



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

CERTIFICATE IN BASIC PRE-VOCATIONAL SKILLS

**FUNDAMENTAL INFORMATION
COMMUNICATION TECHNOLOGY SYLLABUS**

For implementation in 2024

Ministry of Education, Arts and Culture
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*Certificate in Basic Pre-vocational skills, Fundamental Information Communication Technology
Syllabus*

ISBN: 978 99945-2-046-6

Printed by NIED
Publication date: December 2023

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Fundamental Information Communication Technology (ICT) in the Certificate in Basic Pre-vocational skills.

As a subject, Fundamental ICT Literacy is within the technological area of learning in the curriculum, and has thematic links to other subjects across the curriculum. This is a syllabus that describes the intended learning content and assessment for Fundamental ICT, a supplementary subject to any Certificate in Basic Pre-Vocational Skills Course. The rapid spread and use of ICTs in all areas of life make this area part of the core skills needed for a knowledge-based society.

2. RATIONALE

Fundamental ICT intends to gear and train the learner to gain enough theoretical knowledge and practical skills of the world of work that they would enter after completion.

The 21st century is considered as the information era and learners are expected to utilise ICTs to access valuable and updated resources in order to break the digital divide. The subject ICT Literacy is designed to provide basic skills to use computers and to be aware of its uses and limitations in the modern societies. This subject will allow learners to acquire skills to utilise ICT tools already available in schools and integrate them when learning various subjects offered in schools.

3. AIMS

The syllabus of Fundamental ICT aims to:

- prepare the learner to have a basic knowledge of ICT tools, mainly computer hardware and software and to be able to utilize them;
- encourage the learner to continue to develop their ICT skills in order to enhance their work in other trade areas;
- enable the learner who leaves school to utilize computers and their applications;
- enable the learner who continues with school to use the computer effectively as an aid to his/her studies or in his/her occupation in the future;
- enable the learner who continues with his/ her school career with ICT related fields to have a basic understanding to build on;
- help the learner to grow in their awareness of the ways in which ICT is used in practical and work-related situations.

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 Fundamental ICT teacher in the Certificate 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 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.

Fundamental ICT demands for adapted programmes, learning environments, equipment, and materials to support learners with learning and help them participate meaningful in education. This

subject will be mainly offer in Resource Schools and Units in Inclusive Schools, adapted teaching approaches will enable all the learners to achieve the competencies.

Male and female learners should be able to take the Certificate in Basic Pre-Vocational Skills courses. Themes and topics in the Fundamental ICT 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. Teachers should know and understand how to treat learners equally, and all materials should support gender equity

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

. The main cross-curricular themes that are integrated throughout the National Curriculum for Basic Education and in Certificate in Basic Pre-Vocational Skills are Environmental Learning, HIV and AIDS, Population Education, Human Rights and Democracy Education and Entrepreneurship Education. The themes and topics contained in the Work Orientation syllabus should be extended across the curriculum to other subjects. 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.

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

- sharing status in workplace
- coping with HIV and AIDS in the workplace
- environmental care
- understanding crime

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

Information and Communication Technology – One of the features of a rapidly changing world is the accumulation of a vast amount of information and data. Technology has an impact on all aspects of modern life. Learners need to be equipped with the knowledge and skills to be competent and confident in assessing and working with various forms of information and data. The approach to information and communication technology focuses on the use of support material and equipment to access, process and use information in the most appropriate ways. Where resources are available, schools should promote the use of information and communication technology to include skills such as word processing, graphics and CD-ROM referencing.

6. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a model of learner-centered education described in Ministry policy documents, Curriculum guides and conceptual frameworks. This approach ensures optimal quality of learning. Teachers should use differentiated teaching strategies to accommodate learners with varying learning abilities and experiences.

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

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

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

The teacher must decide, in relation to the learning objectives and competencies to be achieved:

- when it is best to convey 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;
- alternatively, when the learners can be allowed to find their own way through a topic or area of content.

As productivity and progression in the world of work heavily depends on teamwork, working in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task on hand.

Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair- or group work is needed to complete it, otherwise learners will not see any relevance in carrying out tasks together. It is therefore advised that simulated work situations form an integral part of everyday teaching and skills training. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their own work, under the teacher's guidance and supervision.

7. END-OF-PHASE COMPETENCIES

On entry to the Certificate in Basic Pre-vocational Skills, the learners are expected to show interest in Fundamental ICT. As this course intends to equip the special needs learners mainly, most learners will need Learning Support through adapted teaching approaches, adapted materials, and assistance from peers.

On completion of Fundamental ICT all the candidates are expected to be able to demonstrate a sound knowledge, practical work skills and experience of the related trade and apply their knowledge and skills in practice. Learners are expected to develop the following core skills.

- make appropriate communication solutions;
- utilise hardware and software programs; evaluate information;
- transform information to knowledge;
- follow ethical practice;
- interact considerately and communicate clearly;
- demonstrate knowledge and skills to work with different computer applications;
- be able to use these skills in their field of specialisation/ trade.

On completing of the Fundamental ICT the learners will have the knowledge and interpretation/ understanding of the essential functions of the world of work.

8. SUMMARY OF THE LEARNING CONTENT

FUNDAMENTAL ICT Year 1 & 2	
Themes	Topics
1. Computer components and hardware	<ul style="list-style-type: none">• Computers in everyday life• Practices in a computer room• Components and hardware• General knowledge of computer technology• Computer system• Use and impact of computers• Evolving technology
2. Health risk, safety and ethics	<ul style="list-style-type: none">• Precautions and safety• Psychological risks
3. Basic computer skills	<ul style="list-style-type: none">• Use of keyboard• Accessing and exiting a computer• Use of a mouse
4. Introduction to Windows	<ul style="list-style-type: none">• The desktop• Files, documents and folders
5. Applications	<ul style="list-style-type: none">• Perform basic word processing• Produce basic spread sheets• Presentations• Publishing
6. Graphics	<ul style="list-style-type: none">• Graphics• Working with drawing applications• Working with paint applications
7. Internet	<ul style="list-style-type: none">• Surfing the net• Emailing• Online security• Socialising and communicating
8. IT Applications	<ul style="list-style-type: none">• Communication applications• Banking applications• Vocational applications• Games

9. LEARNING CONTENT

9.1 Computer components

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>
1.1 Computers in everyday life		
<ul style="list-style-type: none"> understand the use of computers in everyday life 	<ul style="list-style-type: none"> identify the main types of computer application state the places where the computers are used 	<ul style="list-style-type: none"> clarify the main benefits in using computers in everyday life
1.2 Practices in a computer room		
<ul style="list-style-type: none"> appreciate a computer room 	<ul style="list-style-type: none"> identify a computer room distinguish between a computer room and other places where computers are used list guidelines to follow in a computer room 	<ul style="list-style-type: none"> identify the layout design of a computer room demonstrate desirable and non-desirable behaviours in a computer room
1.3 Components and hardware		
<ul style="list-style-type: none"> recognise the computer components 	<ul style="list-style-type: none"> name the components/hardware of the computer: <ul style="list-style-type: none"> monitor keyboard mouse system unit printer connections 	<ul style="list-style-type: none"> explain the functions of each component/hardware locate the connections between the components
1.4 General knowledge of computer technology		
<ul style="list-style-type: none"> understand developments in the field of computers 	<ul style="list-style-type: none"> define a computer discuss the characteristics of computers 	<ul style="list-style-type: none"> describe the upcoming technologies in ICT
<ul style="list-style-type: none"> understand data and information 	<ul style="list-style-type: none"> distinguish between data and information 	<ul style="list-style-type: none"> apply the concepts of data and information
<ul style="list-style-type: none"> appreciate the importance of data protection and privacy 	<ul style="list-style-type: none"> identify relevant school policies on ICT usage 	<ul style="list-style-type: none"> discuss the use of data in an ethical manner
<ul style="list-style-type: none"> understand the importance of proper use and controlled access to data 	<ul style="list-style-type: none"> discuss risks accessing the internet, such as: <ul style="list-style-type: none"> unmoral content expensive downloads online business fraud addiction and social isolation 	<ul style="list-style-type: none"> develop a balanced behaviour regarding computer use

9.1 Computer components (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>
1.5 Computer system		
<ul style="list-style-type: none"> understand the different computer components 	<ul style="list-style-type: none"> define hardware and software describe the difference between hardware and software name the different hardware components 	<ul style="list-style-type: none"> explain the functions of each hardware components locate the connections between the components
<ul style="list-style-type: none"> understand the different input and output devices 	<ul style="list-style-type: none"> define input and output devices identify different input and output devices identify suitable uses of the input devices 	<ul style="list-style-type: none"> state the functions of different input devices, e.g. keyboard, numeric keypad
<ul style="list-style-type: none"> understand different devices for data storage 	<ul style="list-style-type: none"> identify storage devices , e.g. DVD/ CD-R, flash memory, memory stick, external hard drive 	<ul style="list-style-type: none"> explain online storage options use storage devices to make 'back-ups'
<ul style="list-style-type: none"> understand the use of devices connectable to a PC 	<ul style="list-style-type: none"> use a installed LCD projector (or Smart-board) to show pictures or PowerPoint-presentations identify printer and connect to a computer refill paper 	<ul style="list-style-type: none"> describe the technique of scanning and can assist scanning do printouts of working documents
1.6 Use and impact of computers		
<ul style="list-style-type: none"> understand how computers are used in the society and in the job world 	<ul style="list-style-type: none"> describe the use of computers in society list the main fields of work where computers are a need discuss the advantages and disadvantages of computer use 	<ul style="list-style-type: none"> explain the advantage of a computer compared to paper work elaborate the use of a computer in administrative office work
1.7 Evolving technology		
<ul style="list-style-type: none"> know about different modern tools functioning as PC 	<ul style="list-style-type: none"> identify Desktops, Laptops, Netbooks, Tablets and newer devices discuss about customers risks in purchase, warranty, servicing, monthly costs 	<ul style="list-style-type: none"> discuss the advantages of the different devices be aware of fraud and black market copies

9.2 Health risks and safety

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>
2.1 Precautions and safety		
<ul style="list-style-type: none"> understand the precautions and safety when using computers and information technology 	<ul style="list-style-type: none"> identify health risks that might result from interaction with computers and IT in general demonstrate ways of minimising health risks 	<ul style="list-style-type: none"> apply health risks measures and safety standards when using a computer
<ul style="list-style-type: none"> understand the general care and use of computers 	<ul style="list-style-type: none"> demonstrate safe and proper use of a computer identify safety guidelines and care of computer devices 	<ul style="list-style-type: none"> discuss practices that are improper in the use of particular information technology
<ul style="list-style-type: none"> understand the importance of safety when using a computer 	<ul style="list-style-type: none"> discuss the danger of electricity short-circuits describe how to clean components of a computer 	<ul style="list-style-type: none"> apply health risks measures and safety standards when using a computer discuss reasons for maintaining a clean working environment
<ul style="list-style-type: none"> acquire proper body use 	<ul style="list-style-type: none"> demonstrate the right body posture sitting in front of a computer demonstrate the proper usage of distance from the screen 	<ul style="list-style-type: none"> describe and demonstrate appropriate body posture when using a computer
2.2 Psychological risks		
<ul style="list-style-type: none"> understand the importance of proper use and controlled access to data 	<ul style="list-style-type: none"> discuss risks accessing the internet, such as: <ul style="list-style-type: none"> unmoral content expensive downloads online business fraud addiction and social isolation 	<ul style="list-style-type: none"> develop a balanced behaviour regarding computer use

9.3 Basic computer 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>
3.1 Use of keyboard		
<ul style="list-style-type: none"> understand and effectively use the different keys on the keyboard 	<ul style="list-style-type: none"> identify the alphabets, numbers/numeric and functions keys on the keyboard identify the different special keys on the keyboard state the function of special keys apply basic skills in touch typing on the alphabet keys with speed, accuracy and precision use all other keys such as number/numeric keys, punctuations, special keys and functions keys with speed accuracy and precision 	<ul style="list-style-type: none"> demonstrate the effective use of different keys of keyboard with speed, accuracy and precision
3.2 Accessing and exiting a computer		
<ul style="list-style-type: none"> understand the procedures for starting and shutting down a computer 	<ul style="list-style-type: none"> demonstrate the following procedures on a computer: <ul style="list-style-type: none"> switch on a computer log on a computer log off a computer shut down a computer 	<ul style="list-style-type: none"> demonstrate the procedures for accessing and exiting a computer program safely
3.3 Use of a mouse		
<ul style="list-style-type: none"> appreciate and effectively use the mouse 	<ul style="list-style-type: none"> identify the mouse buttons identify different types of mouse list the functions of a mouse use the mouse effectively 	<ul style="list-style-type: none"> demonstrate the procedures to perform mouse functions, e.g.: <ul style="list-style-type: none"> single click, right click, double click, context menus, selecting, drag and drop, scroll
<ul style="list-style-type: none"> use the mouse to navigate the screen 	<ul style="list-style-type: none"> navigate the screen using the mouse cursor handle touch screens 	<ul style="list-style-type: none"> demonstrate the effective use of the mouse cursor

9.4 Introduction to windows

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>
4.1 Desktop		
<ul style="list-style-type: none">acquire the skill of using different components of the desktop	<ul style="list-style-type: none">explore the desktopidentify the icons and windows on the desktopuse iconslocate the menudefine a taskbaractivate programme from the Start menuuse minimise/maximise, restore and close buttonsstate the meaning of program icons, menu and task bar	<ul style="list-style-type: none">demonstrate the use of different components of the desktop
4.2 Files, documents and folders		
<ul style="list-style-type: none">understand the use of files, documents and folders	<ul style="list-style-type: none">describe files, documents and foldersexplain the storage idea of files and folders in the computerapply the procedures to work with files and folders	<ul style="list-style-type: none">explain how files and folders are usecreate files, documents and foldersdemonstrate the routine of regularly saving files while workingdescribe the purpose of the recycle bindemonstrate the procedure for accessing and emptying a Recycle bin

9.5 Applications

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>
5.1 Perform basic word processing		
<ul style="list-style-type: none"> use the skill of basic word processing 	<ul style="list-style-type: none"> apply procedures for starting a word processing programme create a new word document scroll through a word document using various scrolling techniques type a text into a word format 	<ul style="list-style-type: none"> apply the procedures for opening, creating, saving and closing a word document demonstrate the procedure for producing a word processing document
<ul style="list-style-type: none"> know and perform the skills of basic word processing 	<ul style="list-style-type: none"> change in various reading layouts and use zoom function to facilitate text reading 	<ul style="list-style-type: none"> apply the use of spell-check , grammar, thesaurus apply search in using help functions demonstrate the procedures for printing a basic word processing document
<ul style="list-style-type: none"> use appropriate editing techniques 	<ul style="list-style-type: none"> apply basic formatting, e.g. bold, italics, underline, alignment use the editing functions, e.g. copy, cut, paste, delete change in various reading layouts and use zoom function to facilitate text reading 	<ul style="list-style-type: none"> demonstrate the procedures to format and edit a word processing document indicate the use of spell-check , grammar, Thesaurus and help functions
5.2 Produce basic spread sheets		
<ul style="list-style-type: none"> acquire knowledge of spreadsheet features and components 	<ul style="list-style-type: none"> define a spreadsheet application apply procedures for using a spreadsheet, e.g. start, create, save, exit 	<ul style="list-style-type: none"> produce a basic spreadsheet/ workbook apply basic editing features on spreadsheet document
<ul style="list-style-type: none"> appreciate the use of spreadsheet to plan, manage data and present results in comprehensive way 	<ul style="list-style-type: none"> enter data into a worksheet format data within a worksheet insert and delete rows and columns change row height and columns width demonstrate how to navigate on the spreadsheet and how to write in fields 	<ul style="list-style-type: none"> perform basic spread sheet calculations use formula to carry out basic calculations use functions to carry out basic calculations sort data generate simple charts with titles and labels use the help function apply procedures for printing a basic spreadsheet document

9.5 Applications (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>
5.3 Presentations		
<ul style="list-style-type: none"> acquire knowledge on uses of presentation application 	<ul style="list-style-type: none"> define presentation application indicate the components of presentation application manipulate a presentation application demonstrate the use of presentation menus 	<ul style="list-style-type: none"> demonstrate the use of presentation application
<ul style="list-style-type: none"> appreciate the use of presentation to plan, manage data and present results in comprehensive way 	<ul style="list-style-type: none"> demonstrate the following skills: <ul style="list-style-type: none"> enter text and graphics into a slide apply a selected design template to a slide apply colour and animation schemes to a slide 	<ul style="list-style-type: none"> use a slide show to present a document
<ul style="list-style-type: none"> realise a presentation 	<ul style="list-style-type: none"> handle a photo program (start program, store photos, arrange photos, search photos) arrange a slideshow (photo work) present a readymade PowerPoint-presentation run movies & music on the PC 	<ul style="list-style-type: none"> compose a simple PowerPoint-presentation (filling text and photos)
5.4 Publishing		
<ul style="list-style-type: none"> realise a creative output through publishing program 	<ul style="list-style-type: none"> start a publishing program and open edit formats fill in text in edit formats 	<ul style="list-style-type: none"> create a own flyer/ card or add

9.6 Graphics

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>
6.1 Graphics		
<ul style="list-style-type: none"> acquire knowledge of the different components of graphics application 	<ul style="list-style-type: none"> define a graphics application create a graphic file describe the toolbox demonstrate the use of different drawing tools within the toolbox produce attractive graphic-based materials 	<ul style="list-style-type: none"> apply suitable graphics tools to create the graphics required for variety of purposes
6.2 Working with drawing applications		
<ul style="list-style-type: none"> acquire skills on drawing tools: line tool 	<ul style="list-style-type: none"> create a line manipulate a line using its various features change the thickness, colour, texture and pattern of the line using the pen palette create arrows 	<ul style="list-style-type: none"> apply line tool to create material
<ul style="list-style-type: none"> acquire skills in manipulation of the shapes 	<ul style="list-style-type: none"> define different shapes apply various tools to draw different shapes such as, circles, ovals and rectangles modify shapes using handles duplicate and align shapes transform shapes, e.g. flip, scale, rotate move shapes to different places 	<ul style="list-style-type: none"> fill shapes using the palette hide lines and borders apply skills to create and modify shapes
<ul style="list-style-type: none"> acquire skills for importing and exporting graphics 	<ul style="list-style-type: none"> use import option to insert graphics from other programs use export option to transfer graphics to other programs 	<ul style="list-style-type: none"> create documents by exporting and importing graphics
<ul style="list-style-type: none"> know different options of the text tool 	<ul style="list-style-type: none"> define text tools apply text tool to insert text onto graphics edit text in a text box by changing size, font, style, etc. 	<ul style="list-style-type: none"> apply different tools of the drawing tool box

9.6 Graphics (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>
6.3 Working with paint application		
<ul style="list-style-type: none"> understand the use of paint 	<ul style="list-style-type: none"> open and close MS Paint create a paint document identify paint toolbox identify the different painting tools within the toolbox 	<ul style="list-style-type: none"> apply the procedures to paint different images
<ul style="list-style-type: none"> acquire the knowledge to use different tools of paint program 	<ul style="list-style-type: none"> demonstrate the use of different painting tools to write and paint apply the spray can to make a painting apply the eraser to remove the images created 	<ul style="list-style-type: none"> apply the skill of eraser to remove mistakes or to create an image
<ul style="list-style-type: none"> acquire a skill to create and modify shapes using the different shape tools 	<ul style="list-style-type: none"> apply various tools to draw different shapes select shapes using the selection tools duplicate shapes copy and paste shapes move shapes to different places transform shapes e.g. flip, rotate create polygons using the polygon tool fill shapes with patterns, gradients and colour using the bucket and the paint brush tool fill shapes using the spray can 	<ul style="list-style-type: none"> create and modify different shapes using the shape tools
<ul style="list-style-type: none"> use the skill of importing Clip Art 	<ul style="list-style-type: none"> import and modify clip arts within their graphics programs import and use clip arts within their word applications programs 	<ul style="list-style-type: none"> copy and paste graphics between programs apply different skills of importing Clip Art

9.7 Internet

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>
7.1 Surfing the net		
<ul style="list-style-type: none"> acquire skills to connect the internet to access information 	<ul style="list-style-type: none"> describe the use of internet connect the computer components to internet launch the browser window use search engines to find information access and retrieve information from educational websites on the internet 	<ul style="list-style-type: none"> understand explain the purpose and demonstrate effective use of the internet use the browser and search engine through entering specific educational websites discuss the advantages and disadvantages of using the internet
7.2 E-mailing		
<ul style="list-style-type: none"> realise e-mailing 	<ul style="list-style-type: none"> create an email account sign in into e-mail account understand how to open mails with attachments reply to a mail sign out 	<ul style="list-style-type: none"> use an address book send and receive e-mails, forward mails sort mails (drafts, junk, flagging etc.)
7.3 Online security		
<ul style="list-style-type: none"> understand the importance of online security 	<ul style="list-style-type: none"> discuss the need of security programs (anti-virus, firewall, pop-up blocker) 	<ul style="list-style-type: none"> apply security features use anti-virus programs/software to scan viruses and spyware on data/ computer
7.4 Socialising and communicating		
<ul style="list-style-type: none"> acquire skills to use social communication platforms 	<ul style="list-style-type: none"> discuss the function, chats, social platforms use of chats, social platforms, online-calls etc. 	<ul style="list-style-type: none"> use and maintain a social networking site

9.8 IT applications

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>
8.1 Communication applications		
<ul style="list-style-type: none"> understand the use of mobile phones for communication 	<ul style="list-style-type: none"> describe the use of cell-phone for communication demonstrate how to charge a cell-phone demonstrate how to turn the cell-phone on and off demonstrate how to use a cell-phone to share information to another person identify situations where the use of cell phone can be unsafe 	<ul style="list-style-type: none"> demonstrate how to use a cell-phone to communicate information effectively
8.2 Banking applications		
<ul style="list-style-type: none"> understand the computer processing involved in Electronic Funds Transfer (EFT) 	<ul style="list-style-type: none"> demonstrate the computer processing in using automatic teller machines (ATM) to make withdrawal, depositing, mini statements, mobile/cell-phone recharge/top up, bill paying, money transfer 	<ul style="list-style-type: none"> demonstrate cell-phone banking discuss internet banking discuss the advantages and disadvantages of internet/cell-phone banking
8.3 Vocational application(specific to each skills subject)		
<ul style="list-style-type: none"> appreciate the use of computer in vocational setting 	<ul style="list-style-type: none"> demonstrate the use of computer in vocation area 	<ul style="list-style-type: none"> create basic data related to the specific vocation field
8.4 Games		
<ul style="list-style-type: none"> know different computer games 	<ul style="list-style-type: none"> discuss what is a game explore offline and online games explore educational games engage in dialogue with other learners to understand the educational use of games 	<ul style="list-style-type: none"> play a free, web-based game - Gamestar Mechanic - designed to teach learners the guiding principle of game design and systems thinking create a game that is linked to the vocation field

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 adhere 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 Certificate in Basic Pre-vocational skills is timetabled as follows:

Key Learning Area	Subject	% Time	7- Day cycle	% Time	5- Day cycle
Supplementary Subjects	Communication	11%	6	10%	5
	Functional Numeracy	9%	5	10%	5
	Work orientation	5%	3	4%	2
	Fundamental ICT	5%	3	6%	3
	Entrepreneurship	5%	3	4%	2
Certificate in Basic Pre-Vocational Skills Subjects*	Skills Subject	65%	36	65%	32
	TOTAL %	100%	56 periods of 40 minutes per cycle		49 periods of 45 minutes per cycle
	TOTAL TIME		37 hours 30 min per cycle		36 hours ...per cycle

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

10.2 Application of generic syllabus content

The syllabus for Fundamental ICT is generic (a basic, broad and common syllabus) and should be offered applicable to the Certificate in Basic Pre-vocational skills area of each group, e.g. use content, vocabulary, examples and assessment applied to Woodwork, Hairdressing, Food Preparation, Auto Mechanics 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. Information and communication Technology is an applied subject and all learners will require frequent access to computer and Internet facilities where available to develop their skills.

The practical sections of this subject can be achieved using any application packages that will allow learners to demonstrate all of the skills listed in their relevant sections of this syllabus. For this reason no particular application software or hardware are prescribed. However, learner will learn to use particular applications and teachers are encouraged, with the use of various tools, to help learners to realize that they can apply their skills to as many other types of software.

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 relationship should be developed between the skills teacher and the supplementary subject teacher to assist in learner centered 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, 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 objective in the various skills areas. Assessment and examination are to support learning.

This syllabus is grounded on the principal 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 strong and weak points 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 given suggestions as how they can support the learner's activities.

Evaluating the teaching/learning process

The progress and achievements of the learner can be used by the trainer / teacher to evaluate the teaching and learning process in terms of the:

- relevance of content
- learner participation
- optimal use of group work
- 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

Continuous Assessment should be planned and programme in the beginning of the course. It may also be adjusted or restructured during the progression of the course as need arises. 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 a learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the competencies. . 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 motivates learners to extend their knowledge and skills and establish sound values and to promote healthy habits of study
- assessment tasks help learners to solve problems independently by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

Possible assessment methods: formative assessment

- observations recorded on checklist
- diagnostic interviews
- group/peer assessment
- self-assessment
- paper-and-pencil tasks
- learner journal

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, et cetera.

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 support team. It directs lesson planning and which learning and teaching methods should be used to support the learners.

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 competencies described in the subject syllabus and from this gain a picture of the all-round progress of the learner. To a large extent this should be done 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 tools 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 syllabus for Fundamental ICT is skills-orientated, emphasis should be placed on informal assessment, which will form 90% of the final mark.

Formal methods

The use of formal written tests can only assess a limited range of specific objectives expected in Work orientation 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 syllabus for Fundamental ICT 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 entails the assessment of potentials and talents that learners display apart from the academic potentials. 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 type 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 retelling
- 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 principle of validity, reliability, fairness and flexibility should be considered when providing reasonable adjustments in assessment procedures and material.

When selecting the format of assessment 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 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

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 numeric difficulties they are experiencing. A checklist of appropriate questions should be developed with reference to the topic and specific objectives to be mastered.

(ii) 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-assessment requires the development of new assessment tools and scoring rubrics.

Types of performance-based alternative assessments

Portfolio

Portfolio assessment is an evaluation tool used to document learner knowledge and learning through series of learner-developed artefacts. 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 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 send to DNEA. For further information on the processing of the learners' marks, kindly consult the Handbook of Assessment.

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 or/and work books. The portfolio supports assessment and can aid the curriculum vitae of the job-seeker. 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. More guidelines on the portfolio are found in the subject policy and/or the Handbook of Assessment.

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 teacher of the skills subject is responsible for managing the "main" portfolios. Portfolios are maintained throughout the duration of the course and kept in the class or workshop. In collaboration with the supplementary subject teacher, the skills subject teacher initiates the construction of the portfolio's material with the learner. Please refer to the reference provided above, supplementing the aforementioned list with the learners' work mentioned in item 8. The supplementary subject teacher submits evidence of learners' course work to the primary portfolio at the conclusion of the course; this, in turn, combines all of the learner's work into a single portfolio.

Checklists, rating scales, and rubrics

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

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. 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 skills of a topic have been mastered. The grade descriptors for Certificate in Basic Pre-vocational Skills of this document are applied. The Certificate in Basic Pre-vocational Skills syllabuses contains examples of checklists.

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 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

The progress made by learners through continuous assessment and formal assessment must be recorded throughout the course to inform parents/guardians of the progress and achievements of their children (an end-of-term report to parents). 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 learner's actual level of achievement in the competencies, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing).

In criterion-referenced assessment, each letter grade must have a descriptor for what the learner must demonstrate in order to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

Assessment may be recorded in percentage (%) and in symbols or letter grades, using the Grading Scale reflected above. The final reporting cumulative results of achievements will be reflected in percentage (%).

11.4 Grade descriptors

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

Grade	% Range	Competencies 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 Conducting and recording assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework and short tests may be recorded for continuous assessment.

Assessment objectives

The three assessment objectives for Fundamental ICT are:

Assessment objective A: Knowledge with understanding

Learners should be able to demonstrate knowledge with understanding about computing fundamental in relation to:

- the range of equipment, tools and techniques used to solve simple problems;
- the computers in everyday life
- the health risks and safety
- general knowledge of computer technology
- the functions of the main hardware and software components of information processing systems

(Questions assessing these objectives will often begin with words such as: name, identify, define, state, etc.).

Assessment objective B: Problem solving and realisation

Learners should be able to:

- identify problems within the field of information processing limited to basic word processing and spread sheet;
- analyse problems by considering relevant functional and practical factors;
- select from a range of resources those which are most suitable for performing a given task
- implement solutions using equipment and tools sensibly

(Questions assessing these objectives will often begin with: explain, compare, create, apply, etc.).

Assessment objective C: Application

Learners should be able to:

- apply basic computer skills
- demonstrate the use of ICT in given skills area
- show competence in handling of the computer and use of computer applications
- effectively present their work by using appropriate computer applications

(Questions assessing this objective will often begin with: name, explain/describe the use of).

11.6 Continuous assessment: detailed guidelines

A specified number of continuous assessment activities per term should be selected, graded and recorded. Not more than two assessments per term are to be topic tests. These continuous assessments must be carefully planned and marked according to a marking scheme, marking criteria or memorandum. The criteria used to assess activities other than tests should be given to the learner before the assessment activity.

Evidence of the work produced by good, average and low-achieving learners, as well as the written assignment and 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. Not more than 30% of the continuous assessment may be based on tests, which include topic tests and end-of-term tests.

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 Fundamental ICT 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

Project: A project is a longer assignment than a topic task and gives learners an opportunity to complete an investigation into one of the Topic 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. At least two projects per trimester.

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 or be used during teaching of a topic and/or revision of a topic. They may include assessment involving objectives 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 objectives specified in the syllabus and should consist of both short questions and more structured questions.

End-of-semester tests: This will be a more comprehensive topic test of the term's work and should be skills orientated. End-of-semester test should not consist of more than 30 marks, whether the special arrangements and considerations were applied. This end-of-semester 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 such as extra time, scribe, transcribe or a reader should be accommodated for formal assessment and arrangements should be made throughout the course.

Summary of continuous assessment tasks

Continuous Assessment Year 1				
Components	Term 1		Term 2	
	Number & Marks	Total CA	Number & Marks	Total CA
Practical Investigations	1x10	10	1x10	10
Projects	2x10	20	2x10	20
Topic Tasks	3x10	30	3x10	30
Topic Tests	2x10	20	2x10	20
End-of-term-tests	1x20	20	1x20	20
Term Mark		100		100

Continuous Assessment Year 2				
Components	Term 1		Term 2	
	Number & Marks	Total CA	Number & Marks	Total CA
Job Attachment				
Practical Investigations	1x15	15	1x15	15
Projects	1x15	15	1x15	15
Topic Tasks	2x10	20	2x10	20
Topic Tests	2x10	20	2x10	20
End-of-term-test	1x30	30	1x30*	30
Term Mark		100		100

11.7 End-of-semester test: detailed guidelines

At the end of each term there will be internal end-of-term test. 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 term. The test will also guide to evaluate which learners might need more learning support. The end-of –term test should apply special arrangements and considerations that are responsive to the special education needs of all learners.

Preparing for and conducting this examination should not take up more than two weeks altogether right at the end of the year.

11.8 Promotion marks

For Fundamental ICT in Year 1 and Year 2 continuous assessment contributes 100% towards the final promotion mark.

Promotion marks

For all four Supplementary subjects in Year 1 and Year 2, both continuous assessment (CA) and end-of-semester 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	100	100	200
CA mark	$200 \div 2$		100
Promotion mark	$(\text{CA Mark Term 1} + \text{CA Mark Term 2}) \div 200$		

The certification marks are calculated as follows:

Certification Mark			
	Year 1 CA Mark	Year 2 CA Mark	Total
Term mark	100	100	200
Promotion mark	$(\text{Year 1} + \text{Year 2}) \div 200$		100

11.9 Specification grid

The Specification grid below indicates the weighting allocated to each objective for both continuous assessment and for the written test.

Assessment objectives for written test	
Components	Weighting
Assessment objective A Knowledge with understanding	20%
Assessment objective B Handling information and solving problems	40%
Assessment objective C Practical skills and their application	40%
Total	100%
Assessment objectives for continuous assessment tasks	
Components	Weighting
Assessment objective A Knowledge with understanding	30%
Assessment objective B Handling information and solving problems	30%
Assessment objective C Practical skills and their application	40%
Total	100%

11.10 Assessment checklist and evaluation grids

Checklist is a focussed diagnostic tool listing performance criteria, 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. See Annexe 2.

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

General objectives are used to plan instruction and to evaluate learner's performance on the same objectives. After the planned activities, learners are assessed to determine how well they 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 & marking grids are compulsory.
- 3 The format is just a recommendation, it is not pre-scribed.
- 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 Grids, but may have more than one depending on the specific learning objectives expected to achieve.

ANNEXE 1: GLOSSARY OF TERMS

CD	an optical disk on which data such as music, text, or graphic images is digitally encoded.
compare	examine and note the similarities or differences of two things or more
computer	an electronic device that accepts, processes, stores, and outputs data at high speeds according to programmed instructions
describe	is to state in word the main points of the current topic
drag and drop across the screen with a mouse	a feature whereby operations are performed on objects, such as icons or blocks of text, by dragging them
DVD	stands for Digital Video Disk; it is a high-density compact disk for storing large amounts of data, especially high-resolution audio-visual material and can play on a computer, television set
e-mail	a system of world-wide electronic communication in which a computer user can compose a message at one terminal that is generated at the recipient's terminal when he/she logs in
explain	is to give an account of something with enough clarity and detail to be understood by somebody else
external devices	a piece of equipment that operates in conjunction with and under the control of a central system, such as a computer or control system, but is not part of the system itself
file	is a set of related records of data or instructions kept together in computer memory
folder	a conceptual container for computer files in some operating systems, corresponding to a directory or subdirectory
icon	a graphic symbol (usually a simple picture) that denotes a program or a command or a data file or a concept in a graphical user interface
internet	a computer network consisting of a worldwide network of computer networks that use the TCP/IP network protocols to facilitate data transmission and exchange
memory stick	a small flash drive that can store data for use in portable electronic devices such as handheld computers, digital cameras, and cell phones

menu	a list of options available to a computer user
monitor	display produced by a device that takes signals and displays them on a television screen or a computer display unit
mouse	a hand-operated electronic device that controls the coordinates of a cursor on your computer screen as you move it around on a pad; on the bottom of the device is a laser beam or a ball that rolls on the surface of the pad
recycle bin	is electronic garbage which keeps the files intact in case the user wants to restore them, but can be "emptied" from time to time to save disk space.
scanner	an electronic device that generates a digital representation of an image for data input to a computer. There are different types of scanners for various types of tasks
scroll up or down	move up or down through text or graphics in order to display parts that do not fit on the screen
spreadsheet	a computer program that displays numerical data in cells in a simulated accountant's worksheet of rows and columns in which hidden formulas can perform calculations on the visible data
storage devices	a device that preserves information for retrieval
system Unit	is the main body of a desktop computer containing the motherboard, power supply, cooling fans, internal disk drives and the memory modules
thesaurus	in computer environment, it is an electronic book containing a classified list of synonyms
word processing	an application used for creating, input, editing, and production of documents and texts using a computer system

ANNEXE 2: CHECKLIST FORM

TOPIC:								
Name: Date:								
Specific objectives descriptions								
	CHECKPOINTS	Achieved Exceptionally Well	Achieved Very Well	Achieved Well	Achieved Satisfactorily	Achieved the Minimum	Ungraded	TOTAL
1		6	5	4	3	2	1	
2		6	5	4	3	2	1	
3		6	5	4	3	2	1	
4		6	5	4	3	2	1	
5		6	5	4	3	2	1	
6		6	5	4	3	2	1	
7		6	5	4	3	2	1	
8		6	5	4	3	2	1	
TOTAL:								
RANGE IN %		80%+	70-79%	60-69%	50-59%	40-49%	0-39%	

Teacher: Date: Moderator:

ANNEXE 3: CHECKLIST FOR EVALUATING KNOWLEDGE AND SKILLS

NAVIGATION								
Name:..... Date:.....								
	CHECKPOINTS	Achieved Exceptionally Well	Achieved Very Well	Achieved Well	Achieved Satisfactorily	Achieved Minimum	Ungraded	TOTAL
1	Switch on the computer	6	5	4	3	2	1	
2	Access the menu button	6	5	4	3	2	1	
3	Open word document and enter three words	6	5	4	3	2	1	
4	Minimize the word document	6	5	4	3	2	1	
5	Maximize the word document	6	5	4	3	2	1	
6	Save the word document and print	6	5	4	3	2	1	
7	Close the document and shutdown the computer	6	5	4	3	2	1	
TOTAL								
RANGE IN %		80%+	70-79%	60-69%	50-59%	40-49%	0-39%	

Teacher:

Date:

Moderator:

Date:.....

ANNEXE 4: CHECKLIST FOR EVALUATING AN ASSIGNMENT/PROJECT

DESIGN AN ADVERTISEMENT/POSTER								
Name:..... Date:								
	CHECKPOINTS	Achieved Exceptionally Well	Achieved Very Well	Achieved Well	Achieved Satisfactorily	Achieved Minimum	Ungraded	TOTAL
1	Understood the content of the assignment	6	5	4	3	2	1	
2	Correct type of font used	6	5	4	3	2	1	
3	Appropriate font colour	6	5	4	3	2	1	
4	Appropriate font size	6	5	4	3	2	1	
5	Content layout	6	5	4	3	2	1	
6	Neatness	6	5	4	3	2	1	
7	Adhered to due date	6	5	4	3	2	1	
	TOTAL							
	RANGE IN %	80%+	70-79%	60-69%	50-59%	40-49%	0-39%	

Teacher:

Date:

Moderator:

Date.....

ANNEXE 5: GUIDE TO ASSESS A PROJECT

Program	Spelling: Use of spell-checker	Font size: Important headings bigger	Fonts	Display over whole page (layout)	Formatting, width, height	Formulae program	Total
Word processing e.g. Menu advertisement							
Spreadsheet e.g. Mark sheet							

Internal project

Give a topic to be researched by learners using internet tools if available in the school. If internet is not available, schools will be provided with some off-line websites (with the permission of the owners) where learners will apply their skills for information gathering. The topic chosen must be related to one of subjects taught in the school such as Mathematics, English, Science, etc. The teacher is encouraged to consult other teachers in the school to help in selecting relevant topics, taking in consideration the ability and grade level of the learners.

	1	2	3	4	
Evaluate all the criteria in columns 1, 2, 3 and 4	Final document reports exactly the researched topic : 4 - introduction of the topic : 1 - development of the topic: 4 - conclusion : 1	Spelling – use of spell checker	Layout of the report (display over whole page)	Acknowledge the source of the information	Total Marks
Marks					

ANNEXE 6: CONTINUOUS ASSESSMENT HARVESTING FORM

Skills Subject: Fundamental ICT							School: _____											
Term : _____							Year: _____											
Learner:	Practical investigations/Projects						Topic tasks						Topic tests					
	Computer components	Health risk and safety	Navigation & basics	Applications	Internet	Computer accessories	Computer components	Health risk and safety	Navigation & basics	Applications	Internet	Computer accessories	Computer components	Health risk and safety	Navigation & basics	Applications	Internet	Computer accessories

ANNEXE 7: ASSESSMENT RECORD FORM YEAR 1

School:																
Teacher:																
Year:.....																
FUNDAMENTAL ICT	Term	Practical Investigations	Project 1	Project 2	TOTAL (CA1)	Topic Task 1	Topic Task 2	Topic Task 3	TOTAL (CA2)	Topic Test 1	Topic Test 2	TOTAL (CA3)	End-of-term -test	CA1+CA2+CA3 +ETT / 100	Term Mark (in %)	Promotion Mark (in %)
Name of the learner		10	10	10	30	10	10	10	30	10	10	20	20		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:.....
CBPVS Co-ordinator:
Date:.....
Principal:.....
Date:.....

ANNEXE 8: ASSESSMENT RECORD FORM YEAR 2

School:	Term	Practical Investigations	Project 1	TOTAL	Topic Task 1	Topic Task 2	TOTAL	Topic Test 1	Topic Test 2	TOTAL	End-of-term -test	Term Mark	PROMOTION CA Term Mark	Promotion Mark (in %)	CERTIFICATION MARK		TOTAL
Teacher:																	
Year:																	
FUNDAMENTAL ICT																	
Name of the learner		15	15	30	10	10	20	10	10	20	30	CA / 100	CA / 200	100	Y1	Y2	%
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:.....

CBPVS Co-ordinator:

Date:.....

Principal:.....

Date:.....



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