	Grammatical competencies	6	5	4	3	2	1	
Total: 30								
Grading		Achieved exceptionally well: 80%	Achieved very well: 70-79%	Achieved well 60-69%	Achieved satisfactory: 50-59%	Achieved minimum: 40-49%	Ungraded: 0-39%	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 2: Communication for the Deaf: Checklist for signing skills

Signing skills								
Name: _____ Date: _____								
Outcomes:		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactory	Achieved minimum	Ungraded	Total
1.	Signs clearly and produce signs correctly	6	5	4	3	2	1	
2.	Give simple and clear instructions	6	5	4	3	2	1	
3.	Interact effectively	6	5	4	3	2	1	
4.	Use appropriate vocabulary	6	5	4	3	2	1	
5.	Use body language to express attitude	6	5	4	3	2	1	
6.	Grammatical competencies	6	5	4	3	2	1	
Total: 36								
Grading:		Achieved exceptionally well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfactory: 50-59%	Achieved minimum: 40-49%	Ungraded: 0-39%	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 3: Communication for the Deaf: checklist for writing skills

Writing skills								
Name: _____ Date: _____								
Outcomes:		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactory	Achieved minimum	Ungraded	Total
1.	Write down notes, information, using keywords sentences, bullet points	6	5	4	3	2	1	
2.	Distinguish between main idea and additional information – make summaries	6	5	4	3	2	1	
3.	Complete forms correctly	6	5	4	3	2	1	
4.	Write reports	6	5	4	3	2	1	
5.	Grammatical competencies	6	5	4	3	2	1	
Total: 30								
Grading:		Achieved exceptionally well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfactory: 50-59%	Achieved minimum: 40-49%	Ungraded: 0-39%	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 4: Communication for the Deaf: Checklist for reading skills

Reading and responding g skills								
Name: _____ Date: _____								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactory	Achieved minimum	Ungraded	Total
1.	Read and respond	6	5	4	3	2	1	
2.	Read and respond appropriately	6	5	4	3	2	1	
3.	Read and re-sign sequence	6	5	4	3	2	1	
4.	Read with understanding	6	5	4	3	2	1	
5.	Skim and scan to extract information	6	5	4	3	2	1	
6.	Grammatical competencies	6	5	4	3	2	1	
Total: 36								
Grading		Achieved exceptionally well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfactory: 50-59%	Achieved minimum: 40-49%	Ungraded: 0-39%	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 5: Communication for the Deaf: Checklist for relationship skills

Relationship skills								
Name: _____ Date: _____								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactory	Achieved minimum	Ungraded	Total
1.	Distinguish between individual & group needs	6	5	4	3	2	1	
2.	Define & recognise norms & values	6	5	4	3	2	1	
3.	Define professional & unprofessional behaviour.	6	5	4	3	2	1	
4.	Define & recognise conflict & causes	6	5	4	3	2	1	
5.	Record keeping & recommendations	6	5	4	3	2	1	
6.	Grammatical competencies	6	5	4	3	2	1	
								Total: 36
Grading		Achieved exceptionally well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfactory: 50-59%	Achieved minimum: 40-49%	Ungraded: 0-39%	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 6: Communication for the Deaf: Checklist for decision-making skills

Decision-making skills								
Name: _____ Date: _____								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactory	Achieved minimum	Ungraded	Total
7.	Compare & contrast: presentation & logic	6	5	4	3	2	1	
8.	Cause & effect	6	5	4	3	2	1	
9.	Comparative analysis	6	5	4	3	2	1	
10.	Process of elimination	6	5	4	3	2	1	
11.	Report writing with recommendations	6	5	4	3	2	1	
12.	Grammatical competencies	6	5	4	3	2	1	
								Total: 36
Grading		Achieved exceptionally well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfactory: 50-59%	Achieved minimum: 40-49%	Ungraded: 0-39%	
		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 7: Assessment record form: Communicative English for the Deaf: Year 1

School: Teacher: Year:.....		Term	Observation and comprehension			Writing			Reading and responding				Signing		Spelling and Grammar			TOTAL	CASS (140/2)	End-of-term test	Term Mark/REPORT MARK	Year 1 Promotion marks (200/2)			
					TOTAL			TOTAL					TOTAL	Signing (Prepared)	Signing (Unprepared)	Total	Spelling						Project	TOTAL	
Name of the learner			10	10	20	10	10	10	30	10	10	10	10	40	10	10	20	10	20	30	140	70	30	100	100
1.	1																								
	2																								
2.	1																								
	2																								
3.	1																								
	2																								
4.	1																								
	2																								
5.	1																								
	2																								
6.	1																								
	2																								
7.	1																								
	2																								

Subject Teacher:.....

Date:.....

Head of Department:.....

Date:.....

Principal:.....

Date:.....

Annexe 8: Assessment record form: Communicative English for the Deaf: Year 2

School:	Term	Observation and comprehension			Total	Writing			TOTAL	Reading and responding			TOTAL	Signing (Prep)	Signing (Unprep)	TOTAL	Spelling	Project	TOTAL	TOTAL	CASS (140/2)	End-of-term Evaluation	REPORT MARK	Certification MARK (Y1+Y2)/2/(200/2)
Teacher:		10	10	10		30	10	10		10	30													
Year:																								
Name of the learner		10	10	10	30	10	10	10	30				30	10	10	20	10	20	30	140	70	30	100	100
1.	1																							
	2																							
2.	1																							
	2																							
3.	1																							
	2																							
4.	1																							
	2																							
5.	1																							
	2																							
6.	1																							
	2																							
7.	1																							
	2																							
8.	1																							
	2																							
9.	1																							
	2																							

Subject Teacher:.....

Date:.....

Head of Department:.....

Date:.....

Principal:.....

Date:.....

Annexe 9: Summary portfolio assessment form

Name: _____

Year: _____

Criteria description	Term 1	Term 2
Portfolio is very presentable Contains all relevant tasks and all tasks are completed	10	10
	9	9
Portfolio is very presentable Contains most relevant tasks and most of the tasks are completed	8	8
	7	7
Portfolio is presentable Contains some of the relevant tasks and some of the tasks are completed	6	6
	5	5
Portfolio is presentable to a lesser extend Contains some of the relevant tasks & little of the tasks are completed	4	4
	3	3
Portfolio is not very presentable Contains few relevant tasks and almost none of the tasks are completed	2	2
	1	1
No portfolio was submitted	0	0
Mark allocated out of 10		

Term 1: Teacher: Date: Moderator:

Term 2: Teacher: Date: Moderator:

Term 3: Teacher: Date: Moderator:

Annexe 10: Continuous assessment record form

Continuous assessment record form: Communication for the Deaf																
Teacher:										Group:					Year:	
LEARNER NAME	TRIMESTER	Observation	Signing	Writing	Reading	Decision-making	Relationships	Assignments / tasks/ projects	TOTAL	CONVERTED CA MARK	PORTFOLIO	FINAL TEST (30 /3)	REPORT MARK	PROMOTION MARK (Total of 2 Terms ÷ 2 =		
		20	20	20	20	20	20	20	140	80	10	10	100	100		
1	1															
	2															
	1															
	2															
	1															
	2															
	1															
	2															
	1															
	2															
	1															
	2															
	1															
	2															

Annexe 11: Portfolio assessment form for communication for the Deaf

Name of learner:		Term:		Year:						
CRITERIA	STANDARD									
	Low		Medium				High			
Overall appearance: Attractiveness, neatness, presentability.	1	2	3	4	5	6	7	8	9	10
Content: Portfolio contains required sheets and forms (Quantity). The forms/ reports are completed and filled out nicely (Quality).	1	2	3	4	5	6	7	8	9	10
Process documentation: Showing/documenting the learners' progress and development with a good choice of added documents.	1	2	3	4	5	6	7	8	9	10
Presenting own achievements/projects: Narrative reports, drawings, presenting of own projects. Individual effort regarding output.	1	2	3	4	5	6	7	8	9	10
Usefulness: Readers of the portfolio get a picture about the skills of the learner.	1	2	3	4	5	6	7	8	9	10
Points in total										
Mark (Total points: = 5 marks)										

Teacher:.....

Date:.....

School:



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