



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

CERTIFICATE IN BASIC PRE-VOCATIONAL SKILLS

WORK ORIENTATION SYLLABUS

For implementation in 2024

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Certificate in Basic Pre-vocational Skills, Work Orientation Syllabus

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1. Introduction

This syllabus describes the intended learning content and assessment for Work Orientation in the Certificate in Basic Pre-vocational skills. As a subject Work Orientation is within the Humanities areas of learning in the curriculum, but has thematic links to other subjects across the curriculum.

2. Rationale

Work Orientation as a supplementary subject places emphasis on understanding the local social and economic environment of the world of work. Learners will also develop the broad-based skills that are important for effective functioning in the world of work: they will learn to identify problems and to explore and test solutions.

The particular features of Work orientation in Certificate in Basic Pre-vocational skills are that the learners should:

- have clear personal image and deportment
- demonstrate job seeking, securing and maintaining skills
- cultivate citizenship and social responsibility
- apply knowledge in financial literacy

3. Aims

Work Orientation aims to awaken interest, acquire basic knowledge, and learn and apply skills in the career. This subject furthermore promotes the following aims to

- develop an understanding of the demands of the work environment;
- enable the learner to obtain knowledge, understanding, work skills and competencies needed for personal development as well as application of tasks in the work environment;
- develop a self-reliant, productive person through the work skills and knowledge;
- give emphasis to handling and care of the work related materials, tools and equipment;
- pass on knowledge of hygiene, health and safety measures in order to apply and promote these in personal life and the work environment;
- develop a sense of awareness of HIV and AIDS and the implications for personal life, society and the work environment.

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 Work Orientation 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 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.

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

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 these principles are put into practice.

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

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly.

Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons. The teacher must decide, in relation to the learning objectives and competencies to be achieved when:

- it is best to convey content directly;
- it is best to let learners discover or explore information for themselves;
- they need directed learning; when they need reinforcement or enrichment learning;
- 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 course, all the learners are expected to be able to demonstrate a sound knowledge, practical work skills and experience of the related trade and the Work Orientation and apply their knowledge and skills in practice.

On completing of the Certificate in Basic Pre-vocational skills in Work Orientation, learners are expected to be able to demonstrate the following competencies:

Seeking, securing and maintaining a job:

The learner is able to demonstrate ability to make informed decisions regarding career orientation and finalising their choice of career. The learner show appropriate ways of seeking, securing and maintaining a job.

Personal image and deportment:

The learner is able to appraise the importance of healthy life style and engage in ways that promote personal well-being.

Finance:

The learner is able to demonstrate and understand and appreciate the value of money and underpin various financial responsibilities.

Personal social skills:

The learner become aware and recognises different emotions and identifies ways to handle emotions. Learners understand and appreciate the values of rights and responsibilities address ways to address social justice in their communities.

Moral issues:

The learner acquires the highest moral, ethical and spiritual values, such as integrity, responsibility, equality and reverence for life as well cross curricular issues.

Summary of learning content

THEMES AND TOPICS YEAR 1	THEMES AND TOPICS YEAR 2
Personal image and deportment	Seeking, securing and maintaining a job
1.1 Self-awareness	4.1 Preparing for the future
1.2 Healthy lifestyle as a preventative measure	4.2 What is work?
1.3 Caring for personal needs	4.3 Job seeking
1.4 Depression	4.4 Employment
1.5 Substance abuse	4.5 Work habits and behaviour
1.6 Transmittable diseases	4.6 Personality
Citizenship	4.7 Workplace meetings
2.1 Rights & responsibilities	4.8 Workplace safety
2.2 Crime	Finance
2.3 Behaviour in public places	5.1 Budgeting
2.4 Environmental care	5.2 Luxury and necessary purchases
Moral issues	5.3 Saving
3.1 Role models	Moral issues
	6.1 Accountability
	6.2 Corruption
	6.3 The media

NOTE: The syllabus for Work Orientation is generic (a basic, broad and common syllabus) and should be applied to the Basic Pre-vocational skills area of the specific skills group e.g. Woodwork, Hairdressing, Hospitality training, Auto Mechanics, Educare, etc.

8. Learning content for Work Orientation year 1

9.1 Personal image and deportment

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.1 Self awareness	
understand handling of emotions	- understand emotions (feelings) related to different situations - identify ways that can be applied to cope with different emotions
1.2 Caring for personal needs	
understand proper hygiene and grooming	- recognise the importance of personal grooming and of good body smell - take care of: mouth and teeth; eyes; hand and nails; feet and toenails; hair; skin
1.3 Healthy lifestyle as a preventative measure	
- understand components of a healthy lifestyle: - healthy living - healthy eating - leisure and work - preventing stress	- name healthy and unhealthy living habits - discuss why it is important to establish a good sleeping pattern - illustrate basic guidelines for healthy eating habits (Namibian Food Guidelines) - determine the influence of stress on health and work - list ways to manage (handle) stress - explain the term 'leisure time' - identify differences and similarities between work and leisure activities - demonstrate the difference between good stress and bad stress - identify the causes of bad stress - identify the symptoms of bad stress
1.4 Depression	
know how to cope with depression	- define depression - discuss possible indicators of depression - explore how to deal with depression
understand depression and the impact thereof in the work place	- identify symptoms of depression - recognise ways of treating depression - discuss the impact of depression in the work place

9.1 Personal image and deportment (continued)

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.6 Substance abuse	
understand the risks and impacts of substance abuse	- explain the concept ‘substance use and abuse’ - list reasons why people smoke and drink - show the dangers of smoking (also passive smoking) - examine the effects of smoking on an unborn baby and after the baby is born - discuss the dangers of alcohol use and abuse - explain effects on driving a car while under the influence of alcohol or drugs - discuss the impact of drug abuse on body and mind - list the occurring violent behaviour and abusive behaviour when under influence of substances - relate the effects of substance abuse to work and productivity - recognise and discuss the effects of substance use and abuse on work and productivity
1.7 Transmittable diseases	
understand dangers of transmittable diseases and preventive behaviour	- discuss tuberculosis: - the symptoms of tuberculosis - how tuberculosis is spread - tuberculosis as a preventable and curable disease - discuss the dangers related to HIV infection and AIDS: - the advantages and disadvantages of sharing your HIV status in the workplace - the rights and responsibilities of an HIV positive person in the workplace - the terms ‘stigmatisation’ and ‘discrimination’ - the effects of stigmatisation and discrimination (rejection) - ways to deal with stigmatisation and discrimination - illustrate the risks involved when engaging in sexual activities relating to sexually transmitted infections (STIs) identify hygienic risks related to infections

9.2 Citizenship

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.1 Rights and responsibilities	
realise with rights come responsibilities	- explain basic human rights - discuss rights and match with a responsibility - define the term “accountability” - demonstrate ways to acquire national documents: - Birth Certificate - Identification document (ID) - Passport - Driver’s License - Marriage Certificate
2.2 Crime	
understand the importance of reporting crime	- name different crimes in the workplace - identify bullying in the work place - discuss sexual harassment in the work place - demonstrate ways of reporting crime
2.3 Behaviour in public and work places	
show basic good public behaviour	- demonstrate - basic courtesy - proper dining/table manners - respect towards fellow colleagues - requesting for and accepting help in work place - phone etiquette
2.4 Environmental care	
understand the importance of a clean environment and learn to take care of the environment in a responsible way	- name reasons why a clean environment is important - show ways to clean-up the immediate environment - demonstrate how a responsible citizen will take care of the environment, referring to pollution and saving resources (water, fuel, electricity, wood etc.)

9.3 Moral issues

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.1 Role models	
• understand the importance of having good role models	• define a role model • discuss the characteristics of a good role model • determine your own role model

9. Learning content for Work Orientation year 2

9.4 Seeking, securing and maintaining a job

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
4.1 Preparing for future	
understand the importance of becoming an active community member	- develop personal values, skills and attributes that lead to effective participation in work and society - recognise the different career pathways of different careers in Namibia - develop and present a personal career pathway
4.2 Importance of work	
understand the importance of work	- define the term “work” and apply it to own experience - identify different reasons why people work - discuss the contributions of work, paid and unpaid, to Namibian economy - identify employment trends and changes in nature of work - devise ways to maintain a job - discuss prevalent workplace issues and explore strategies to resolve them
4.3 Job seeking and application for a job	
know about his/her job profile and understand how to apply for a post	- discuss a job profile: - list the duties and responsibilities of their specific job - conduct a job searching: - learn where to look for different jobs - learn how a recruitment agency operates - follow correct procedures to apply for a job: - write a cover letter for job application - complete an application form - write a checklist to follow before handing in an application - demonstrate how to prepare for an interview: - explain the purpose of an interview - explain how to prepare for an interview - discuss appropriate conduct when interviewed for a job (do’s and don’ts during an interview) - illustrate how to compile a Curriculum Vitae (CV)/Résumé - explain what a Curriculum Vitae is - write a Curriculum Vitae - recognise the purpose of a Curriculum Vitae

	• identify factors to consider when considering referees
4.4 Employment	
• understand unemployment	• explain what unemployment means • discuss ways to cope with unemployment • identify practical alternatives to unemployment
4.5 Work habits and behaviour	
• understand acceptable (professional) conduct and behaviour	• explain the term ‘acceptable conduct’ • list examples of acceptable behaviour in the work place: - respect for authority - responsible conduct and reliability - time management - work relationships • explain the role of persons of authority in general and in the workplace specifically • apply ways to obey instructions from persons of authority • demonstrate acceptance of authority through role play • differentiate between good and bad behaviour during job attachment
4.6 Personality	
• understand character traits relating to jobs and roles in professional life	• explain what the term ‘personality’ means • describe characteristics of a healthy personality • demonstrate character traits applicable to the specific job (referring to Skills Training areas) • explain the meaning of the character traits applicable to the specific job (referring to Skills Training areas) • explain assertive behaviour in the work place
4.7 Work place meetings	
• understand participation in workplace meetings	• describe different types of workplace meetings in the different skills areas • list reasons for workplace meetings • describe the features of an effective workplace meeting • demonstrate effective participation in formal and informal workplace meetings
4.8 Workplace safety	
• understand individual role in promoting workplace safety	• discuss a range of workplace health and safety issues • develop strategies for risk assessment at a workplace • discuss the cost for unsafe work practices • describe the importance of “work cover” in a workplace • apply the principles of First Aid in a workplace

9.5 Personal finances

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
5.1 Budgeting	
• know how to budget	• explain the importance of a personal budget • draw up a personal budget • discuss the risks buying items on credit
5.2 Luxury and necessary purchases	
• understand the difference between luxury and necessary items (wants versus needs)	• distinguish between luxury and necessary items • discuss the influence of advertisements
5.3 Savings	
• understand the importance of saving	• explain the importance of saving • identify different ways of saving • explain risks in borrowing/ lending money • create a savings account

9.6 Moral issues

6.1 Accountability	
• know that people must be accountable for their actions	• define accountability • explain consequences of wrong doings • suggest ways to correct wrong doings
6.2 Corruption	
• understand the consequences of corruption	• differentiate between different types of corruption • discuss incidents of corruption in the society • analyse corruption in the society • explain how to report corruption
6.3 Media	
• understand the impact of the media on society	• explore different types of media • discuss the impact the media has on learners' performance • research how the media address gender issues • discuss different types of news • explore differences between real and fake news

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 Certificate in Basic Pre-vocational skills are 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
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 Work Orientation is generic (a basic, broad and common syllabus) and should be offered 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 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. It is expected that Work Orientation 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 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, 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 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, and

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 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

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 Basic Pre-vocational Skills Training 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 learning 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 masters 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 syllabus for Work Orientation 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 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 Work orientation 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 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.

(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. It requires further 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. 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 at the beginning of term 3 of Year 2.

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 is found in the assessment manual.

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. 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 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 course of this document are applied. Basic Pre-vocational Skills syllabuses contain 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;

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- 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 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	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 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.

11.6 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 Work Orientation, 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 a learners opportunity to complete an investigation into one of the themes /topics (e.g., Money and finance) 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 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 objectives 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 and should be skills orientated. No homework should be assigned during the time of writing the end of term tests. End-of-term test 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 taken in oral or written mode, considering the ability of the individual learner. 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

**The end of term test for the second year, second semester should cover the work of the whole year. The test may be out of 60 marks and may be converted to 30.*

End-of-term test: detailed guidelines

At the end of each trimester 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 trimester. 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 is 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.

11.7 Promotion marks

For Work Orientation in Year 1 and Year 2, both continuous assessment and end-of-term test contributes 100% towards the final promotion mark.

The promotion marks are calculated as follows:

Promotion mark Year 1 and 2			
	Term1	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	Year 2	Total
Term mark	100	100	200
Promotion mark	$(\text{Year 1} + \text{Year 2}) \div 200$		100

The scheme of specification grid shows the percentage weighting allocated in the portfolio:

Component	Weighting
Continuous assessment mark	90%
End-of-term test / term examination	10 %
Final mark	100%

11.8 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 examination	
Components	Weighting
Assessment objective A Basic knowledge and technical skills	60%
Assessment objective B Analysing, abstraction and synthesising skills	40%
Total	100%
Assessment objectives for continuous assessment	
Components	Weighting
Assessment objective A Basic Knowledge and Technical Skills	60%
Assessment objective B Analysing, Abstraction and Synthesising skills	20%
Assessment objective C Presentation and Interpreting skills	20%
Total	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 and will meet the following criteria:

For a topic task:

- There must be an Assessment objective A rubric
- There must be an Assessment objective B rubric
- There is NO Objective C rubric

For an investigation:

- There must be an Assessment objective A rubric
- There must be an Assessment objective B rubric
- There may be an Assessment objective C rubric – this is optional and will not happen often

For a project:

- There must be an Assessment objective A rubric
- There must be an Assessment objective B rubric
- There must be an Assessment objective C rubric

Each Assessment objective A, B and C rubric must meet the following criteria:

- Each rubric must address at least one skill (see 10.5)
- Each Assessment objective A and B rubric should ideally address more than one skill.
- A particular skill on a rubric may be assessed more than once
- The maximum marks allocated to each Assessment objective rubric must be a multiple of 5 (5, 10, 15, etc. marks)

- Each rubric should independently assess the whole task. For example, if a topic task has a rubric A and rubric B, then both rubrics should allocate marks to all the questions in the task (remember: this is because only one might be used in a particular year).

Annexe 1: Glossary of terms

advertisements	a notice or announcement in a public medium promoting a product, service, or event or publicizing a job vacancy
borrowing/ lending money	to provide (money) temporarily on condition that the amount borrowed be returned, usually with an interest fee
budget	a plan to show how much money a person or organization will earn and how much they will need or be able to spend
conflict	is serious disagreement and argument about something important. If two people or groups are in conflict, they have had a serious disagreement or argument and have not yet reached agreement
crime	an illegal act for which someone can be punished by the government or law
curable disease	a curable illness or disorder can be treated and recovered from
depression	depression is a mood disorder that causes a persistent feeling of sadness and loss of interest
discrimination	treatment or consideration of, or making a distinction in favour of or against, a person or thing based on the group, race, gender, class, or category to which that person or thing belongs rather than on individual merit
employment	what you do as a paying job or the state of working for another under a contract of hire that provides that one's services are subject to the other's direction and control
grooming	the things that you do to make your appearance clean and neat, for example brushing your hair
job	a job is the work that someone does to earn money
job attachment	work-based experience programme" providing a real-life organisational context for students to develop specific or generic skills, valuable to their professional development
lifestyle	a particular way of living : the way a person lives or a group of people live
luxury	a state of great comfort or elegance, especially when involving great expense
personality	refers to individual's characteristic patterns of thought, emotion, and behaviour, a person's personality remains relatively constant
preventable disease	anything that's preventable can be avoided or stopped in its tracks;

	a preventable disease is one that you can easily be vaccinated against
saving	the portion of disposable income not spent on consumption of consumer goods but accumulated or invested directly in capital equipment or in paying off a home mortgage, or indirectly through purchase of securities
self-awareness	knowledge and awareness of your own personality or character
sexually transmitted infections	Sexually Transmitted Infections (STIs), also known as Sexually Transmitted Diseases (STDs) or Venereal Diseases (VD) are diseases that are passed on from one person to another through sexual contact, and sometimes by genital contact
stigmatisation	a strong feeling of disapproval that most people in a society have about something, especially when this is unfair
stress	great worry caused by a difficult situation, or something that causes this condition
substance abuse	excessive use of a drug (such as alcohol, narcotics, or cocaine) : use of a drug without medical justification
transmittable diseases	an infectious disease transmissible (as from person to person) by direct contact with an affected individual or the individual's discharges or by indirect means (as by a vector) - compare

Annexe 2: Checklist form

DIFFERENT CAREER OPPORTUNITIES								
TOPIC:.....								
Name: Date:								
Competency descriptions								
	CHECKPOINTS	Achieved Exceptionally Well	Achieved Very Well	Achieved Well	Achieved Satisfactorily	Achieved the Minimum	Ungraded	TOT
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: _____

Head of Department: _____

Date: _____

Annexe 3: Work Orientation–Grid for group work

GROUP WORK:						
Learner's names	Participation (Contribution)	Cooperation (getting along)	Handling group conflict	Enthusiasm / Self confidence	End product	Total
Points	3	3	3	3	8	20
Group 1						
Group 2						
Group 3						

Teacher:

Date:

Moderator:

Date:

Annexe 4: Grid for role play

ROLE PLAY:							
Learner's names	Participation / Contribution Cooperation (getting along)	Interpretation of assignment	Handling conflict	Enthusiasm & self confidence	Speech fluency/ Communication	End product (Outcome)	Total
Points	5	4	3	4	6	8	30
Group 1: Players/ actors							
Group 2: Audience [Assigned.....]							
Group 3: Audience [Assigned.....]							

Teacher:

Date:

Moderator:

Date:

Annexe 5: Assessment record form year 1

School:																
Subject:																
Teacher:																
Year:.....																
	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 +ETE / 100	Term Mark (in %)	Promotion Mark
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 6: Assessment record form year 2

School:																
Subject:																
Teacher:																
Year:																
	Term	Practical Investigations	Project 1	TOTAL	Topic Task 1	Topic Task 2	TOTAL	Topic Test 1	Topic Test 2	TOTAL	End-of-term -test	Total Term Mark	Promotion Mark (in %)	CERTIFICATION MARK (Total term mark Year 1+Total term mark Year 2)	CERTIFICATION MARK (Total term mark Year 1+Total term mark Year 2)	
Name of the learner		15	15	30	10	10	20	10	10	20	30	100	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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