



Republic of Namibia

**MINISTRY OF EDUCATION, ARTS AND CULTURE**

# **THE NATIONAL CURRICULUM FOR BASIC EDUCATION**



**2016**

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*THE NATIONAL CURRICULUM FOR BASIC EDUCATION*

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## FOREWORD

The *National Curriculum for Basic Education* (2016) replaces the *National Curriculum for Basic Education* (2010) and ensures continuity of the foundation principles of the Namibian education system as described in *Toward Education for All: A Development Brief* (1993). The goal, aims, competencies, core skills and key learning areas have been identified in relation to *Namibia Vision 2030*. In addition, the Cabinet Directives based on the outcomes of the 2011 National Education Conference tasked the then Ministry of Education to review the curriculum for basic education in order to respond to the challenges and needs of Namibian society.

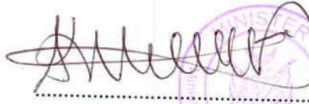
This curriculum framework serves as the official policy for basic education in Namibia. It guides schools on how to organise the teaching-learning process and ensures coherence and consistency in the delivery of the curriculum throughout the country.

Selecting what children should learn has always been complex. It is essential in a developing world that the curriculum framework accommodates change. The knowledge, skills, values and attitudes which learners can acquire are infinite. The curriculum developers have made a comprehensive research and consultations, in order to find a delicate balance which will ensure that our curriculum remains relevant. In this manner we strive unceasingly, as we always have, towards equipping the younger generation to deal with the past, the present and the future.

It is my wish that this curriculum framework serves as a roadmap to all stakeholders in their drive to make education the success it must become. Should this happen, then a profitable and exciting learning experience beckons for our learners.

The role of teachers is central to successful curriculum delivery. We are confident that, with the support of the Ministry and the cooperation of stakeholders, including parents and the broader community, teachers will empower our learners to become confident, innovative, compassionate and productive members of society.

I further wish to extend my appreciation to the people who contributed towards the development of this special document.

  
.....  
Hon Katrina Hanse-Himarwa  
MINISTER OF EDUCATION, ARTS AND CULTURE

**PLEASE NOTE:**

*The National Curriculum for Basic Education* will be supplemented by *The Inclusive Education Curriculum Framework* (2016)



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## **1 INTRODUCTION**

The introduction gives a brief overview of the anchoring of the curriculum in policy, legislation and previous developments, a summary of the structure and principles of basic education in Namibia, and preconditions for successful implementation of the curriculum.

### **1.1 BACKGROUND**

The *National Curriculum for Basic Education* (NCBE) builds on the experience and achievements of the previous cycles of Namibian curricula and syllabuses as from 1990, namely the curricula and syllabuses for basic education (then grades 1-10), senior secondary education and special needs education. It continues on the foundation laid in *The Constitution of the Republic of Namibia* (1990) and *Towards Education for All: A Development Brief* (1993), and draws upon the *Report of the Presidential Commission on Education, Culture and Training* (1999), *The Education Act* (2001), the *Language Policy for Schools in Namibia* (1996), *The Language Policy for Schools in Namibia: Discussion Document* (2003), *ICT Policy for Education* (2005), *Learner-Centred Education in the Namibian Context: A Conceptual Framework* (2003), the *Sector Policy on Inclusive Education* (2013), *Namibia Human Capital and Knowledge Development for Economic Growth with Equity* (2005), curriculum reviews and syllabus revisions by NIED, and other research, monitoring and evaluation reports. It responds to recent changes in Namibian society and to emerging challenges such as globalisation and HIV and AIDS. It is directed towards helping achieve the national development goals set out in the *National Development Programmes 3 and 4*, the *Education and Training Sector Improvement Programme* (2007), the Cabinet Directives based on the outcomes of the 2011 National Education Conference, and the long-term perspective of *Namibia Vision 2030* (2005).<sup>1</sup>

### **1.2 THE PURPOSE AND CONTENT OF THE CURRICULUM FRAMEWORK**

The NCBE is the official policy for teaching, learning and assessment, and gives direction to planning, organising and implementing teaching and learning. It is the responsibility of all schools, as well as educational institutions catering for part-time learners, to ensure that they adhere to the requirements of this curriculum and to those specified in the syllabuses and other curriculum documents for each phase and subject in basic education.

The purpose of this curriculum is to provide a coherent and concise framework to ensure consistency in the delivery of the curriculum in schools and classrooms throughout the country. It describes the goal, aims and rationale of the curriculum, the principles of teaching, learning and assessment, the language policy, and curriculum management at school level. It provides key learning areas for all learners, and outlines the end-of-phase competencies which they should achieve, as well as the attitudes and values to be promoted throughout the curriculum. It outlines the structure of each phase, what electives and subject combinations are available and overall time allocation. It describes effective assessment procedures, ensuring that assessment is closely integrated in the teaching-learning process.

The curriculum also provides a framework for the development of syllabuses, learning material and textbooks for the various subjects and areas of learning, from which teachers' schemes of

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<sup>1</sup> See Annexe 6 for bibliographical details.



work and lesson plans can then be developed, so that the goal and aims of the curriculum will be put into practice in a consistent manner.

### **1.3 NAMIBIA VISION 2030**

The curriculum has been developed to give direction to basic education towards the realisation of *Namibia Vision 2030*. It ensures the continuation of the foundation principles of the Namibian education system described in *Toward Education for All: A Development Brief* (1993). The goal, aims, competencies, core skills and key learning areas have been identified in relation to *Namibia Vision 2030*, so that it can also be a curriculum for the future.

*Namibia Vision 2030* describes the kind of society that Namibia strives to become, and how to achieve it. The vision statement is:

**VISION 2030**  
*A prosperous and industrialised Namibia, developed by her human resources, enjoying peace, harmony and political stability*

*Namibia Vision 2030* sees Namibia developing from a literate society to a knowledge-based society where knowledge is constantly being acquired and renewed, and used for innovation to improve quality of life. A knowledge-based society requires people who are healthy, well-educated, skilled and pro-active, and who have a broad range of abilities. This needs a high level of human resource development, and basic education provides the foundation for human resource development for the society of the future. Through basic education, learners develop the competencies, attitudes and values needed for full participation in society by learning to use, acquire, construct, evaluate and transform knowledge. Learning to learn is at the core of this process, and in a knowledge-based society, this extends to lifelong learning.

*A knowledge-based society is one where knowledge is created, transformed, and used for innovation to improve quality of life*

### **1.4 THE CONSTITUTION AND THE EDUCATION ACT**

The curriculum is based on the Constitution of the Republic of Namibia and the Education Act. The Constitution states that every person has the right to education, and that it is the responsibility of the government to provide education. The Education Act defines basic education as Grades 1-12, and this curriculum sets out the principles and intended learning for basic education as part of the provision demanded by the Constitution.<sup>2</sup>

The Constitution further states that formal basic education is free, and compulsory as from the beginning of the school year when the child reaches the age of 7 until the last school day of the year when the child reaches the age of 16, or until they have completed primary education, if that happens before they turn 16. Under the Education Act (Act no. 16 of 2001), free basic education is extended to Grade 12, but school attendance is not compulsory beyond the limits described above. The regulations of the Education Act state that learners who turn 6 before or on

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<sup>2</sup> Private or home school providers, who want to adapt or supplement this curriculum in any way or use an alternative curriculum, must first apply to the Minister for approval to do so.

31 December should be admitted to school the following year. Permission must be obtained from the appropriate regional director of the Ministry if a learner is aged 10 or older before 31 January in the year when he/she is to start school.

Free education in the context of basic education means that no fees are charged for attendance, tuition or textbooks. In Grades 11 and 12 no registration fee for the examination is required. Parents are also not expected to provide stationery for the learner or to pay fees towards the school development fund.

## **1.5 EARLY CHILDHOOD DEVELOPMENT AND PRE-PRIMARY EDUCATION**

In October 2006, the Cabinet decided to transfer the responsibility for pre-primary education from the Ministry of Gender Equality and Child Welfare to the then Ministry of Education (currently the Ministry of Education, Arts and Culture). Consequently, a pre-primary school year for 5/6-year-olds became part of basic education. The responsibility for the early childhood phase of 0-4 year-olds will at some stage in the future also be transferred to the Ministry of Education, Arts and Culture.

Good early childhood development and pre-primary programmes provide a stimulating environment for the all-round development of the child and lay a foundation for formal schooling. Access for all children to pre-primary education improves equity when they enter primary education, especially for children with learning disadvantages. Pre-primary education will be made available to all 5/6 year olds in the country as soon as possible. It is not yet a prerequisite for entry to basic education.

Children who attended early childhood development programmes and/or pre-primary education with appropriate pedagogical programmes achieve better and make better progress in formal education than those who have not. An appropriate pedagogy is learner-centred, providing free and structured play-learning.

## **1.6 THE STRUCTURE OF BASIC EDUCATION**

Basic education is subdivided into four phases: Junior Primary (Pre-Primary and Grades 1-3), Senior Primary (Grades 4-7), Junior Secondary (Grades 8-9), and Senior Secondary (Grades 10-12). After completing the Namibia Senior Secondary Certificate Ordinary (NSSCO) level at the end of Grade 11, learners have various options: they may choose to continue with either vocational education and training or with distance learning, or seek employment. Learners who meet the prescribed requirements may proceed to Grade 12. In Grade 12, learners will take their subjects on Advanced Subsidiary Level, which is an admission requirement for enrolment at many universities in Southern Africa and abroad.

The junior primary phase lays the foundation for all further learning. In Pre-Primary, learners develop communication, motor and social skills and concept formation to prepare them for formal education. In Grades 1-3 the learners learn to read and write in two languages; they learn basic mathematics; they learn about the community and nature around them and how to look after their health; and they develop their creative and expressive abilities. In Pre-Primary and Grades 1-3, teaching and learning take place through the medium of the mother tongue or the predominant local language. They are also exposed to computer technology, gaining a first appreciation of information and communication technology (ICT) as a tool for learning, learning to recognise the functions and uses of ICT in their lives, and getting a basic understanding of how a computer works and how to use it in learning processes.

In the senior primary phase, learners build on this foundation, develop irreversible literacy and numeracy, develop learning skills, gain basic knowledge and skills in natural sciences, social sciences, technology and the arts, and participate in physical education. The transition to English as medium of instruction is in Grade 4. Technological skills at this level require a fundamental understanding of software applications and basic navigational skills through the Windows environment.

The junior secondary phase continues with the same learning areas as Senior Primary, consolidating previous learning and extending it to a level where the learners are prepared for young adulthood and continued formal education. In this phase, all learners take English, Mathematics and another language. They will be exposed to all learning areas by taking all the science subjects, together with options of any two pre-vocational subjects. Learners then continue to formal senior secondary education (Grades 10-11), which provides specialisation and depth in one field of study. Those who do not meet the requirements to proceed to Grade 10 will repeat Grade 9 once. Grade 11 is the first exit point in the formal schooling system. Learners who meet the necessary requirements may continue to Grade 12. Those who do not meet these requirements have the option to continue their education through distance education.

In Grades 10-11, all learners will continue to take English, Mathematics and another language. In addition, they choose a field of study consisting of three mutually supportive subjects. ICT skills at this stage comprise the confident use of applications and advanced care of a computer. Life Skills prepares them to meet challenges they will face as young adults and to make career choices. In the senior secondary phase, learners will take three to five subjects on Advanced Subsidiary Level. By the end of Grades 11 and 12, learners should be well prepared for further study or training or entry into the job market.

## **2 THE GOAL AND AIMS OF BASIC EDUCATION FOR A KNOWLEDGE-BASED SOCIETY**

This section shows how the goal and aims of the curriculum, as well as the core skills and key learning areas, are derived from *Namibia Vision 2030* and the concept of a knowledge-based society.

### **2.1 THE GOAL OF BASIC EDUCATION**

The goal of basic education is to empower learners to actively participate in making Namibian society a knowledge-based society. A knowledge-based society is characterised by the effective and wise use of existing knowledge and the creation of new knowledge; the effective sharing and using of knowledge through a dynamic information infrastructure; the use of high-level technology and research to create innovations and promote sustainable development for people and the environment; the fostering of entrepreneurship in a growing production-based economy; and by equity.

*The goal of a curriculum gives the overall direction for education*

In the context of globalisation, it is important that an individual, a culture and a nation should not only have knowledge and skills in a knowledge-based society, but also a strong identity and positive values. Knowledge encompasses indigenous knowledge, local and national culture, and international and global culture. Only with a strong cultural and individual identity and positive values is it possible to influence globalisation and not be overwhelmed by it. In the Namibian context, this includes the strong collaborative culture which is characteristic of African society.

The path to a knowledge-based society with a strong identity and culture is not achieved through formal basic education alone, but through lifelong learning. Lifelong learning starts in the home, continues throughout early childhood education and basic education, and beyond. It is developed through informal, non-formal and formal modes of learning. Because basic education reaches everyone in society, it has the greatest potential for laying the foundation for lifelong learning.

### **2.2 THE AIMS OF BASIC EDUCATION FOR THE SOCIETY OF THE FUTURE**

The Namibian society of the future is envisaged in *Namibia Vision 2030*, and the main characteristics of that society and their implications for basic education are summarised in italics below from *Namibia Vision 2030*. This is the kind of society that learners must be empowered to help cultivate, and therefore these characteristics guide the aims of the curriculum.

*An aim is a general statement of what is to be achieved through the learning process as a whole*

#### **2.2.1 A caring society**

*Namibia is a fair, gender-responsive, caring and committed nation, in which all citizens are able to realise their full potential. Namibians live together in harmony, sharing common values and aspirations. Those living with disability are well integrated into the mainstream of society. Family life is the most fundamental institution in society, and families are available and willing to integrate orphans.*

The aims of the curriculum with regard to developing a caring society are to foster moral and ethical values such as reliability, cooperation, democracy, tolerance, mutual understanding and service to others; to develop learners' social responsibility towards other individuals, their family, their community and the nation as a whole; to develop and enhance respect for, and understanding and tolerance of other peoples, religions, beliefs, cultures and ways of life; and to promote equal opportunities for males and females, enabling both genders to participate equally and fully in all spheres of society and all fields of employment.

### **2.2.2 A healthy society**

*Namibians live a healthy lifestyle with the highest level of responsible behaviour that eliminates STIs, HIV infection and alcohol and substance abuse. Curable diseases, as well as preventable diseases like Foetal Alcohol Spectrum Disorder (FASD) and HIV and AIDS, are reduced to a minimum. People have a balanced diet. People are empowered physically and mentally to meet the continuing demands of making an effective contribution to development processes. There is a long life expectancy.*

The aims of the curriculum with regard to developing a healthy society are to develop attitudes, practices, knowledge and activities which promote physical and mental health; to support learners by providing opportunities for them to develop emotionally, physically and mentally throughout their childhood and youth; to promote the optimal development of each individual learner's potential, including those with special learning needs; and to foster the highest moral, ethical and spiritual values, such as integrity, responsibility, impartiality and reverence for life.

### **2.2.3 A democratic society**

*Namibia is a peaceful, multi-party democratic society with popular participation in politics and a strong and active opposition. The basic tenets of human rights are protected. There is true freedom of expression, speech and association, and the people make their own decisions at national, regional, local and community levels. People exercise their civic responsibilities.*

The aims of the curriculum with regard to developing a democratic society are to promote moral development, awareness of one's own beliefs and opinions, and respect for others; to promote democratic principles and practices at school level in the educational system; to promote human rights, unity, liberty, justice and democracy; to extend national unity by promoting regional, African and international understanding, cooperation and peace; to enable learners to contribute to the development of culture in Namibia; and to promote wider inter-cultural understanding.

### **2.2.4 A productive society**

*High economic growth and full employment in Namibia with the equitable distribution of wealth and resources reduces poverty significantly. Manufacturing and service industries are the main sources of income, and micro-, small, and medium-sized enterprises are important. There is a diversified economy with manufacturing, exporting industries forming the base, and a well-developed and modernised commercial agricultural sector which is environmentally sustainable.*

The aims of the curriculum with regard to developing a productive society are to develop knowledge, understanding, values, creativity and practical skills as a solid foundation for academic or vocational training and for a creative, meaningful and productive adult life; to encourage perseverance, reliability and accountability, and respect for the value and dignity of

work; to enable the learners to think scientifically, solve problems, and reflect on and apply knowledge, skills, values and attitudes; and to develop self-reliance and entrepreneurship in preparation for the world of work and self-employment.

### **2.2.5 An environmentally sustainable society**

*There is no atmospheric, land or water pollution from croplands, rangelands or mines, and minimal pollution from urban and industrial areas. Farms and natural ecosystems are productive and sustainable socially, economically and ecologically. There is high quality, low-impact tourism. The average family size is small, and there is food security.*

The aims of the curriculum regarding the development of an environmentally sustainable society are to provide the scientific knowledge, skills, attitudes and values needed to ensure that the environment is respected and sustained, and to develop the individual's ability to make environmentally wise choices in terms of economic activities and also family planning.

### **2.2.6 An information society**

*The media is mature, investigative and free. Information and communication technology provides improved access to information and is used to achieve social and economic transformation in Namibia. All aspects of the manufacturing process, including relationships with customers and suppliers, and the manner in which products are marketed and sold, have been transformed through changes in production and information technology. ICT is applied throughout society to serve development goals.*

The aim of the curriculum with regard to developing an information society is to develop information literacy, ie skills in seeking, evaluating, using and producing information and information sources appropriately. These sources include traditional and local knowledge, libraries and ICT. Information literacy also means knowing the potential and limitations of different sources and types of information, including ICT.

### **2.2.7 Individual development**

The purpose of the above-mentioned aims is for the curriculum to bring about the envisioned society by developing each and every learner. In addition to the above are aims of the curriculum which focus on aspects of the development of the individual. These include aims that will provide the foundation of a strong general education in literacy, numeracy, science, technology and core competencies. They will enable learners to communicate effectively in speech and writing in English and in another Namibian language, to use basic number and mathematical concepts and operations and use numerical notation, and to apply mathematics in everyday life. Some aims are also directed at developing a flexible, enquiring mind, critical thinking skills, the capacity to adapt to new situations and demands, and the self-motivation to learn continuously. The aims will develop individual understanding, creativity, the ability to construct alternative solutions to problems, and the ability to make independent, informed decisions in real-life situations.

### 3 CORE SKILLS, KEY LEARNING AREAS, CROSS-CURRICULAR THEMES

In order to fulfil the implications of *Namibia Vision 2030* for basic education, the curriculum identifies learning in terms of *core skills* and *key learning areas*.

#### 3.1 CORE SKILLS

*Core skills are those which everybody needs in a knowledge-based society*

A core skill is developed gradually through all learning areas. The core skills are included in the competencies or specific objectives assessed in all subjects. Core skills identified in the Namibian context can be grouped into seven areas: learning to learn, personal skills, social skills, cognitive skills, communication skills, numeracy skills, and information and communication technology skills.

##### 3.1.1 Learning to learn

Learning to learn is the most fundamental skill of all. It is the ability and willingness to adapt to new tasks. Learners develop the skill to organise, regulate and evaluate their own learning in order to acquire and apply new knowledge and skills, or to apply existing knowledge and skills in new situations or in innovative ways. The components of this skill area consist of setting goals or targets, planning, using time effectively, carrying out problem-solving tasks, making efficient and effective use of knowledge, seeing the plan through, evaluating the result, and reflecting on the process. Learners must be able to work effectively, independently and in groups, build on their own learning experiences, cultural backgrounds and preferred learning styles, develop sound work habits, and take increasing responsibility for their own learning and work. Learning to learn in basic education provides the skills and habits for productivity and lifelong learning.

##### 3.1.2 Personal skills

Personal skills develop through increased self-awareness and awareness of others, structured learning experiences, and personal reflection. They include self-discipline; taking responsibility for one's own actions and decisions; using self-appraisal to identify, evaluate and use one's personal resources; formulating, organising and carrying out personal projects; using information and knowledge to accomplish goals; acting autonomously; being able to adapt to change, new ideas, situations and technology; making decisions; and showing initiative.

Personal skills include practical life skills such as taking responsibility for one's own health and safety, which includes developing skills to protect the body and mind from harm and abuse, participating in physical activities, games and sports, making career choices on the basis of realistic information and self-appraisal, and being ready for parenting, budgeting, keeping a home and being a consumer. A range of personal qualities underlie these skills. These include accountability, integrity, self-confidence, a positive attitude, commitment, perseverance, courage, enterprise, and constructive approaches to challenges, change, stress, conflict, competition and failure.

### **3.1.3 Social skills**

The social or interpersonal skills which are needed to function well in a knowledge-based society can be summed up as the ability to respect, relate well to and work well with others in multi-cultural settings and communities. In specific terms, this involves being able to cooperate; to work in groups; to work effectively in a team-based environment; to manage and resolve conflict; and to influence others, to negotiate and to reach consensus. It also involves being able to create and use networks, and to share knowledge. Personal qualities which underlie social skills are tolerance, honesty, loyalty, trustworthiness, being considerate and taking responsibility for the well-being of others.

### **3.1.4 Cognitive skills**

Cognitive skills are based on the ability to inwardly organise and manipulate experience and learning so that it results in rational understanding and behaviour. This includes the ability to enquire about, research, explore, generate, try out and develop ideas; to analyse, compare, synchronise and evaluate information; to think critically; to plan solutions, solve problems and take decisions; to use the imagination and think innovatively, laterally, flexibly and reflectively; and to understand situations, inter-relationships and systems.

### **3.1.5 Communication skills**

A high level of communication skills, more than just functional literacy, is essential in a knowledge-based society. Learners must be able to communicate competently and confidently. They must become good listeners, be eager, competent and critical readers, be able to work with and write well a wide variety of texts, and have mastery of at least their mother tongue/home language or the predominant local language, and of English as the official language. They must be able to use oral and written language well to elicit, describe, explain, discuss and convince in a range of different cultural, linguistic, and social contexts. Visual communication plays an increasingly important role in a knowledge-based society, and learners need to develop good visual communication skills, which encompasses understanding, investigating, interpreting, critically analysing, evaluating and using a wide range of visual media and other sources of aural and visual messages.

### **3.1.6 Numeracy skills**

With the increasing emphasis on science, technology and commerce, learners must be fully numerate and must come to understand and be able to use mathematical language confidently and effectively. Numeracy skills apply as much to ordinary, everyday situations such as budgeting and using money wisely as to simulations and high-level calculations. Numeracy skills involve creating logical models for understanding, and being able to think in terms of relationships of quantity, size, shape and space, and computation.

### **3.1.7 Information and communication technology skills**

The rapid spread and use of ICT in all areas of life make this skill area part of the core skills needed for a knowledge-based society. Learners must become competent in using new information and communication technologies. The specific ICT skills include the ability to appropriately choose and correctly use ICTs as tools according their purpose, to show versatility in using hardware, software and different media, to apply computer health and safety principles, to follow ethical norms when using ICTs, to be able to access, critically evaluate and use information, to transform information into knowledge, to distinguish between fact and opinion, and to communicate effectively using ICTs.



Learners must understand how technological systems are integral parts of social systems and political, cultural and economic frameworks, and what the limitations of these systems are. They must understand the value of information and their own roles and responsibilities as citizens in the development of information and communication technology in society.

In the subject syllabuses, the **core skills** in this curriculum are broken down into more detailed **competencies/specific objectives** which are to be assessed. Examples of competencies and their relation to core skills are given in the table below.

CORE SKILLS	COMPETENCIES
<b>Learning to learn</b>	<i>setting goals, solving problems, evaluating and reflecting on completed processes; working effectively, independently and in groups; increasingly taking responsibility for their own learning and work; etc.</i>
<b>Personal skills</b>	<i>making informed choices, decisions and judgements, evaluating beliefs and opinion, taking initiative, acting creatively, producing, innovating, etc.</i>
<b>Social skills</b>	<i>showing respect, tolerance, trustworthiness and honesty, cooperating, accepting encouragement and positive criticism, showing appreciation, etc.</i>
<b>Cognitive skills</b>	<i>exploring, investigating, enquiring, recognising, contextualising, hypothesising, interpreting, weighing up alternatives, analysing, synthesising, evaluating, thinking creatively, creating knowledge, etc.</i>
<b>Communication skills</b>	<i>talking fluently, writing, eliciting, explaining, discussing, convincing, demonstrating, presenting, acting out, dramatising, drawing, showing, displaying, reporting; being clear, concise, expressive, meaningful; etc.</i>
<b>Numeracy skills</b>	<i>estimating, approximating, measuring, calculating, tabulating; drawing graphs, charts, diagrams, shapes, figures; using instruments; being accurate, logical; solving problems, presenting information; using mathematical language; etc.</i>
<b>Information and communication technology skills</b>	<i>choosing appropriate communication solution, utilising hardware and software, evaluating information, transforming information to knowledge, following ethical practice, interacting considerately, communicating clearly, etc.</i>

Acquiring the knowledge, skills, values and attitudes set out here will enable learners to develop to their full potential, to continue learning throughout life, and to participate effectively and productively in the democratic society of Namibia and in a competitive world economy.

### 3.2 KEY LEARNING AREAS

A key learning area is a field of knowledge and skills which is part of the foundation needed to function well in a knowledge-based society. The future society of *Namibia Vision 2030* needs citizens who are proficient in language, who understand the processes of development and environmental issues, and who are healthy and creative. Every person must have at least an understanding of and some competence in mathematics, natural sciences, social sciences, technology and commerce. The function of basic education is to provide each learner with a broad basis for future specialisation, not only in terms of a career path or studies after school, but also to allow for some depth in one field of study at senior secondary level.

*Key learning areas are where essential knowledge can be found and developed*

The key learning areas in basic education are languages, mathematics, natural sciences, social sciences, technology, commerce, the arts and physical education. The knowledge that is essential for the development of Namibian society does not resort under the key learning areas alone. Therefore, the following six essential themes are also covered by the curriculum: HIV and AIDS education, health and wellness education, human rights and democracy, information and communication technology, road safety, and environmental learning. These themes are included as topics or sub-topics in appropriate carrier subjects with specific competencies to be attained within the framework of the subjects and grades concerned.

The rationales for each key learning area and the subjects which each area comprises are as follows:<sup>3</sup>

### **3.2.1 Languages**

Language is the most important tool for thinking, the most important means of communication, and one of the most important aspects of identity. An essential prerequisite for a knowledge-based society is that its citizens have a high level of communication skills. Learners will become proficient in at least the mother tongue/home language or predominant local language and English, with a high level of communicative and social competence in face-to-face and virtual interaction, and will understand, use and produce good written and mixed (written and visual and/or oral and aural) texts for a variety of circumstances and situations (see section 5).

The languages learning area comprises mother tongues/first languages (Pre-Primary to Grade 12), second languages (Grades 1-12), foreign languages (Grades 8-12), and Namibian Sign Language.

### **3.2.2 Mathematics**

Mathematics is an indispensable tool for everyday life. It is also essential for the development of science, technology and commerce. Mathematical skills, knowledge, concepts and processes enable the learner to investigate, model and interpret numerical and spatial relationships and patterns that exist in the world. Mathematics is a language of its own, a way of thinking and communicating which every person needs.

The mathematics learning area consists of Preparatory Mathematics (Pre-Primary) and Mathematics (Grades 1-12).

### **3.2.3 Natural sciences**

Development in the field of natural science is one of the main driving forces behind the transformation of society and the world. Scientific literacy - understanding scientific processes and being able to apply scientific thinking and skills - is crucial today. The natural sciences area of learning contributes to the foundation of a knowledge-based society by empowering learners with the scientific knowledge, skills and attitudes to formulate hypotheses and to investigate, observe, make deductions and understand the physical world in a rational, scientific way. Natural sciences without positive values can be destructive. Therefore, the learners develop the necessary knowledge, skills and attitudes to lead a healthy life. They learn to relate to and

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<sup>3</sup> Additional subjects developed for special schools resort under the key learning areas but can vary according to need and are not listed here.

manipulate the natural environment within the value-framework of the sustainable use of matter, energy and processes in living and non-living things.

The natural sciences learning area comprises the following subjects: Environmental Learning (Pre-Primary), Environmental Studies (Grades 1-3), Natural Science and Health Education (Grades 4-7), Elementary Agriculture (Grades 5-7), Life Science (Grades 8-9), Physical Science (Grades 8-9), Agricultural Science (Grades 8-12), Biology (Grades 10-12), Physics (Grades 10-12) and Chemistry (Grades 10-12).

### **3.2.4 Social sciences**

The social sciences learning area is a key learning area for understanding the development of society, the mechanisms of globalisation, the importance of human rights and democracy, and environmental issues. It focuses on the development of personal values as a responsible and productive citizen. Understanding and being tolerant of diversity in religious beliefs is developed through an inter-faith approach. Learners explore and come to understand the relationships between people and their environment and interactions in social, cultural, economic, civic and political spheres.

The social sciences learning area comprises the subjects Environmental Learning (Pre-Primary), Environmental Studies (Grades 1-3), Social Studies (Grades 4-7), Religious and Moral Education (Pre-Primary and Grades 1-9), Life Skills (Grades 4-12), Geography (Grades 8-12), History (Grades 8-12) and Development Studies (Grades 10-11).

### **3.2.5 Technology**

The technology learning area covers two types of technology: material technology and information and communication technology. Material technology starts with the idea for designing a product, is followed by the selection of raw or refined materials and the process of transforming them through the use of tools/utensils and processes, and then ends with the evaluation and improvement of the process and product. The study of material technologies contributes to the foundation of a knowledge-based society by developing the learner's

- knowledge and understanding of materials, tools/utensils and processes;
- skills in design and production;
- creativity and the ability to innovate; and
- understanding of the importance of technology for development.

Material technologies include the subjects Design and Technology (Grades 5-12), Technical Studies A or B or C (Grades 8-9), Technical Drawing (Grades 8-9), Metalwork and Welding, Woodwork, Building Studies, Motor Mechanics (Grades 10-11), and Fashion and Fabrics (Grades 8-11).

The term 'information and communication technology' comprises all the technology and media used for the management and communication of information. Studying ICTs include finding, evaluating, processing and presenting information. The study of information and communication technology contributes to the foundation of a knowledge-based society in developing the learner's

- knowledge and understanding of the nature of information and information processes, and the workings of ICT equipment and networks;
- skills in using ICTs to process and present information;
- creativity and the ability to innovate ICTs; and
- understanding of the importance of ICTs for development.

Information and communication technology include the following subjects: Information and Communication (Grades 5-12), Office Practice (Grades 8-11), Computer Studies (Grades 8-9) and Computer Science (Grades 10-12).

Other pre-vocational subjects are Home Ecology (Grades 5-7), Home Economics (Grades 8-11), Hospitality (Grades 8-11), and Health and Social Care (Grades 10-11).

**Note:** Technical subjects in the junior secondary phase are grouped according to learners' future career-related subject areas. The subjects are grouped as follows:

- **Technical Studies A:** Metalwork and Welding, Woodwork, Bricklaying and Plastering;
- **Technical Studies B:** Electricity and Electronics, Motor Mechanics, and Metalwork and Welding;
- **Technical Studies C:** Bricklaying and Plastering, Electricity and Electronics, and Plumbing and Pipefitting.

### **3.2.6 Commerce**

The commerce learning area is a skills-focussed area which is central to the economic development of a knowledge-based society. Learners acquire and apply commercial knowledge in practical situations, and develop the particular communication skills and work attitudes and practices which are essential in effective business life.

The commerce learning area comprises entrepreneurial skills integrated in the subjects Home Ecology, Elementary Agriculture and Design and Technology in Grades 5-7, and the subjects Entrepreneurship (Grades 8-12), Accounting (Grades 8-12), Business Studies (Grades 10-12), Economics (Grades 10-12), and Office Practice (Grades 8-11).

### **3.2.7 Arts**

The arts learning area contributes to the foundation of a knowledge-based society particularly through its emphasis on developing creativity, communication skills and the ability to be innovative. The arts are also essential to a knowledge-based society where visual communication, aesthetic design and the use of media that incorporates visual, musical and dramatic forms are increasingly important. The arts are central to the development of personal and social identity and culture.

The arts learning area comprises the subjects Arts (Pre-Primary and Grades 1-11), Visual Arts (Grades 8-9), Integrated Performing Arts (Grades 8-11), and Art and Design (Grades 10-12).

### **3.2.8 Physical education**

As societies become more and more affluent, lifestyle diseases and threats to health such as obesity, circulatory problems, diabetes and stress increase accordingly. Lifelong physical activity is crucial to prevent lifestyle diseases. It contributes to personal wellness and helps citizens to maintain physical fitness in order to be fully productive.

Physical education is the physical, activity-based component of health and wellness education across the curriculum. In the natural sciences learning area, health and wellness education focuses on understanding biological and psycho-social aspects of health in order to develop positive attitudes and practices. In the social sciences learning area, health and wellness

education focuses on understanding health in society and developing a personal and social responsibility regarding health issues.

Physical education consists of physical activities which, apart from developing psycho-motor skills, also develop self-esteem through an appreciation and enjoyment of one's body. The learner experiences how a balanced relationship between mind, body and emotions is essential for wellness, learns how to maintain fitness throughout life, develops social skills through cooperation and positive competition with others, and is motivated to continue a lifestyle of lifelong physical activity. Learners' reflections on what they experience develop their understanding of themselves, of the importance of lifelong physical activity, and of how the latter contributes to health and wellness.

The physical education learning area consists of the subject Physical Education (Pre-Primary to Grade 11).

### **3.3 CROSS-CURRICULAR THEMES**

The cross-curricular themes, namely HIV and AIDS education, health and wellness education, human rights and democracy, information and communication technology, environmental learning and road safety, are integrated across the curriculum throughout basic education. Each of these themes deals with particular risks and challenges in our Namibian society.

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources;
- the challenges and risks caused by HIV and AIDS;
- the challenges and risks to health caused by pollution, poor sanitation and waste;
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities;
- the challenges and risks of living in an information society;
- the challenges and risks we face because of globalisation; and
- the challenges and risks we face when not adhering to road safety instructions.

All our learners need to understand the nature of these risks and challenges, and how they will impact our society and the quality of life of our people now and in the future. They must understand how these risks and challenges can be addressed on a personal, local, national and global level and how they can play a part in addressing these risks and challenges in their own school and local community.

## **4 PHASES AND COMPETENCIES**

This section describes the phases of basic education, and what competencies and level of competency each phase leads to.

### **4.1 THE PHASES OF BASIC EDUCATION**

#### **4.1.1 Junior Primary: Pre-Primary and Grades 1-3**

The purpose of pre-primary education is to lay a solid foundation for learning throughout the formal education system. It is only the start of developing essential literacy, numeracy and other skills for life, and of establishing self-confidence and self-worth through personal and social development. If the foundation which is laid in this year is good, the learner will be well prepared to continue learning.

When learning through free and structured play, children acquire the ability to accept each other and to cooperate in groups. They also develop listening, speaking and visual communication skills, pre-mathematical concepts, a sense of themselves and their environment, health and hygiene routines, creativity and motor skills, and social and emotional skills. In these early years it is important to pay particular attention to each individual child and their needs. No formal reading, writing and mathematics should be taught in this phase.

Grades 1-3 continue to lay the foundation for education and lifelong learning. Social and emotional skills are strengthened in order to promote the growth and development of each learner as an individual and as a member of the school and society.

The medium of learning in this phase is the mother tongue/home language/predominant local language. All learners take the following subjects: the mother tongue/home language/predominant local language, English, Mathematics, Environmental Studies, Religious and Moral Education, Arts, and Physical Education. The focus of the junior primary phase is primarily on four areas: literacy, numeracy, broad knowledge of the immediate environment of the learner, and personal health. Effective, quality education in a text-rich environment ensures that irreversible literacy and numeracy are attained. Literacy and numeracy can only become functional life skills when applied to the world around us; they are not meaningful as abstract skills. Environmental Studies and Religious and Moral Education provide broader knowledge from which, together with the learners' own experience and previous knowledge, the substance of literacy and numeracy is drawn. They further provide the learner with life skills in understanding the world around them. The themes and topics of Environmental Studies provide content areas for the integration of the whole curriculum. HIV and AIDS education starts in Grade 1, since the learners are still in the "Window of Hope" age range prior to sexual relationships, the generation which can be well educated and well prepared to counter the AIDS pandemic.

Knowledge is also broadened through Arts and Physical Education. Arts at this level is important not only for the opportunity to engage learners' natural ways of learning and creativity, but also to start enriching their means of communication by developing literacies other than reading and writing. They should be able to interpret and express their ideas and feelings about themselves and the world around them. Physical Education strengthens self-awareness, a positive attitude to one's body, and cooperation and healthy competition, all of which feeds into other learning and developmental processes.

Arts and Physical Education both build on local culture, games and sports, and bring a wider knowledge of these to the learners. At this stage an appreciation of ICTs as tools for learning through various educational games and software is encouraged. Only informal continuous assessment is used in Grades 1-3, with summative grades at the end of each term. All informal continuous assessment is criterion-referenced.

#### **4.1.2 Senior Primary: Grades 4-7**

The senior primary level consolidates the foundation laid in the junior primary phase, and develops it further. The medium of learning is now English, only by exception supported by the use of the mother tongue/home language/predominant local language. The division into subject disciplines emerges more strongly in this phase.

In Grade 4, learners take English, the mother tongue or home or predominant local language, Mathematics, Natural Science and Health Education, and Social Studies. Religious and Moral Education, Life Skills, Information and Communication, Arts, and Physical Education are offered as support subjects.

In Grades 5-7, learners take English, the mother tongue or home or predominant local language, Mathematics, Natural Science and Health Education, Social Studies, and either Design and Technology, Elementary Agriculture, or Home Ecology. Entrepreneurial skills are taught in each of the last three pre-vocational subjects. Learners take only one of the pre-vocational subjects, but schools may offer more than one pre-vocational subject. Religious and Moral Education, Life Skills, Information and Communication, Arts and Physical Education are offered as support subjects, together with a reading period.

HIV and AIDS education is intensified in this phase, as learners are better able to understand the facts, issues and attitudes involved. They are still in the “Window of Hope” age range, but must be well prepared for the transition to puberty and the changes and pressures it will bring. By the end of the phase, learners will have irreversible literacy and numeracy, and will have developed learning skills and basic knowledge in all the key learning areas. Continuous assessment is used throughout, and there are end-of-year examinations. Learner achievement in selected subject areas will be monitored nationally in Grades 5 and 7, using nationally standardised assessments which are not used for promotional purposes.

#### **4.1.3 Junior Secondary: Grades 8-9**

The junior secondary phase extends the learners’ knowledge and skills, strengthens their values and attitudes, and prepares them for continued studies. This phase provides learners with the opportunity to explore a wider range of subjects to enable them to make informed subject choices for future career opportunities. It is more challenging, and a greater body of knowledge is covered to develop a higher level of understanding and skills. The curriculum becomes more diversified and a degree of choice is introduced.

The medium of learning continues to be English. Learners continue to take English, another language, Physical Science, Life Science, Geography, History and Mathematics.

In addition, learners take any two of the following elective pre-vocational subjects: Agricultural Science, Accounting, Office Practice, Entrepreneurship, Computer Studies, Design and Technology, Visual Arts, Integrated Performing Arts, Home Economics, Fashion and Fabrics, Hospitality, Technical Drawing, and Technical Studies A or B or C. Technical pre-vocational subjects will be offered in schools with both academic and pre-vocational streams.

Together with a reading period, the following support subjects are also offered in this phase: Arts, Life Skills, Physical Education, Religious and Moral Education, and Information and Communication.

The following table indicates subjects in the junior secondary phase:

Compulsory promotional subjects	Elective subjects Learners choose three optional promotional subjects from the list in the columns below, of which at least one must be another language.  A learner may not take more than three languages.	
	Another language	Pre-vocational subjects
English (L1 or L2) Mathematics Life Science Physical Science Geography History	Any first, second or foreign language	<b>Predominantly academic stream:</b> Agricultural Science Accounting Office Practice Entrepreneurship Computer Studies Design & Technology Visual Art Integrated Performing Arts
		<b>Academic and pre-vocational streams:</b> Agricultural Science Entrepreneurship Computer Studies Office Practice Technical Studies A Technical Studies B Technical Studies C Technical Drawing (compulsory for each Technical Studies subject) Home Economics Fashion & Fabrics Hospitality
Arts, Life Skills, Physical Education, Religious & Moral Education, Information & Communication, Reading period.		

Table 1: Subjects in the junior secondary phase



#### **4.1.4 Senior Secondary: Grades 10-12**

The senior secondary phase extends the learners' knowledge and skills, strengthens their values and attitudes, and prepares them for continued studies and young adult life. It is therefore during this phase that the 'learning to learn' skill area must be consolidated so that learners will continue in lifelong learning.

##### *The Namibia National Curriculum Guidelines*

- recognise that learning involves developing values and attitudes as well as knowledge and skills;
- promote self-awareness and an understanding of the attitudes, values and beliefs of others in a multilingual and a multicultural society;
- encourage respect for human rights and freedom of speech;
- provide insight in and understanding of crucial issues in a rapidly changing world which affect quality of life, i.e. the AIDS pandemic, global warming, environmental degradation, unequal distribution of wealth, expanding and increasing conflicts, the technological explosion, and increased connectivity;
- recognise that as information in its various forms becomes more accessible, learners need to develop higher cognitive skills of analysis, interpretation and evaluation to use information effectively; and
- seek to challenge and motivate learners to reach their full potential and to contribute positively to the environment, economy and society.

##### **Grades 10-11**

All learners take three promotional core subjects, three promotional elective subjects and four support subjects. Natural sciences are divided into the subjects Biology, Agricultural Science, Physics and Chemistry, and Social Sciences into the subjects Geography, History and Development Studies. Pre-vocational subjects include Accounting, Office Practice, Entrepreneurship, Business Studies, Economics, Computer Studies, Design and Technology, Art and Design, Integrated Performing Arts, Home Economics, Fashion and Fabrics, Hospitality, Health and Social Care, Woodwork, Metalwork and Welding, Building Studies, and Motor Mechanics. In addition, a reading period and the following support subjects are offered: Arts, Life Skills, Physical Education, and Information and Communication.

A national examination for the Namibian Senior Secondary Certificate Ordinary (NSSCO) level is written at the end of Grade 11. Grade 11 is the first exit point from basic education and some learners will start an independent young adult life, enter non-formal education, seek employment, or create their own employment. Learners will have an internationally recognised certificate which gives them access to further education and training, which includes tertiary education institutions with an NQF Level 3 entry requirement.

##### **Grade 12**

The main purpose of Grade 12 is to prepare learners for higher education. Much greater demands are made on the learners with regard to their cognitive, personal and social development, specifically in terms of academic achievement. They must take greater responsibility for their own learning, and consolidate good work ethics and practices.

On completion of Grade 12, learners will have an internationally recognised certificate known as the Namibian Senior Secondary Certificate Advanced Subsidiary (NSSCAS) level which gives them access to higher education institutions with NQF level 4 entry requirements, or to the job market.

Grade 12 learners take three to five promotional elective subjects and two support subjects. One of the elective subjects must be a language.

At the end of Grade 12, learners take the NSSCAS level examination. Most subjects are available at Advanced Subsidiary Level, as shown in sections 4.1.4.1 and 4.1.4.2:

Subjects for the senior secondary phase:

***4.1.4.1 Languages (first, second and foreign language level)***

Afrikaans 1 <sup>st</sup> Language	Khoekhoegowab 1 <sup>st</sup> Language	Rukwangali 1 <sup>st</sup> Language
Afrikaans 2 <sup>nd</sup> Language	Namibian Sign Language	Rumanyo 1 <sup>st</sup> Language
English 1 <sup>st</sup> Language	Oshikwanyama 1 <sup>st</sup> Language	Setswana 1 <sup>st</sup> Language
English 2 <sup>nd</sup> Language	Oshindonga 1 <sup>st</sup> Language	Silozi 1 <sup>st</sup> Language
German 1 <sup>st</sup> Language	Otjiherero 1 <sup>st</sup> Language	Thimbukushu 1 <sup>st</sup> Language
German Foreign Lang	French Foreign Lang	Portuguese Foreign Lang

All languages, except Namibian Sign Language, are available on Ordinary and Advanced Subsidiary Level.

#### 4.1.4.2 Fields of study

Subject area	Code	Subjects
Natural sciences	NS1	Biology; Physics
	NS2	Physics; Chemistry
	NS3	Biology; Agricultural Science
	NS4	Biology; Geography
	NS5	Chemistry; Biology
	NS6	Physics; Computer Studies*/Computer Science
Social sciences	SS1	Geography; History
	SS2	Economics; Geography
	SS3	Economics; History
	SS4	Development Studies*; Geography
	SS5	Development Studies*; History
	SS6	Economics; Development Studies*
Technology (For study fields T8-T23, a one-language curriculum may be considered to allow learners choice of more supplementary subjects)	T1	Home Economics*; Biology
	T2	Home Economics*; Fashion and Fabrics*
	T3	Home Economics*; Hospitality*
	T4	Fashion and Fabrics*; Hospitality*
	T5	Health and Social Care*; Biology
	T6	Computer Studies*/Computer Science; Geography
	T7	Computer Studies*/Computer Science; Design and Technology
	T8	Design and Technology; Physics
	T9	Woodwork*; Physics
	T10	Woodwork*; Entrepreneurship
	T11	Woodwork*; Computer Studies*/Computer Science
	T12	Woodwork*; Agricultural Science
	T13	Metalwork and Welding*; Physics
	T14	Metalwork and Welding*; Entrepreneurship
	T15	Metalwork and Welding*; Computer Studies*/Computer Science
	T16	Metalwork and Welding*; Agricultural Science
	T17	Building Studies*; Physics
	T18	Building Studies*; Entrepreneurship
	T19	Building Studies*; Computer Studies*/Computer Science
	T20	Building Studies*; Agricultural Science
	T21	Motor Mechanics*; Physics
	T22	Motor Mechanics*; Entrepreneurship
	T23	Motor Mechanics*; Computer Studies*/Computer Science
	T24	Motor Mechanics* Agricultural Science
Commerce	C1	Accounting; Business Studies
	C2	Accounting; Computer Studies*/Computer Science
	C3	Accounting; Economics
	C4	Business Studies; Economics

	C5	Accounting; Entrepreneurship
	C6	Business Studies; Entrepreneurship

Note: subjects marked with an \* are only available on Ordinary Level

### ***Supplementary subjects***

The following subjects can be combined with a field of study. Learners take any one supplementary subject.

Any language available (first, second or foreign)  
 Accounting  
 Agricultural Science  
 Art and Design  
 Integrated Performing Arts\*  
 Biology  
 Business Studies  
 Chemistry  
 Computer Studies\*/Computer Science  
 Design and Technology  
 Development Studies\*  
 Economics  
 Entrepreneurship  
 Health and Social Care\*  
 Fashion and Fabrics\*  
 Geography  
 History  
 Home Economics\*  
 Physics  
 Office Practice\*  
 Hospitality\*

Note: Subjects marked with an \* are only available on Ordinary Level

The subject choice for Senior Secondary in the curriculum can be organised in the following way:

#### **NSSCO**

English + Mathematics + Another language	+	Two subjects from fields of study	+	One subject from supplementary subjects
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Note that a one-language curriculum is offered in cases where permission has been obtained.

#### **NSSCAS**

A language	+	Three to five subjects from the learner's NSSCO subjects
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The two support subjects in Grade 12 will be Life Skills and Information Communication.

#### **4.1.4.3 Namibia Senior Secondary Certificates and subject combinations**

The Namibia Senior Secondary Certificate is awarded either as a subject certificate or as a group certificate, and is recognised by the Namibia Qualifications Authority. Most universities/institutions of higher learning accept subject certificates. In the subject certificate, each subject that is graded in the examination is entered on the certificate.

In order to qualify for the NSSCO group certificate, a full-time or part-time learner must have a minimum of six subjects from the NSSCO approved list of subjects. The following requirements will apply:

- At least two of the six subjects must be languages.
- One of the languages must be English at first or second language level, taken as an Ordinary Level subject.
- At least one of the language subjects must be a first language at Ordinary Level.
- Mathematics (Ordinary Level) must be one of the six subjects.<sup>4</sup>

For NSSCAS, learners are required to take a minimum of three subjects, of which one should be a language.

## **4.2 END OF PHASE COMPETENCIES**

The goal and aims of basic education, and the core skills, key learning areas, and cross-curricular issues, apply to all phases. The different levels to be attained in each of the key learning areas by the end of each phase are formulated in terms of phase outcomes. A competence comprises the cognitive, affective and/or practical skills which a learner has to demonstrate as a result of the teaching-learning process, and which will be assessed. The stated phase competencies are the standards of the curriculum.

The phase outcomes are in turn broken down into more detailed descriptions of competencies/specific objectives in the subject syllabuses. In this way the teacher knows exactly what the learners are expected to understand and/or accomplish, and what needs to be assessed. As their competence is being built up step by step, learners will become aware of their own progress, and this will strengthen their skills in learning to learn. Competencies/specific objectives are very exact and detailed, but are expressed more holistically at the level of phase outcomes.

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<sup>4</sup> There are specific minimum grades, as well as additional requirements for the group certificate in terms of which grades have to be achieved and within what period of time. Details are published by the Directorate of National Examinations and Assessment

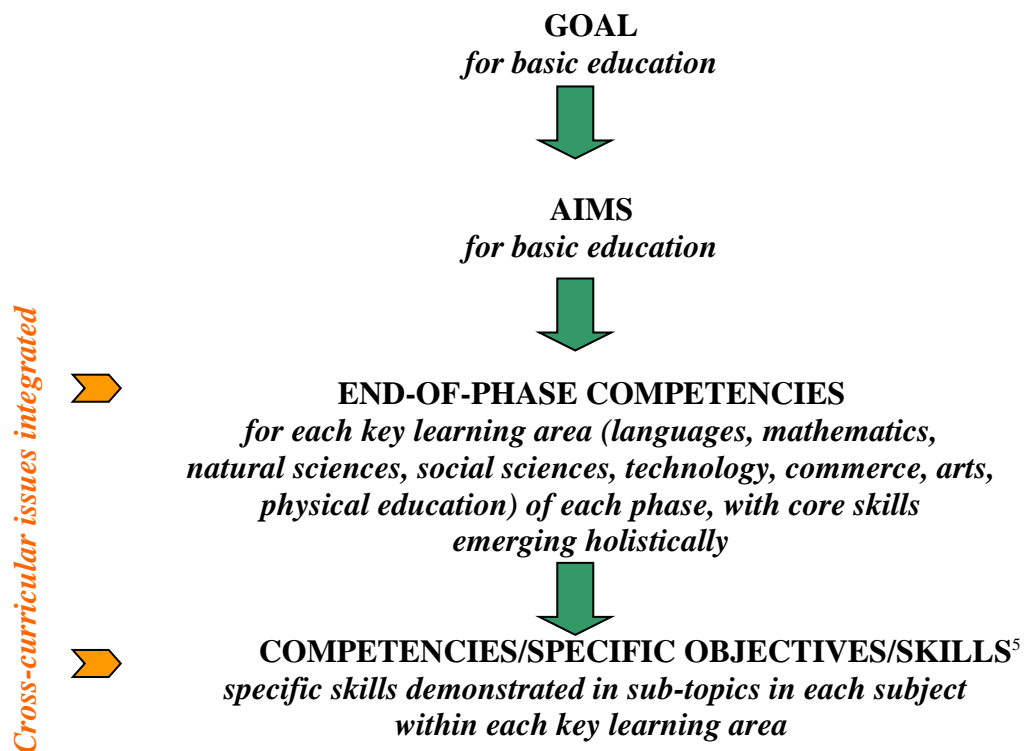


Figure 2: Structure of competencies

The phase outcomes are shown in the framework that follows:

<sup>5</sup> The term 'specific objectives' or 'skills' instead of 'competencies' is being used in the junior and senior secondary syllabuses.

### 4.3 FRAMEWORK OF END-OF-PHASE COMPETENCIES

#### 4.3.1 JUNIOR PRIMARY PHASE

SUBJECT	COMPETENCY <i>On completion of the junior primary phase:</i>
<b>Languages</b>	<p><b>First language</b> Learners express themselves well orally, read appropriate texts and write reasonably correctly for everyday purposes in their mother tongue (or when instruction in their mother tongue is not possible, in their home language or pre-dominant local language).</p> <p><b>Second language</b> Learners understand, speak, read and write English Second Language well enough to continue learning through the medium of English in the next phase. Some of the languages are available on second language level in cases where learners take English as a first language.</p>
<b>Mathematics</b>	Learners express, orally and in writing, their understanding of number concepts and mathematical symbols. They solve simple problems in everyday contexts by adding, subtracting, multiplying, dividing, estimating and measuring within the required range.
<b>Environmental studies</b>	Learners look after their own basic health and nutrition, interact positively in the social environment, and react responsibly towards the natural environment.
<b>ICT foundation</b>	Learners participate freely in ICT-related activities and use educational games, hardware, software and multimedia as appropriate to their purpose.
<b>Arts</b>	Learners participate freely in creative activities, express themselves through art forms, and appreciate what others communicate through the arts.
<b>Physical education</b>	Learners participate in a variety of games, sports and physical activities to the best of their ability.
<b>Religious and moral education</b>	Learners have a basic understanding of their own beliefs, are tolerant of others' beliefs, and share common positive values.

### 4.3.2 SENIOR PRIMARY PHASE:

<b>LEARNING AREA/SUBJECT</b>	<b>COMPETENCY</b> <i>On completion of the senior primary phase:</i>
<b>Languages</b>	<p><b>First language</b> Learners have irreversible literacy. They show competence in listening with understanding for information and enjoyment of texts appropriate to their level. They speak fluently and confidently according to situation and audience, read children's literature and texts about everyday issues with understanding, and write factual and imaginative essays of up to one page, using mostly correct spelling and grammar.</p> <p><b>Second language</b> Learners listen for information and enjoyment to texts appropriate for non-mother tongue speakers. They express ideas, opinions and feelings adequately, read and understand easy children's literature and texts about everyday issues, and write short factual and imaginative texts in which language errors do not confuse meaning. They use English adequately for official purposes.</p>
<b>Mathematics</b>	Learners have an understanding of the concept of rational numbers and carry out the basic operations. They solve everyday problems involving numbers, measurements and spatial relationships, and collect, interpret and present simple data.
<b>Natural sciences</b>	Learners use simple scientific models, methods and skills to make scientific sense of the natural environment and of themselves biologically, psychologically and socially. They relate the implications of scientific understanding to their personal and social health and the sustainable use of all natural resources for future generations.
<b>Social sciences</b>	Learners explain main developments from selected episodes of Namibian and world history and the main outlines of Namibian and African geography. They describe the development of society and its impact on the environment. They explain beliefs other than their own in a non-judgemental way. They identify their own personal traits, manage time to study effectively, and demonstrate positive social values and skills in interactions with others.
<b>Technology</b>	<p><b>Material technologies</b> Learners show creativity in investigating and exploring product ideas, and in designing a product. They choose appropriate materials, correctly use basic hand tools and equipment, and make and evaluate their product.</p> <p><b>ICT</b> Learners confidently use the mouse and keyboard. They have typing skills and can produce a basic word-processed document. They can search for information on the Internet, store information, communicate information using email and some social networks, and are aware of their responsibilities as digital citizens.</p>
<b>Commerce</b>	Learners identify a demand, work out cost and sale prices for a product which they have developed, and sell it in the school or community.
<b>Arts</b>	Learners explore and investigate ideas and art mediums freely, using creative activities. They communicate adequately for their purpose through chosen art forms, and appreciate and interpret sensitively what others communicate through the arts.
<b>Physical education</b>	Learners develop skills in cooperative activities, game and sports, and monitor their own progress and achievements, and explain why continued physical activity is important for health and wellness.



### 4.3.3 JUNIOR SECONDARY PHASE:

LEARNING AREAS	COMPETENCY
	<i>On completion of the junior secondary phase:</i>
<b>Languages</b>	<p><b>First language</b> Learners show competence in listening critically, with understanding, for information and enjoyment to appropriate texts, and speak confidently and meaningfully according to the situation and audience. They read youth literature and other texts with understanding and appreciation, and sustain factual and imaginative writing of up to two pages, using correct spelling and grammar.</p> <p><b>Second language</b> Learners listen with understanding for information, interact effectively in two-way communication, read and understand youth literature and other texts, and write factual and imaginative texts of up to two pages in which errors do not confuse meaning. They can use English adequately for official purposes.</p> <p><b>Foreign Language</b> Learners understand short oral and written texts on everyday topics, make themselves understood reasonably correctly in basic everyday situations, read and respond to simplified texts, and write short texts where formal language errors do not confuse meaning.</p>
<b>Mathematics</b>	Learners use real numbers to estimate, approximate and calculate to relevant degrees of accuracy, and solve problems using a range of methods, including algebra, ratio, rate and proportion, and graphic representations. They use the properties of geometric shapes to construct, transform, calculate and solve problems, and solve simple problems using trigonometry.
<b>Natural sciences</b>	Learners use methods and skills to increase variables in existing scientific models in order for models to reflect real-life situations, and communicate their observations and conclusions using scientific and mathematical language, theories, laws and principles. They realise the value of the natural environment and factors affecting the environment, and have the skills and knowledge to maintain a safe and healthy lifestyle.
<b>Social sciences</b>	Learners know how to act effectively and responsibly in a democratic society, and towards the environment, because they understand biophysical dimensions of the world and political, social and economic development. They make decisions about the risks and challenges that need to be addressed, express and show positive personal and social values, and respect diversity and freedom of beliefs. They understand the importance of personal health, contraception, family life, and planning personal finance, and can explain the importance of subject choice for further studies.
<b>Technology</b>	<p><b>Material technologies</b> Learners show creativity in more advanced processes of investigating and exploring product ideas, and choose selectively from a range of designs and/or materials. They use appropriate tools and electrical equipment correctly, and make and evaluate a well-finished product.</p> <p><b>ICT</b> Learners use a computer and the most commonly used application packages proficiently and legally, apply health and safety principles in the use of ICTs, and explain the components and processes involved in computing. They continue to use social networks, demonstrate proficiency in word processing, confidentially use spreadsheet, and presentation and publishing software, and subscribe to Internet groups, forums and blogs.</p>

LEARNING AREAS	COMPETENCY
	<i>On completion of the senior secondary phase:</i>
<b>Commerce</b>	Learners use lower-level clerical, secretarial, managerial and bookkeeping skills in direct employment in smaller businesses, or opportunity-seeking skills in self-employment with a micro to medium enterprise.
<b>Arts</b>	Learners make considered decisions about how to explore and investigate ideas using creative activities that combine intuition and reason. They explain their choices of material, medium of art and art forms to communicate ideas and feelings, and clearly communicate their response to and interpretation of other's art works.
<b>Physical education</b>	Learners demonstrate their ability to contribute to teamwork in games and sports, and their individual motivation, aptitude for and effort in different games and sports. They know which physical activities are optimal for health and wellness in the different phases of life, and why. They apply their knowledge of health and wellness activities.

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#### 4.3.4 SENIOR SECONDARY PHASE:

LEARNING AREAS	COMPETENCY
	<i>On completion of the senior secondary phase:</i>
<b>Languages</b>	<p><b>First language</b> Learners listen critically and with understanding for a variety of purposes to appropriate texts, and speak confidently and meaningfully in different contexts using sophisticated vocabulary. They read an extensive variety of texts and adult literature critically and appreciatively, and write factual and other types of texts using appropriate style and grammatical structures.</p> <p><b>Second language</b> Learners listen with understanding for a variety of purposes to appropriate texts, speak fluently and confidently in a wide range of situations, read a variety of texts critically, and write functional and imaginative texts without serious language errors. They use English competently for official purposes.</p> <p><b>Foreign language</b> Learners understand authentic everyday oral and written texts, and express ideas, feelings and opinions appropriately in conversational situations and in written narrative and descriptive texts, using mostly correct language. Formal language errors do not detract from their meaning.</p>
<b>Mathematics</b>	Learners use mathematical language and representation as a means of solving problems relevant to everyday life and to their further education and future careers.
<b>Natural sciences</b>	Learners use methods and skills to develop simple scientific models on the basis of existing and new information, and communicate their investigations, analyses and conclusions using scientific and mathematical language, theories, laws and principles. They apply and generalise scientific knowledge to everyday situations, understand the value and vulnerability of the natural environment, as well as actions that affect the environment negatively, and know how these can be countered.
<b>Social sciences</b>	Learners understand the interrelationships between resources, production, society and the environment, and of human action, governance and change. They conduct critical analyses of social and environmental issues, and evaluate interpretations. They apply social science skills to contemporary events and situations at local, national and global levels, and know how to contribute actively to the sustainable development and growth of a knowledge-based, equitable, democratic society. They show motivation and assertive behaviour,

	make responsible choices, and research study and career options.
<b>LEARNING AREAS</b>	<b>COMPETENCY</b> <i>On completion of the senior secondary phase:</i>
<b>Technology</b>	<p><b>Material technologies</b> Learners show creativity in complex processes of investigating and exploring product ideas, and demonstrate discernment when choosing from a wide range of designs and/or materials. They correctly use appropriate specialised tools and equipment, and make and evaluate a high-quality product.</p> <p><b>ICT</b> Learners continue to expand on previous skills, make appropriate selections from a range of hardware and software to solve information problems, systematically try out and evaluate ICT solutions, and create and share content legally and responsibly.</p>
<b>Commerce</b>	Learners use intermediate-level office, secretarial, managerial or accounting skills in direct employment in larger business enterprises, or for self-employment with a micro to large enterprise.
<b>Arts</b>	Learners research, experiment, innovate and communicate clearly in two- and three-dimensional art. They analyse and resolve design problems, explain intuitive and imaginative responses using critical and analytical skills, show critical awareness of different kinds of environment and different cultures, and demonstrate mature personal vision and commitment.
<b>Physical education</b>	Learners evaluate their fitness, strength and endurance, demonstrate basic instruction or refereeing skills in selected games or sports, and draw up and apply a plan with a rationale and targets for their own health-related physical activities for the different phases of their lives.

## 5 LANGUAGE: MEDIUM OF EDUCATION AND SUBJECTS

This section outlines how the language policy is realised in the curriculum.

### 5.1 IDENTITY, CULTURE, COMMUNICATION, LEARNING

Language is the most essential tool for all communication and learning; it is integral to every person's identity, and is at the core of a culture. Language is culture, and language ecology (studying the interactions between a language and its environment) is important for the transformation of local cultures in order for our society to take its place in the globalised world. In accordance with the Namibian Constitution, the Namibian language policy aims to preserve and revitalise the cultural heritage of the national languages of Namibia, and simultaneously promote English as the official language of Namibia and its main means of communication with the world at large.

*The mother tongue is integral to one's identity and culture, and must be promoted*

### 5.2 MEDIUM OF LEARNING

Learning through the medium of the mother tongue/home language, especially in the junior primary phase (Pre-Primary and Grades 1-3) is crucial for concept formation as well as for attaining literacy and numeracy. The medium of learning in Pre-Primary and Grades 1-3 is therefore the mother tongue/home language of the learner, or the predominant local language.

*Children learn best through the medium of the mother tongue/home language*

In multi-language schools, a class with a specific mother tongue/home language as medium of learning will be constituted if there are a sufficient number of learners for such a class. If there are an insufficient number of learners to constitute a class, the medium of learning for those learners will be the predominant local language.

Grade 4 is a transitional year where the medium of learning changes to English. It is therefore critical for learners to acquire literacy skills in English in Grades 1-3. In Grade 4, the mother tongue/home language should be used in a supportive role only, mostly to ensure that learners have understood new content or concepts when they seem to be having difficulty in understanding the English terminology.

*English as medium of instruction is phased in at Grade 4*

### 5.3 LANGUAGE SUBJECTS

Pre-Primary learners acquire a foundation for literacy and language learning through listening, speaking and preparatory reading activities. All learners take two languages from Grade 1 to Grade 9 and, as far as possible, also in Grades 10-12. Learners are strongly encouraged to take at least one language on a first language level. All learners take English, either on first language or second language level. The other language for the great majority of learners will be the mother tongue/home language, usually taken on first language level. In multi-language schools, mother tongue/home language

*Grades 1-11: Everybody takes two languages; all take English*

classes will be constituted where there are a sufficient number of learners (at least 15 learners per language group).

Multigrade classes in a language other than English will be constituted if there are not enough learners for each grade to form a separate class. No more than two grades should be in the same multigrade language class in any one of the phases. If there are an insufficient number of learners in a specific mother tongue/home language to constitute a mother tongue/home language class in either of the ways described above, those learners will take the predominant local language instead.

Prior permission must be obtained from the Minister, with well-grounded, convincing motivation, for any exceptions to the directions in this curriculum regarding the languages used as medium of learning or the languages taken as subjects.

#### **5.4 FOREIGN LANGUAGES**

Foreign languages may be taken from Grades 8-12. Learners may not start a foreign language later than Grade 8.

#### **5.5 LANGUAGES AVAILABLE**

The following languages are currently included in the curriculum:

<b>Mother Tongue: First Language Level (Pre-Primary to Grade 12)</b>	<b>Second Language Level (Grades 1-12)</b>	<b>Foreign Language Level (Grades 8-12)</b>
Afrikaans English German Ju!'hoansi <sup>6</sup> Khoekhoegowab Oshikwanyama Oshindonga Otjiherero Rukwangali Rumanyo Setswana Silozi Thimbukushu Namibian Sign Language	Afrikaans English	French German Portuguese

#### **5.6 FACILITATING LANGUAGE LEARNING FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS**

Blind learners will learn Braille script in English and in the mother tongue or home language as from Grade 1. They will be taught in the same medium as other learners, and the same languages will be available to them as subject choices. Deaf learners will learn Namibian Sign Language and use English for writing.

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<sup>6</sup> Only Grades 1-3; to be developed for further grades.

A learner might find spoken and written language as a means of communication and learning challenging because of a communication disorder caused by a physical or intellectual impairment, for example cerebral palsy. In these cases learners will use the alternative or augmentative communication approach, for example Bliss Symbolic Language, as their means of communication, but will be taught through whichever language medium is most effective according to their competency profile.

## **6 TEACHING, LEARNING AND ASSESSMENT**

This section sets out some basic didactic considerations in learner-centred education in the Namibian context.

In a knowledge-based society, existing knowledge and skills are constantly being evaluated, and new knowledge and skills acquired, with a view to transforming knowledge to bring about innovations that will improve the quality of life. A knowledge-based society needs independent thinking and creativity, as well as highly-developed social, teamwork and communication skills. The successful development of these core skills depends on the approach used to teaching and learning, and the optimal approach is learner-centred education.

### **6.1 TEACHING**

The challenge in preparing learners for a knowledge-based society is to provide well-managed flexibility in the approach to teaching and learning, and to provide learning experiences which motivate the learner to learn more. Some of the implications of this are as follows:

#### **6.1.1 A wide repertoire of teaching roles**

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to identify the needs of the learners, the nature of the learning to be done, and the means to shape learning experiences accordingly. Teaching strategies must therefore be both varied and flexible within well-structured sequences of lessons. Learner-centred education does not mean that the teacher no longer has any responsibility for seeing that learning takes place; it means that the teacher has to take on a wider repertoire of classroom roles. These include being a manager and organiser of learning, a counsellor, a coach and an instructor. A variety of teaching techniques need to be used, such as direct questioning, eliciting, explaining, demonstrating, challenging the learners' ideas, checking for understanding, helping and supporting, and providing opportunities for active practice and problem solving.

The teacher has to exercise professional discretion in deciding 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 learning support (remedial or enrichment), when there is a particular progression of skills or information that needs to be followed in a specific sequence, or when the learners can be allowed to find their own way through a topic or area of content.

#### **6.1.2 Variation in working methods**

The teacher's roles are complemented by the way work is organised in the classroom. Work that needs to be done in groups, in pairs, individually or as a whole class must be organised as appropriate to the task in hand and the needs of the learners. Wherever possible, cooperative and collaborative learning should be encouraged, and in such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any

relevance in carrying out tasks together.

As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work under the teacher's guidance. Textbooks and other learning resources can be used in a variety of ways. Instead of just reading a section as homework or in class, the learners may be guided to search for snippets of information, or to share ideas about what they have read in pairs or groups, discussing how it is relevant to the topic. Natural science subjects, for example, provide many opportunities for learners to use the immediate environment, everyday situations, everyday items and waste material to investigate phenomena using a scientific approach. The use of information and communication technologies, especially the Internet, can be integrated into teaching and learning in various ways.

### **6.1.3 Flexible organisation of knowledge and learning**

Although the intended learning for each subject is described in its own syllabus, flexible ways of organising learning should be adopted. Some topics and activities do not lend themselves to a pre-set sequence, but may be characterised as incidental and taken up as and when relevant, for example current affairs. A great deal of the teaching and learning in the junior primary phase may be organised by thematic webs (integrating different subjects in one theme). However, in Grades 1-3 there will still be some subject-specific knowledge and skills that can only be taught by concentrating on them separately as steps towards wider competencies.

As learners progress through the phases, subject boundaries become more apparent. However, if subject boundaries are strongly adhered to, it may result in compartmentalised learning experiences where knowledge, skills, attitudes and values learned in one subject are not related to those learned in other subjects. It may also give rise to incomplete understanding of important principles and issues in real life. Thematic and cross-curricular approaches can strengthen the learner's knowledge and awareness of issues, and the complexity and interrelatedness of the problems surrounding them.

There is ample opportunity for the synchronisation of topics in the cross-curricular themes, and for varying subject-bound work with thematic cross-curricular project work throughout basic education. As learners take on increasing responsibility for their learning, they may participate in planning their work for a topic or project, and evaluate the process together with the teacher on its completion.

Flexibility in their teaching methods will enable teachers to use the local environment and the community as extensions of the classroom, both as fields to be researched and as resources to obtain information and knowledge from and stimulate investigation, enquiry and creativity.

### **6.1.4 A stimulating learning environment**

The learner-centred classroom is a text-rich and a visually and tactile-rich learning environment. Textbooks continue to be a main source of knowledge and guidance on how to work, and learners are taught how to use the textbooks in different ways: to search for information, to compare different sources, to study a topic in depth, and to critically review what is presented. Knowledge and knowledge production are shared through displays of learners' work, charts, posters and easily accessible information sources. Effective learning and teaching are closely linked to the use of teaching and learning material (for example books, posters, charts and recycled waste materials) and ICTs (for example computers and audio and visual media) in the classroom.



The teacher must select and develop the most appropriate material and media to support learning, and plan for the learners to use a range of material and media in their work. Wider knowledge sources must be readily available in the school library and through software and the Internet.

It may be necessary and sometimes preferable for teachers to improvise by finding teaching and learning material from easily available and inexpensive objects in the immediate environment, such as sticks, string, bottle tops, cardboard, etc, provided that they are safe and hygienic.

Particularly in Junior Primary, material can often be prepared together with the learners, and followed by a discussion of the learners' experiences, stories or ideas. At all levels, reading material can be developed from the learners' own creative writing or from selected newspapers, magazines, posters and other printed resources.

### **6.1.5 English across the curriculum**

English has a special role in Namibia, as it is the official language and also the medium of instruction from Grade 4 upwards. All teachers have the responsibility to improve the learners' aural/oral skills in discussion, reflection and reporting, their perceptual skills in using different types of reading techniques and material, and their written skills, especially in summaries, note taking and writing papers and reports. Teachers must be aware of the areas in which their learners have limited English language skills and must provide opportunities for the learners to practise these skills. The English teacher(s) must be kept informed of particular needs for reinforcement the learners may have in English.

All teachers must develop the learners' core skill of communication. This entails developing the learners' familiarity with and ease in using the terminology of the subject when talking about the subject matter. Since English is a second language for the majority of learners, subject teachers must take time to ensure that learners understand the vocabulary, technical terms and jargon of the subject, but not as abstract terms to be learnt by rote – they must be able to use them correctly and meaningfully in context. The meaning of subject terminology must be explained as they arise. Attention must be given to developing the learners' oral and written communication skills within and about the subject matter, including their ability to express themselves correctly and clearly when talking or writing about the processes and skills that are part of the subject.

### **6.1.6 The gender dimension**

Gender equity must be applied at all levels and in every aspect of the curriculum. All elective subjects in a school must be available for any learner irrespective of gender. The guiding criteria for the selection of subjects should be the learner's interest, aptitude and ability, and teachers must encourage learners to study subjects across the boundaries of conventional gender roles and stereotypes, and emphasise the advantages of doing so. Similarly, perceptions that girls are less able to succeed in Mathematics and natural science subjects, and girls' own self-perceptions of this nature, must be discussed openly and dealt with.

At a deeper level, teachers' classroom behaviour and own attitudes, for example their expectations of differing achievements from boys and girls, are factors known to have an effect on learners' attitude and view of themselves. Teachers must model positive role behaviour, and need to be aware of how much attention and what kind of attention they pay to girls and boys, and of how girls and boys may react differently to certain types of

behaviour, such as ironic comments, a negative facial expression, harshness, or apparent indifference. The learners' own stereotypical attitudes and behaviour towards each other, especially, but not only, that of boys to girls, strongly influence gender equality in the school environment. Teachers must be sensitive to when it is advisable to intervene and take up gender issues arising from negative attitudes or conflict situations in the classroom.

Gender issues should be taken up explicitly in all subjects, and learners should be encouraged to examine stereotypical gender roles and behaviour and how these have arisen and been perpetuated, and to find positive role models of gender equality. During the teaching of subjects, the positive contributions that women have made and can make in areas of life which have previously been dominated by males, and the value of men's participation in areas which females have previously dominated, should be emphasised where applicable.

Learners must be empowered to challenge and change role behaviour in themselves and others which lead to any form of coercion or violence, especially towards females. They must also understand the importance of mutual respect and equal sharing of practical work and caregiver responsibilities in the home.

### **6.1.7 Inclusive education**

Namibian classes have learners with a wide range of mixed abilities, and learners with special educational needs are often included in mainstream schools. Inclusive education is a learner-centred concept. In the Namibian context, the school is required to organise learning support programmes to meet individual learners' needs when these needs cannot be met through individualised education plan within a subject area and a flexible timetabling.

The majority of the learners' needs can be met in the mainstream classrooms, but some learners need individual support. This means that all schools must have the capacity first, to identify, and secondly, to support learners who for one or other reason manifest educational or psychological needs that cannot be met adequately without individual support. The individual support may include additional help in the classroom, removing a learner from the classroom for specific activities, additional help after school, additional homework, or counselling.

In order to address such needs for individual support, schools need to activate counselling support groups, as well as learning support groups, to ensure that these individual needs are identified, that an individual education plan is agreed on where necessary, and that education and support programmes are monitored. Parents, guardians and learners are all involved in this process and they all agree to specific responsibilities within the individual education plan.

Some impairments might have no consequences whatsoever for learning ability, for example physical impairments, visual impairments, hearing impairments, or speech and language impairments. However, learners with such impairments may develop difficulties in learning if the necessary adjustments are not made to the classroom environment and teaching methods. These learners can be supported by the use of teaching methods that enable the learners to follow the lessons and participate in the learning process, and through the provision of the necessary facilities, learning aids and support materials. Facilities may include wide doors, ramps, modified toilet facilities and appropriate furniture. Learning aids and support material can include large-print books and adjusted visual aids such as magnified text for learners with poor vision, and sound books, voice software and a Braille printer for learners with visual impairments. If a school enrolls deaf learners, the use of interpreters is recommended. In

many schools, addressing some of the needs may require particular timetabling in order to address the complex special language needs and poor progress in subjects such as Mathematics. Some kinds of impairment do have consequences for learning ability. They include specific learning difficulties with emotional, social and behavioural problems such as Attention Deficit Disorder (ADD), or intellectual impairments such as Downs' Syndrome and Foetal Alcohol Syndrome (FAS). In such cases, extra attention must be given to the specific needs, aptitudes and strengths of the learner, so as to decide on appropriate teaching methods and specially adapted material. Progress and achievement are to be evaluated in relation to the learners' developmental stage. Learners with learning difficulties may not be able to achieve on par with other learners, but their achievements must be recognised.

In inclusive education, social acceptance of learners with impairments as equal members of the class and school is vital. They should be valued as individuals by all members of staff (teachers, hostel staff and support staff), all learners in the class and school, and all parents and guardians. It is important to know that the success of each learner in an inclusive class will depend on the provision of enabling conditions for success, based on an understanding that all learners are equal, and that no-one should be left behind. The caring, integrated society of *Namibia Vision 2030* begins in the classroom.

Only in cases where the degree of impairment or learning disability is such that a learner cannot benefit from full inclusion in a mainstream class, will special needs education be provided further along the spectrum of inclusion. Thus, a learner may be referred to a resource unit within the mainstream school, or to a special school (resource school), depending on their needs. Whatever the option, the objective is always to provide for the particular educational needs of these learners in the most appropriate way, with the same goal of preparing all for full inclusion in society.

### **6.1.8 Positive discipline**

Positive discipline is established in a class when there is a supportive atmosphere, when learners experience their work as challenging and meaningful, when teaching and learning are organised efficiently, and when there is punctuality, so that no time is wasted and all learners are motivated and on task.

Proper learning can only take place when the learners are free from hunger, illness, tiredness and fear. Any form of corporal punishment or physical or psychological intimidation is counterproductive to positive discipline and good learning conditions.<sup>7</sup> When teaching and learning are well organised and managed, and appropriate learner-centred methods are used, positive discipline will ensue.

## **6.2 THE APPROACH TO TEACHING, LEARNING AND ASSESSMENT**

Preparation for a knowledge-based society requires a learner-centred approach to teaching and learning. This means that the point of departure is always what the learners already know and can do. The next step is for them to acquire new knowledge through ways of working and learning which are relevant and meaningful for them, and finally they need to learn how to apply their knowledge creatively and innovatively. Knowledge is not learnt for its own

*Competence is a combination of knowledge with understanding, specific objectives and skills, and the will to use them appropriately*

<sup>7</sup> Corporal punishment is against the Constitution and punishable by law.

sake, but must always lead to new understanding and new skills and the creation of new knowledge. At each step of the way, learners must show how competent they are in what they understand and can do.

The curriculum and syllabuses describe the competencies which learners should attain, so that teachers know exactly what to assess to ascertain if the learners are progressing and achieving. Learner-centred teaching emphasises the varied processes and learning experiences needed for the creation of knowledge, rather than relying predominantly on the transmission of knowledge by the teacher. An integral part of the learner-centred approach is also the integration of ICTs as tools to enhance teaching and learning.

Basic education also prepares Namibia for the society envisaged in *Namibia Vision 2030* by being inclusive. Learners with special educational needs and other individual needs will be included in mainstream schools and their needs will be given particular attention through differentiation in the curriculum and in teaching methods and material as needed. Learners who are so severely impaired that they cannot benefit from attending inclusive mainstream schools, will be provided for according to their needs in special units, classes or schools until such time that they can join mainstream schools.

Learners' progress and achievements will continually be assessed. Diagnostic tests will be administered in Pre-Primary (School Readiness Test) and reading skills will be evaluated in Grades 2 and 3 (Early Grade Reading Assessment). In Senior Primary, learner achievement in selected subject areas will be monitored nationally in Grades 5 and 7 using national Standardised Achievement Tests (SATs). There will be a semi-external examination at the end of Grade 9, and national examinations at the end of Grades 11 and 12. The results of the above-mentioned assessments and examinations will provide information on how well learners achieved at the end of the phase and also how the system as a whole is performing.

### **6.3 PRECONDITIONS FOR SUCCESSFUL CURRICULUM DELIVERY**

There are three sets of preconditions for the successful implementation of the curriculum and the provision of quality education: first, preconditions for the curriculum itself; secondly, conditions in and around the school which promote teaching and learning, including the teachers themselves; and thirdly, conditions in society at large which enable learners to use the knowledge and skills which they have gained. The first and second sets of preconditions are largely described in the *National Standards and Performance Indicators for Schools* (2005), *National Professional Standards for Teachers in Namibia* (2005), and in *ETSIP* (2006). The third is described in research into knowledge-based economies in the study, *Namibia Human Capital and Knowledge Development for Economic Growth with Equity* (World Bank, 2005).

The great challenge of curriculum reform is in the implementation of the curriculum. It is therefore essential that all teachers, who are the implementers of the curriculum, take ownership and implement it with commitment. The preconditions for the curriculum itself include that it is coherent and consistent, well articulated, meaningful and relevant to the learner, manageable by the teacher, and that it reflects the demands of society. The preconditions in and around the school include the following:

- that every learner has attended a pre-primary school year;
- that every learner has all the textbooks and materials appropriate to their ability and needs;

- that learners whose mother tongue/home language is not English learn through the medium of their mother tongue/home or predominant local language first, before the transition to English as medium of learning;
- that the school and classroom is conducive to learning by being a well-managed physical, social and material environment
- that the learner: teacher ratio is at a manageable level<sup>8</sup>
- that every school is an ICT Level 2 school<sup>9</sup> in accordance with the *ICT Policy for Education* (2005);
- that teachers are appropriately and fully qualified to teach the phases and subjects which they are entrusted with, and that they are well-informed, committed and competent;
- that teachers are equipped with all the necessary teaching aids, technology and other relevant material to support effective learning, and have the skills to develop and adapt material to suit multi-ability groups of learners;
- that teachers teach effectively so that learners progress evenly through each phase, and so that only a very few need to repeat and receive learning support to achieve the basic competencies;
- that teachers apply the mechanisms that are in place to ensure early identification of learning difficulties, so that these may be addressed through the learning support system;
- that teachers adhere to the code of conduct;
- that teachers' 40-hour working week is fully utilised and clearly divided between 26 hours classroom contact time, and 14 hours used for preparation and marking, co-curricular activities, contact with parents/guardians, administrative work and continuous professional development;
- that systematic assessment gives a clear picture of each learner's progress and achievement, and of areas that need strengthening, and is used to improve teaching and learning strategies;
- that the school principal is an effective, instructional leader;
- that the school board is active and supports the whole curriculum and all co-curricular activities; and
- that the home and community actively support the holistic development of the learner.

If these preconditions are fulfilled, the curriculum will be fully efficient and effective within the basic education system. It is possible to have a good curriculum and basic education system, but their wider impact is dependent on other factors. The fulfilment of the preconditions depends both on the education system as a whole and on other sectors and policies, if learners are to be able to use their knowledge and skills in employment and/or further study.

If the preconditions for the implementation of the National Curriculum for Basic Education are fulfilled, basic education will make a significant contribution to realising the knowledge-based society of *Namibia Vision 2030*.

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<sup>8</sup> According to the existing staffing norms.

<sup>9</sup> An ICT Level 2 school has one room with ICTs, audio-visual equipment and Internet connectivity; all teachers have the Foundation Level ICT certification, and at least two staff members have Advanced Level ICT Literacy certification or a higher ICT qualification. The learners should have access to ICT literacy for at least one period per month, and over 20% of communication to the Ministry of Education, Arts and Culture is done through email.

#### **6.4 LEARNING: EXPERIENCE, REFLECTION, KNOWLEDGE CREATION**

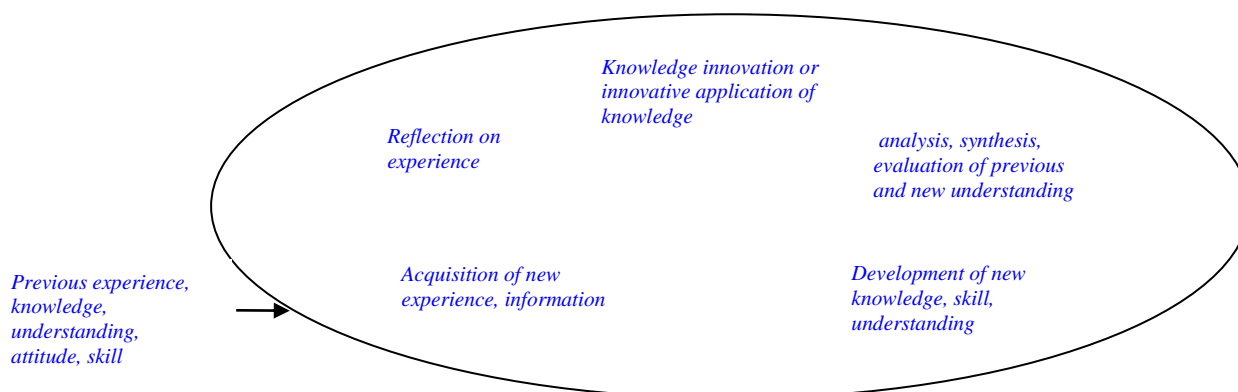
Children are always exploring their social and material environment, and learn through communication with others when they play, experiment and experience things, and by reflecting on what they experience. If there is no reflection, there is no human learning; it is merely activity or instinctive or habitual response. It is by reflecting on what has been experienced that understanding grows. That understanding will then be added to and modify previous experience and understanding, and the new understanding will lead to further activities and explorations of reality knowledge creation. At the same time the learner is also learning how to learn.

Understanding and the ability to create new knowledge and acquire new skills do not happen in isolation. We exist in a natural and cultural context with which we interact, which affects us and which we draw upon to construct understanding. Learning is an individual and collaborative experience at the same time: in school, whatever is done, whatever is presented and how it is presented will be common experiences from which each learner will select what to learn, and at the same time learn about learning.

If learners are taught to learn only through memorisation, some will remember what they have repeated many times, most will forget it sooner or later, but they will all have learnt that memorisation and knowledge for its own sake is meaningless. If they are taught in a way which builds on what they already know and have experienced, and relate new knowledge to the reality around them, they will learn that learning in school can be meaningful.

Learners do not come to school like empty vessels to be filled with information. They have had many experiences and are already learning. Teaching which does not build on that experience and learning will limit the learners' thinking, and the learners will not see the connection between the world outside school and what is taught and learnt in school. Teaching should always begin with helping the learners realise what they might already know about something, and by eliciting ideas or questions they might have about it, and relating what they are learning to the environment within and around the school. Even if a teacher's question has only one right answer, learners' guesses, assumptions, hypotheses and interpretations do not have to be correct at the outset – they may all be the start of an enquiry. Their initial ideas and assumptions can be reviewed later at a suitable point or at the end of a teaching unit, leading them to reflect on what has been learnt in the interim. Some of their initial guesses and hypotheses might be adapted because of fresh insights and new answers. Learning in school must constantly relate to, involve, and extend the learners' prior knowledge and experience, and this must be complemented and challenged by the knowledge that the school provides beyond the immediate sphere of the learner.

The teaching-learning process must always be directed towards the development of higher-order thinking skills. Newer understanding of children's problem-solving strategies shows that children acquire information, develop knowledge and understanding, and analyse, synthesise and evaluate in a cyclic process, in their own way and at their own level. The teacher can help develop learners' thinking by engaging the learners in problem-solving activities where increasingly broader knowledge is applied to ever more complex problems and situations.



**Figure 3: The knowledge cycle**

A knowledge-based society needs individuals who can use a full range of intelligences. Former narrow concepts of intelligence have been replaced with the realisation that we have multiple intelligences.<sup>10</sup> The most effective learning, problem-solving and creativity occur when both halves of the brain are activated and multiple intelligences are brought to bear on a problem. A uniform teaching approach will not be effective for all learners, since each person has their own individual profile of intelligences, and an individual profile of learning styles which can change over time.

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<sup>10</sup> The following intelligences have been identified so far through scientific research: linguistic, logical-mathematical, musical, spatial, kinaesthetic (body and movement), interpersonal (social), intrapersonal (self), emotional, natural (nature), operatic (doing/acting), and aesthetic.

## **6.5 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 basic competencies/skills/specific objectives in the syllabuses state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which of these will be assessed. However, it is intended that the curriculum be learning driven, not assessment and examination driven. Assessment and examination are to support learning.

### **6.5.1 Continuous assessment**

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

The learner's progress and achievements in all subjects must be reported to parents on the school report.

### **6.5.2 Formative and summative assessment**

The two modes of assessment used are formative continuous assessment and summative assessment. Formative continuous assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study;
- assessment tasks help learners to solve problems intelligently by using what they have learned; and/or
- the teacher uses the information to improve teaching methods and learning materials.

Summative assessment is an assessment made at the end of the school year, and is based on the accumulation of the progress and achievements of the learner throughout the year in a given subject, together with any end-of-year tests or examinations. The result of summative assessment is a single end-of-year promotion grade (see the grade descriptors on page 43).

### **6.5.3 Informal and formal methods**

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



In Pre-Primary all assessment is observational and aimed at identifying if a child has special needs and how to mobilise resources to meet them. There are no end-of-term oral or written tests or examinations.

When it is necessary to structure assessment more formally in the other phases, the teacher should as far as possible use the same sort of situation as ordinary learning and practice situations to assess the competency of the learner. The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a great deal of time. Short tests in any subject should be limited to part of a lesson and only exceptionally use up a whole lesson. End-of-term tests should only be written in the first part of the day, so that teaching and learning can continue normally for the rest of the time.

In Grades 11 and 12, mock examinations may be used for learners to learn examination skills, and for teachers to identify areas of the syllabus which may need extra attention.<sup>11</sup> Mock examinations only serve a useful purpose if they are used as a learning experience in how to organise oneself, how to read the paper, how to interpret and answer examination-type questions, and how to allocate time in an examination. Therefore the teacher needs to go through the paper systematically with the class when their answers are returned.

#### **6.5.4 Evaluation**

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

#### **6.5.5 Criterion-referenced grades**

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the **competencies/skills/specific objectives**, and are not related to how well other learners have achieved or to the idea that a fixed percentage of 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 explaining what the learner must demonstrate in order to be awarded the grade. It is important that teachers in each department/section work together to have a shared understanding of what the 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.

#### **6.5.6 Continuous assessment and learning support**

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment methods are applied to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment is used to identify additional support needs of every learner and learners who struggle to master the competencies and specific objectives of a given syllabus. Continuous assessment must be

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<sup>11</sup> The mock examination in Grade 11 and 12 provides opportunity for learners to obtain the symbols required to apply for admission to tertiary institutions and for financial assistance.

clear, simple and manageable, and explicitly anchored in learner-centred principles and practice.

Regular assessment of learners' development, both formal and informal, and covering cognitive, physical and social domains, is essential in order for the teacher to plan effective intervention. Depending on the context, learning support is referred to as compensatory or remedial teaching in other parts of the world. The overall aim of learning support is to provide the necessary physical, emotional and intellectual support to learners who experience barriers to learning, so as to enhance their ability to learn. Extra help or support is provided so that they can reach their fullest potential. It is all about empowering the learner. This means more individual support than what is normally provided in schools. Learning support might include adapting teaching and learning methods and/or material, providing assistance, etc. It also applies to learners who have learning difficulties or disabilities, as they may need an individualised education plan that will be used and developed throughout their school career. Some learners will need support for a limited time, while others may need support all the way through their schooling.

Learners might need additional learning support for various reasons. Some reasons may be purely circumstantial, like frequently changing schools, caring for someone at home, dealing with the death of a loved one (or other home life disruptions), or being absent from school because of chronic illness or pregnancy. Other reasons may be more psycho-social and could originate in being abused or neglected, being bullied, or having emotional and behavioural difficulties that make socialisation a challenge. Some learners may also have a speech or language difficulty that hampers communication (which might also be because English is not their home language). They may also show deficiencies in reading and writing. On the other side of the spectrum are intellectually gifted learners who may need enrichment activities and a more challenging curriculum to achieve their full potential, as their intellectual development may be far ahead of their classmates in certain subjects and/or skills.

Successful learners are supported and guided in their learning and in the development of their skills, confidence and self-esteem at school, at home and in the community. The Education Act of 2001 sets out how learners should be supported to become successful learners and explains how parents can best contribute to this. Schools should continuously assess the needs of the learners they are responsible for, and have a functional referral system in place for learners with barriers to learning. A collaborative working relationship among all the stakeholders through a multi-disciplinary support team should be in place at the school. The team must identify whether any of these learners will need a coordinated support plan, which can either be the learning support plan or the Individual Education Plan. The outcomes of assessment tasks prescribed in syllabuses, in addition to Early Grade Reading Assessment (EGRA) and Standardised Achievement Tests (SATs) in the primary phase, can be utilised and learner's data kept updated. Collation, maintenance and communication of useful data within or between schools are essential to meaningful progression. Refer to *Learning Support Manual* (NIED, 2010), *Education Sector Policy on Inclusive Education* (2014) and *Promotion Policy Guides for Primary and Secondary phase* (NIED, 2015) for more information.

### 6.5.7 Grade descriptors

The grading structure will be the same from Grade 1 to Grade 9. It will be aligned to 6 level descriptors, A – E and U, as follows:

Grade	% Range	Competencies descriptors
A	80%+	<b>Achieved competencies exceptionally well.</b> The learner is outstanding in all areas of competency.
B	70-79%	<b>Achieved competencies very well.</b> The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	<b>Achieved competencies well.</b> The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	<b>Achieved competencies satisfactorily.</b> The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	<b>Achieved a sufficient level of competencies.</b> The learner may not have mastered all the competencies, but the learner's achievement is sufficient to have attained, and in some areas exceeded, the minimum level of competencies.
U	0-39%	<b>Did not achieve the minimum level of competence.</b> The learner has not been able to reach a minimum level of competence even with extensive help from the teacher. The learner is seriously in need of learning support.

Letter grades A-E and U will be used for all phases in school reports to indicate learners' actual level of attainment of competencies/skills/specific objectives as described in the grade descriptors.

Grades and percentage ranges will be used to indicate learners' actual level of attainment in tests and examinations. They may also be used on report cards.

For NSSCO in Grade 11 and the NSSCAS in Grade 12 learners write external examinations. In NSSCO, learners will be graded on a scale of A\* - G, while in NSSCAS; learners will be graded on a scale of a - e. The descriptors for thresholds A, C, E, G will be applied for NSSCO and a, c, e will be applied for NSSCAS.

### 6.5.8 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 on completion of a topic may be recorded for continuous assessment. Support subjects in the Senior Primary and Secondary grades should be assessed through continuous assessment and letter grades awarded at the end of a term. These grades must be reported to the parents on the termly school report, but will not count for promotion purposes.

The continuous assessment (CA) marks for one term (trimester) is converted to a mark out of 100 (weighted mark). Only this should be used on the report at the end of Term 1 and 2.

Learners should not write an examination at the end of the first two trimesters, but only an end-of-term test. An exception will be Grade 11 and 12, where a mock examination may be written at the end of Term 2.

### **6.5.8.1 Junior Primary**

Assessment in the junior primary phase is both informal and formal. Informal continuous assessment should be done daily, throughout the term. Formal continuous assessment should be done after the completion of a theme, topic or component. At the end of each trimester the average marks on the class list for different skills, components, themes and topics will be calculated. The summative assessment grade for each term will be the average percentage of those marks and the promotion grade for the end of the year will be the summative grades of the third trimester only.

### **6.5.8.2 Senior Primary**

Continuous assessment activities must be carefully planned and marked according to a marking scheme, memorandum or marking criteria. The criteria used to assess activities other than tests should be given to learners before the assessment activity. Evidence of the work produced by good, average and low-achieving learners, as well as the assignment instructions and marking scheme, have 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. Not more than two assessments per term are to be topic tests. End-of-term tests should not contribute more than thirty per cent (30%) towards the total term mark.

An end-of-year summative grade will be based only on the assessment tasks described in the syllabus. Not more than forty per cent (40%) of the summative grade may be based on tests, which include topic tests and end-of-term tests.

Internal end-of-year examinations will be written in the senior primary examination subjects, as specified in the subject syllabuses. The purpose of these examinations is to focus on how well learners can demonstrate their thinking, communication and problem-solving skills in the areas of the syllabus which are most essential for continuing to the next grade. Preparing for and conducting these examinations should not take up more than two weeks at the end of the year.

A promotion mark will be awarded at the end of each year based on the average of the continuous assessment mark and the mark obtained in the examination. As a transition from the junior primary phase, the Grade 4 continuous assessment counts 80% of each summative grade in the content subjects, while in Grade 5 it counts 65% , and in Grades 6 and 7 it counts 50% of the summative grade. For skills-based subjects, continuous assessment counts 50% of the summative grade in all subjects. The weighting of continuous assessment and examination is specified in each subject syllabus as follows:

Subjects	Grade 4		Grade 5		Grades 6 and 7	
	CA	Exam	CA	Exam	CA	Exam
Skills-based subjects (Languages and pre-vocational subjects)	50%	50%	50%	50%	50%	50%
Content subjects (All other subjects)	80%	20%	65%	35%	50%	50%

Learner achievement in selected subject areas will be monitored nationally in Grades 5 and 7, using standardised achievement tests (SATs). The purpose of these achievement tests is to evaluate to what extent the system as a whole is enabling learners to achieve optimally.

### **6.5.8.3 Junior Secondary**

Continuous assessment at junior secondary level consists of informal and formal assessment. The subject syllabuses specify how many formal assessments, such as assignments, projects, and shorter tests, are required in order to give an overall picture of the learner's knowledge and skills.

In Grade 8 there will be internal end-of-year examinations in the promotional subjects. The purpose of these examinations is to focus on how well learners can demonstrate their thinking, communication and problem-solving skills in the areas of the syllabus which are most essential for promotion to the next grade. Preparing for and conducting these examinations should not take up more than two weeks at the end of the year.

There will be a semi-external examination at the end of Grade 9. The purpose of the examination is to assess how far each learner has succeeded in achieving the specific objectives/skills described in the syllabuses, demonstrating their readiness for further studies and training. It also demonstrates to what extent the system as a whole is enabling learners to achieve optimally.

In Grades 8-9, continuous assessment counts either 35% or 50% of the summative grade, depending on the subject. The weighting of continuous assessment and examination is specified in each subject syllabus.

### **6.5.8.4 Senior Secondary**

The same overall principles of assessment apply in Grades 10-12, but with differences in application. Results from the NSSCO examinations will indicate if a learner can progress to NSSCAS.

In some subjects, course work is compulsory and part of the final grade. In others, it is optional and can be used as part of the final grade<sup>12</sup>, and in some subjects there is no course work. Where it is not possible to conduct the required course work as part of the examination, an alternative paper will be given in the examination.

A formal, school-based examination must be conducted at the end of Grade 10, and will be internally assessed. The purpose of this examination is to assess how far each learner has succeeded in achieving the specific objectives/skills described in the syllabuses and for learners to become familiar with the examination format and procedures for the Namibia Senior Secondary Certificate examination. It must be a learning experience in how to use time in an examination, and how to interpret and answer questions, so that learners can become confident in the examination situation. A mock examination will be written in August of the Grade 11 and 12 year, to further prepare learners for the external examination, and to provide the preliminary results needed when learners apply for work, bursaries or further studies. External examinations will be written at the end of the year in Grade 11 for NSSCO, and in Grade 12 for NSSCAS.

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<sup>12</sup> Schools must meet all set requirements and be approved by the Directorate of National Examinations and Assessment to offer course work.

## **6.6 PROMOTION<sup>13</sup>**

Learner-centred education presupposes that all children can learn and develop given the right circumstances, and recognises that the pace of learning and development will vary from person to person. Learners will progress through basic education in as near to normal time as possible.

Learners benefit most by remaining with their own age group. The all-round social and personal development of gifted learners in mainstream/inclusive schools may be impaired if they are promoted above their age group on the basis of academic or other excellence alone. Similarly, learners with learning difficulties who are held back may be more harmed than helped in their development. A learner may not master everything that is to be learnt in a certain grade, but is more likely to develop by going on to a new grade and acquiring what is possible there, than by being kept back. Experience and research show that over-aged learners do progressively worse the longer they are kept in the same grade. Preferably, no learner should be more than two years above the appropriate age for the grade he/she is in.

The competencies specified in the subject syllabuses are intended to help the teacher identify the progress and all-round development of each learner at each stage. The great majority of learners will achieve the competencies and will progress continuously through the system. Some learners will achieve very well or exceptionally well. Learners who partly achieve the competencies will also be able to progress to the next year with learning support. Information regarding their learning support must be passed on to the teachers of the next grade.

### **6.6.1 Requirements for promotion**

A learner shall not pass a subject if he/she has not mastered the minimum level of competence as described in the subject syllabus and shall not be promoted to the next grade if he/she does not meet the minimum requirements for promotion as described in the promotion policy guide.

The promotion subjects and support (non-examinable) subjects must be taught as prescribed. Assessment grades for both must appear on learners' progress reports. All assessment must be done as prescribed in the national curriculum and the subject syllabuses.

#### **Pre-Primary**

Learners will normally be ready to commence with formal teaching and learning in Grade 1, after completing the school readiness programme. All learners who turn six before or on 31 December of the pre-primary school year should be admitted to Grade 1 the following year.

#### **Grades 1- 3**

The promotion subjects in Grades 1-3 are the languages used as the medium of learning, an additional language, Mathematics, Environmental Studies, Arts, Religious and Moral Education, and Physical Education.

Out of 7 subjects, a learner in Grades 1-3 should be promoted to the next grade if he/she has obtained:

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<sup>13</sup> Specific promotion requirements for Grades 1-11 are provided in the National Promotion Policy Guide for Formal Basic Education.

- a) an **E**-grade or better in 6 out of 7 subjects;
- b) an **E**-grade or better in the language used as the medium of learning, including at least an **E** in the reading component;
- c) an **E**-grade or better in Mathematics and the additional language; and
- d) an overall average of an **E** (40%).

#### **Grade 4**

The promotion subjects for Grade 4 are English, another language, Mathematics, Natural Science and Health Education, and Social Studies.

Out of 5 subjects, a learner in Grade 4 should be promoted to the next grade if he/she has obtained:

- a) an **E**-grade or better in 4 out of 5 promotional subjects,
- b) an **E**-grade or better in English,
- c) an **E**-grade or better in Mathematics and the additional language, and
- d) an overall average of an **E** (40%).

#### **Grades 5-7**

The promotion subjects in Grades 5-7 are English, another language, Mathematics, Social Studies, Natural Science and Health Education, and ONE of the following: Design and Technology, Elementary Agriculture, Home Ecology.

Out of 6 subjects, a learner in Grades 5-7 should be promoted to the next grade if he/she has obtained:

- a) an **E**-grade or better in 5 out of 6 promotional subjects,
- b) an **E**-grade or better in English,
- c) an **E**-grade or better in Mathematics and the additional language, and
- d) an overall average of an **E** (40%).

#### **Grades 8 and 9**

Out of 9 subjects, a learner in Grades 8-9 should be promoted to the next grade if he/she has obtained:

- a) an **E**-grade or better in 7 out of 9 promotional subjects,
- b) an **E**-grade or better in English, and
- c) an overall average of an **E** (40%).

In Grade 9, learners will write a **semi-external examination**. **Note that Mathematics is compulsory up to Grade 11.**

#### **Grades 10 and 11**

A learner in Grade 10 should be promoted to Grade 11 if he/she has obtained:

- a) an **E** symbol or better in 5 out of 6 subjects, including English, and
- b) an overall average of an **E** (40%).

Learners will write an **external examination for the Namibian Senior Secondary Ordinary Level Certificate at the end of Grade 11**. The criteria for entry to Grade 12 will be determined by the Ministry of Education, Arts and Culture.

#### **Grade 12**

Learners will write an **external examination at the end of Grade 12 for the Namibian Senior Secondary Advanced Subsidiary Level Certificate**.

## **7 CURRICULUM MANAGEMENT**

This section highlights particular issues in realising curriculum intentions in the classroom.

### **7.1 *MANAGING RESOURCES***

Curriculum management comprises the organisation of groups, time, space, knowledge, and material and human resources. A curriculum which prepares people for a knowledge-based society is a resource-intensive curriculum. Good management of resources, especially at school level, can support curriculum intentions and ensure that learners benefit from effective, all-round education.

### **7.2 *TEACHERS***

The first condition for good curriculum management at school level is that all teachers are fully conversant with the curriculum and its implications and with the process of knowledge creation, and are teaching, learning and assessing in a learner-centred way.

### **7.3 *LESSON STRUCTURE***

The fundamental structure of the learning process at all levels is to use the learner's existing knowledge and ideas, to bring in new knowledge, and to facilitate and direct them in transforming knowledge. Learning processes must always lead to increased understanding or skill, and increased ability to handle knowledge - not to knowledge for its own sake. These processes need a sequence of several lessons. Each lesson plan must clearly show how the lesson will contribute to the structure of the learning experience and how learning will be assessed. Teacher reflections on the lesson should be written down after the delivery of each lesson.

In order to accomplish the above-mentioned, teachers must be fully conversant with and competent in how to teach according to a learner-centred approach. If they are not familiar with the approach, or have difficulty in implementing it, professional support must be provided.

### **7.4 *HUMAN RESOURCE UTILISATION***

The curriculum is based on the precondition that teachers work a 40-hour working week, and that their time is divided percentage-wise between classroom contact hours, preparation and marking, co-curricular activities, learning support classes or other responsibilities (for example the school library), contact with the learners' parents/guardians, administrative work, and continuous professional development. School management must ensure that the teachers' time is utilised fully and that the right priorities are chosen for the teachers to spend their time on.

Teachers must be appropriately qualified for the phase and subjects allocated to them. The Junior Primary teacher must at least have an appropriate diploma to teach all subjects throughout the phase, including a mother tongue offered at the school.



To teach at Senior Primary or Junior Secondary level, a teacher must at least have an appropriate diploma to teach languages, Mathematics and natural science subjects, social science subjects, or prevocational subjects, and to teach support subjects. At senior secondary level, a teacher must be properly qualified to teach at least two subjects in the curriculum, with two school subjects as majors either at first degree level of an education degree or in a degree followed by an education diploma.<sup>14</sup>

As far as possible, no teacher should be made to teach in a phase above the one they are qualified for, nor a subject in which they are not qualified or for which they do not have the professional capacity. Similarly, Senior Primary teachers should not be used as teachers or heads of department in the junior primary phase. The only exception is where there are insufficient qualified Junior Primary teachers for mother tongues in schools with several language streams.

It is highly advantageous when a subject teacher teaches the same class throughout a phase. This ensures stability and continuity for the learners. The teacher gets to know the learners and their families well and can consequently do better learner-centred teaching. The teacher also gets an overview of the curriculum for a phase and can therefore better plan and organise learning throughout that phase.

In the senior primary and junior secondary phases, it is particularly beneficial for planning and coordinating teaching, and for local curriculum development, if teachers are grouped as a teaching team for a class and teach the class throughout the grades of the phase. A teaching team in these phases consists of a core of three teachers: one language teacher, one teacher for Mathematics and natural science subjects, and one teacher for social science subjects. Other subjects may be covered by additional team members, or the core team, if they have the competence and the time available.

At the senior secondary level, teachers should be single-subject specialists as far as possible, but where full teaching posts cannot be filled in this way, ideally not more than two subjects should be allocated to a teacher, provided they are qualified in both.

All teachers should be competent in using ICT to facilitate teaching and learning processes, and in integrating them in their teaching.

## **7.5 LIFE SKILLS**

Because of the personal and social demands made on learners, they must develop life skills, and get guidance and counselling when necessary. The large number of orphans and vulnerable children, the emotional and social impact of HIV and AIDS on children and young people, and the increasing pressures on children and young people in a developing and more complex society, amplify the need for professional Life Skills teachers. Every school should have at least one teacher with training in the subject Life Skills or in guidance and counselling, and/or who has experience in this area. Where this is not possible, a designated teacher should be given the responsibility in the interim, and go through in-service professional training in teaching Life Skills and in giving guidance and counselling. In addition to providing Life Skills as a subject, the school must make time and space available for direct one-on-one or small-group counselling.

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<sup>14</sup> Also see 7.5 for Life Skills, and 7.7 for inclusive education.

## **7.6 READING PERIOD**

A reading period for sustained silent reading (SSR) is added to the timetable from Grade 1 to Grade 11. The purpose is to allow learners to read for enjoyment. The ideal situation would be that everyone in the school, including the principal, teachers and institutional workers, should be reading during the weekly reading period. Schools will be provided with guidelines on how to organise the reading period. Printed material, such as books (both novels and non-fiction), magazines and newspapers, in all the languages offered at the school and catering for the interests of the learners, should be made available in each classroom. These are the books, magazines and newspapers that learners will be reading from during the reading period, but they can also bring appropriate books from home.

## **7.7 INCLUSIVE EDUCATION**

Inclusive education at the school means ensuring that both the physical and social environment are conducive to all learners and that all the necessary teaching and learning aids are in place. All teachers should have a foundation in inclusive education and knowledge of learning support. Every school should have teachers who received training in inclusive education as part of their qualification or continuous professional development. These teachers must be educated in identifying learning needs and in referral procedures and support programmes for learners with different impairments. Professional support for inclusive education must be requested as and when necessary.

Space and time must be made available for learners who need extra learning support. Learning support may be done with a learner or group in a class while the other learners are working, or in the afternoon. Learners who are in the same grade but in different classes may be grouped together for support teaching.

## **7.8 ORGANISING LANGUAGE TEACHING**

As stated in section 5, schools that have multi-language classes should make every effort to group learners together according to their language for mother tongue/home language/predominant local language teaching. This includes putting learners in multigrade classes, if necessary. This has implications for timetabling, where language lessons will have to be in the same blocks of time so that learners can be regrouped for their language lesson. Teachers who are qualified to teach in these mother tongues/home languages/predominant local languages need to be employed, or otherwise the school must ensure that teachers who do not have the necessary qualifications are trained in mother tongue teaching through continuous professional development.

## **7.9 TIMETABLING**

Timetabling should be done in such a way as to provide opportunities for longer teaching-learning sessions, cross-curricular teaching, and project work. Double periods for subjects should become much more the norm than at present. This will result in fewer disturbances created by learners moving from class to class after every period. When teaching teams are organised as outlined in 7.4, such teams can be flexible in timetabling, and may organise teaching time within their period and subject allocations to suit their teaching programmes.

Since the team and the class are a largely self-contained unit, this will not affect other teachers or other periods.

School management must ensure, through their timetabling, that the whole curriculum is taught (not just promotional subjects), and that the time allocations are adhered to. Schools aiming to adjust the prescribed time allocation must first gain the approval of their regional director.

Timetabling for Pre-Primary should be very flexible, and learning areas should be taught in an integrated way. Learners will spend 4 hours per day at school. Time allocation for all other phases and subjects are stipulated in Annexes 1-4.

A principal's period or assembly period is optional, and schools may arrange it in any way they wish. The time for such a period should be added on to the teaching time allocated per week.

### **7.10 MULTIGRADE TEACHING**

Multigrade teaching involves the teaching of learners who are in different grades in the same class. This is a long-standing tradition in many smaller schools in Namibia, mostly on farms and in more remote areas. It may also be employed from time to time in schools with a large number of learners, as a way of organising project work involving different grades.

In the junior primary phase, Grade 1 should preferably be taught separately. No more than two grades should be in the same class. Where the school has an option, senior primary, rather than junior primary, classes should be combined. In the senior primary and junior secondary phases more than two grades may be combined in one class, provided that it does not exceed the normal class size. The same applies to the senior secondary phase.

Teachers who are allocated to multigrade classes must be trained in how to organise and conduct multigrade teaching.

### **7.11 CO-CURRICULAR ACTIVITIES**

The formal learning set out in the curriculum is only part of what schools should offer. Co-curricular activities can enrich the lives of the learners, making school an enjoyable place for them to be after lessons. Co-curricular activities should be organised to support particularly important areas of learning or to supplement areas of learning with limited time in the timetable. Examples of such activities are HIV and AIDS clubs, science clubs, environmental groups, debating societies, a school newspaper or website, etc. Examples of areas that have too little curriculum time but where co-curricular activities can supplement curriculum time are particularly the arts (drama groups, music groups, choirs, dance groups, art groups), and physical education (sports and games).

### **7.12 COMMUNITY RELATIONS**

The community around the school can be an important source of knowledge, support and resources. Financial support (donations) to the school can come from individuals and businesses in the community, as well as from parents. In the community there may be persons

with expertise in for instance language and cultural traditions, crafts, sport, health, entrepreneurship or agriculture, who may be approached to support teaching or co-curricular activities. Volunteers from the community can also assist with the upkeep of the premises. There are resources which can be shared between the school and community, such as computer rooms and libraries, or classrooms that can be used for meetings.

The community is also a source of knowledge for learners when they do different kinds of research and project work. Good relations are essential in order for the school and community to benefit from each other, and for learners to experience that knowledge all around them.

## ANNEXE 1: Time allocation for Grades 1-7

The overall time allocation for subjects given below is for a 5-day week, with 40 minutes per period for Grades 1-3. Grades 4-7 have 40 minutes per period, 8 periods per day. Timetabling can be as flexible as necessary, provided that the total time allocation is adhered to.

	JUNIOR PRIMARY			SENIOR PRIMARY		
KEY LEARNING AREA	SUBJECT	GRADE 1-2	GRADE 3		GRADE 4	GRADES 5-7
		# per	# per	SUBJECT	# per	# per
LANGUAGES	First language	10	9	English	7	7
	English Second Language	6	9	Another language	7	7
	Reading period	1	1	Reading period	1	1
MATHEMATICS	Mathematics	8	9	Mathematics	7	6
NATURAL SCIENCES	Environmental Studies	3	5	Natural Science and Health Education	6	5
SOCIAL SCIENCES				Religious and Moral Education	2	2
	Life Skills	1	1			
				Religious and Moral Education	1	1
TECHNOLOGY	Arts (Music; Dance; Drama; Visual Art)*	2	3	Information and Communication	1	1
				Design and Technology	0	3
Home Ecology				0	Any one of the pre-vocational subjects)	
Elementary Agriculture				0		
ARTS						Arts (Music; Dance; Drama; Visual Art)
PHYSICAL EDUCATION	Physical Education	2	2	Physical Education	1	1
TOTAL		34	40		40	40
TOTAL TIME PER CYCLE(including 30 min break per day)		22hrs 40 min	26 hrs 40 min		26 hrs 40 min	26 hrs 40 min

\* Learners choose any one of the three pre-vocational subjects in Grades 5-7. Arts in the junior primary phase include technology in craft work.

The cross-curricular topics are addressed throughout all phases in the phase competencies and basic competencies, but do not have a specific time allocation. They are HIV and AIDS education; health and wellness education; human rights and democracy; information and communication technology; environmental learning and road safety. Where English is taken on 1<sup>st</sup> language level, then another language should also be taken.

## ANNEXE 2: Time allocation for Junior Secondary, Grades 8-9

The overall time allocation for subjects given below is for a 7-day cycle, 40 minutes per period, 8 periods per day. Timetabling can be as flexible as necessary, provided that the total time allocation is adhered to.

KEY LEARNING AREA	SUBJECT	% TIME	7-DAY CYCLE
LANGUAGES	English (first or second language)	10,7%	6
	Another language (first, second or foreign)	10,7%	6
	Reading period	2%	1
MATHEMATICS	Mathematics	12,5%	7
NATURAL SCIENCES	Life Science	9%	5
	Physical Science	9%	5
SOCIAL SCIENCES	Geography	9%	5
	History	9%	5
	Life Skills	3%	2
	Religious and Moral Education	2%	1
TECHNOLOGY	Pre-vocational	9%	5
	Information and Communication	2%	1
SUPPLEMENTARY SUBJECT	Pre-vocational or another language (first, second or foreign)	9%	5
ARTS	Arts	2%	1
PHYSICAL EDUCATION	Physical Education	2%	1
	<b>TOTAL</b>	<b>100%</b>	<b>56 periods per cycle</b>
	<b>TOTAL TIME PER CYCLE</b>		<b>37 hours 20 min</b>

### ANNEXE 3: Time allocation for Grades 10-11 for a 7-day cycle

The overall time allocation for subjects given below is for a 7-day cycle, 40 minutes per period, 8 periods per day. Timetabling can be as flexible as necessary, provided that the total time allocation is adhered to.

SUBJECT	Schools without computer laboratories	
	% TIME	7-DAY CYCLE
<b>English</b> (First or second language)	16%	9
<b>Another language* or a supplementary subject</b> (for a one-language curriculum)	14%	8
<b>Mathematics</b>	14%	8
<b>Field of study:</b>		
<b>Subject 1</b>	14%	8
<b>Subject 2</b>	14%	8
<b>Supplementary subject</b>	14%	8
<b>Support subjects:</b>		
<b>Life Skills</b>	4%	2
<b>Physical Education</b>	2%	1
<b>Information and Communication</b>	4%	2
<b>Arts</b>	2%	1
<b>Reading period</b>	2%	1
<b>TOTAL</b>	<b>100%</b>	<b>56 periods per cycle</b>
<b>TOTAL TIME PER CYCLE</b>		<b>37 hours 20 min</b>

Promotional subjects: English, another language, Mathematics, 2 subjects from fields of study, 1 additional subject

\*A learner may not take more than three languages

#### ANNEXE 4: Subjects for the Senior Secondary Phase: Grade 12

The overall time allocation for subjects given below is for a 7-day cycle, 40 minutes per period, 8 periods per day. Timetabling can be as flexible as necessary, provided that the total time allocation is adhered to.

	<b>Subjects</b>	<b>#per</b>
<b>ANOTHER LANGUAGE</b>	Any First, Second or Foreign language	9
<b>ELECTIVE SUBJECTS</b>	Mathematics Biology Chemistry Physics Geography History Agricultural Science Computer Science Design and Technology Accounting Economics Business Studies Entrepreneurship Art and Design	9 periods each
<b>COMPULSORY SUPPORT SUBJECTS:</b>	Life Skills Information and Communication	2 2
	<b>Number of hours if 6 subjects are taken</b>	<b>37 hours 20 min</b>

*The cross-curricular issues are addressed throughout all phases and are incorporated in the phase competencies and basic competencies, but do not have a specific time allocation. They are HIV and AIDS education; health and wellness education; human rights and democracy education; information and communication technologies; environmental learning.*



## ANNEXE 5: Subject syllabuses

		PP	JP	SP	JS	NSSCO	NSSCAS	SS
1	Namibian Sign Language	-	X	X	X	X	-	-
2	Afrikaans First Language	X	X	X	X	X	X	-
3	English First Language	X	X	X	X	X	X	-
4	German First Language	X	X	X	X	X	X	-
5	Ju!’hoansi	X	X	-	-	-	-	-
6	Khoekhoegowab	X	X	X	X	X	X	-
7	Oshikwanyama	X	X	X	X	X	X	-
8	Oshindonga	X	X	X	X	X	X	-
9	Otjiherero	X	X	X	X	X	X	-
10	Rukwangali	X	X	X	X	X	X	-
11	Rumanyo	X	X	X	X	X	X	-
12	Setswana	X	X	X	X	X	X	-
13	Silosi	X	X	X	X	X	X	-
14	Thimbukushu	X	X	X	X	X	X	-
15	Afrikaans Second Language	-	-	X	X	X	X	-
16	English Second Language	-	X	X	X	X	X	-
17	French Foreign Language	-	-	-	X	X	-	-
18	German Foreign Language	-	-	-	X	X	X	-
19	Portuguese Foreign Language	-	-	-	X	X	-	-
20	Mathematics	X	X	X	X	X	X	-
22	Environmental Studies	X	X	-	-	-	-	-
23	Development Studies	-	-	-	-	X	-	-
24	Geography	-	-	-	X	X	X	-
25	History	-	-	-	X	X	X	-
26	Life Skills	-	-	X	X	-	-	X
27	Religious and Moral Education	X	X	X	X	-	-	-
28	Social Studies	-	-	X	-	-	-	-
29	Elementary Agriculture	-	-	X	-	-	-	-
30	Agricultural Science	-	-	-	X	X	X	-
31	Biology	-	-	-	-	X	X	-
32	Life Science	-	-	-	X	-	-	-
33	Natural Science and Health Education	-	-	X	-	-	-	-
34	Physical Science	-	-	-	X	-	-	-
35	Physics	-	-	-	-	X	X	-
36	Chemistry	-	-	-	-	X	X	-
37	Computer Studies/Science	-	-	-	X	X	X	-
38	Design and Technology	-	-	X	X	X	X	-
39	Fashion and Fabrics	-	-	-	X	X	-	-
40	Home Ecology	-	-	X	-	-	-	-
41	Home Economics	-	-	-	X	X	-	-
42	Health and Social Care	-	-	-	-	X	-	-
43	Hospitality	-	-	-	X	X	-	-
44	Technical Studies A	-	-	-	X	-	-	-
45	Technical Studies B	-	-	-	X	-	-	-
46	Technical Studies C	-	-	-	X	-	-	-
47	Technical Drawing	-	-	-	X	-	-	-
48	Woodwork	-	-	-	-	X	-	-
49	Metalwork and Welding	-	-	-	-	X	-	-
50	Building Studies	-	-	-	-	X	-	-
51	Motor Mechanics	-	-	-	-	X	-	-
52	Accounting	-	-	-	X	X	X	-
53	Business Studies	-	-	-	-	X	X	-
54	Economics	-	-	-	-	X	X	-
55	Entrepreneurship	-	-	-	X	X	X	-
56	Office Practice	-	-	-	X	X	X	-
57	Office Practice (Modified)	-	-	-	-	X	X	-
58	Arts	X	X	X	X	-	-	X
59	Art and Design	-	-	-	-	X	X	-
60	Integrated Performing Arts	-	-	-	X	-	-	-
61	Visual Arts	-	-	-	X	-	-	-
62	Physical Education	X	X	X	X	x	-	-
63	Information and Communication	-	-	X	X	-	-	X

PP = Pre-Primary; JP = Junior Primary; SP = Senior Primary; JS = Junior Secondary; SS = Senior Secondary; NSSCO = Namibian Senior Secondary Certificate Ordinary Level; NSSCAS = Namibian Senior Secondary Certificate Advanced Subsidiary Level

## **ANNEXE 6: Background documents to the National Curriculum for Basic Education**

The Constitution of the Republic of Namibia (1990)

Towards Education for All: A Development Brief for Education, Culture and Training (MEC, 1993)

Pilot Curriculum Guide for Formal Basic Education (MBESC, 1996)

National Development Plan 2 (NPC, 1997)

Pilot Curriculum Guide for Formal Senior Secondary Education (MBESC, 1998)

Towards Improving Continuous Assessment in Schools: A Policy and Information Guide (MBESC, 1998)

Supplement to the Pilot Curriculum Guide for Formal Basic Education: Special Needs Education (MBESC, 1999)

Report of the Presidential Commission on Education, Culture and Training (Office of the President, 1999)

The Education Act (Act no. 16 of 2001)

The Language Policy for Schools in Namibia. Discussion Document (MBESC, 2003)

Learner-Centred Education in the Namibian Context: A Conceptual Framework (MBESC: NIED, 2003)

The Work of the School Board. Guidelines for Namibian School Board Members (MBESC, 2004)

Namibia Vision 2030 (Office of the President, 2004)

ICT Policy for Education (MBESC/MHEVTST, 2005)

Guidelines for School Principals (MOE, 2005)

Namibia Human Capital and Knowledge Development for Economic Growth with Equity (World Bank, 2005)

The Junior Primary Curriculum (MOE: NIED, 2005)

National Standards and Performance Indicators for Schools in Namibia (MOE, 2005)

Education and Training Sector Improvement Programme (MOE, 2006)

The Namibia Senior Secondary Certificate: A Qualification Registered on the Namibia Qualifications Framework (MOE: DNEA, 2006)

National Development Plan 3 (NPC, 2008)

## **ANNEXE 7: Glossary of terms used**

This is a selective glossary of some of the principal technical terms used in this curriculum. It gives only pragmatic descriptions (not dictionary definitions) of what these terms mean in the context of this curriculum. Nonetheless, the descriptions represent what seems to be the usual interpretation of these terms in the English-speaking world. It must be borne in mind that there are wide variations in the interpretation and application of these terms, and they may be used differently in other contexts.

### ***Aim***

A general statement of what is to be achieved through the learning process in a subject, learning area, or curriculum over a longer period of time.

### ***Assessment***

Measuring in whatever way - formally/informally, observation/oral/practical/written - the achievements of a learner or learners.

### ***Competencies***

Abilities which can be demonstrated for assessment.

### ***Competency statement***

A statement describing the type, level and range of competence to be demonstrated for assessment.

### ***Continuous assessment***

Assessing learners' progress and achievement at intervals over a period of time.

### ***Course work***

A clearly defined and limited project which will count towards summative assessment.

### ***Criterion-referenced assessment***

Assessment based on criteria which describe how levels of achievement are expected to be demonstrated, and where grades are not distributed according to a statistical norm. The percentage of learners in each level of achievement will vary from year to year, according to how well each has performed.

### ***Cross-curricular theme***

A theme or topic common to several subjects or areas of learning, for example HIV/AIDS, ecology, human rights and democracy, substance abuse, population education, health, ICTs.

### ***Curriculum***

As a general term, the concept of curriculum includes the explicit and implicit overall and underlying theories, policies and principles for intended learning and teaching, as seen in official statements and actual practice.

As a document, a curriculum is a specified course of learning usually stated in terms of:

- goals and aims for the course as a whole, and particular competencies to be achieved. These are often categorised under knowledge with understanding, skills/competencies, and attitudes/values;
- components of the course, described in terms of subjects, themes and topics, and the expected time allocation for each of these;
- intended learning experiences and how teachers can facilitate them;
- methods of assessing learner achievement; and
- evaluation of the course.

**Evaluation**

Determining the quality of a teaching-learning process or any component of it, eg the curriculum, textbooks, material, teaching and assessment.

**Examination**

A formal assessment of learner achievement through written, oral, visual/signed (using sign language) and/or practical tests.

**Formative assessment**

Using the findings of assessment or evaluation to understand what changes need to be made to the teaching-learning process, for example changes to the curriculum, textbooks, teaching material, teaching methods, organisation of groups, time, space, assessment and/or evaluation.

**Goal**

The goal of a curriculum gives the overall direction for education.

**Inclusive education**

Inclusive education is when schools serve all children, including those who have traditionally been excluded from educational opportunities, such as learners with special educational needs and disabilities, children from ethnic and linguistic minorities, and also those who by reason of their slow progress have been effectively excluded from the educational process within their schools.<sup>15</sup>

**Intelligence**

The capacity of human beings to understand and relate to themselves and the social and physical environment.

**Learning support (previously referred to as "compensatory teaching")**

Learning support involves planned methods and material to enable learners with learning difficulties and other needs and above-average achievers to reach essential basic competencies and to progress and achieve according to their potential.

**Mother tongue/home language**

The mother tongue is the language the child heard first (a person's native language or first language), and the home language is the language the child grew up with the first few years of his/her life, which can be anything from one of the languages spoken in his/her home to the language spoken in the community he/she grew up in. It can also be a language preferred by parents for communication at home rather than the parents' own language.

**Multigrade teaching**

A situation in which one teacher has to teach many grades at the same time in one class.

**Multiple intelligences**

A theory of intelligence which sees a human being as having not only one intelligence, but a range of different, complementary and equally important intelligences.

**Non-formal education**

Education given in institutions outside the formal school system.

**Norm-referenced assessment/grading**

Assessment of learner's progress and achievement with reference to the levels of achievement of his/her peer group and/or by reference to norms derived from a sample of a similar population. Norm-

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<sup>15</sup> UNESCO, Open File on Inclusive Education

referencing results in the same percentage of learners attaining each of the grades every year, irrespective of whether or not the overall performance was better or worse from one year to another.

***Objective***

The specific learning which is intended to take place in terms of knowledge, skills and attitudes, usually described in behavioural terms.

***Skill***

The ability to do something, usually defined in terms of a cognitive, psycho-motor, personal, social and/or communication skill.

***Special educational needs***

Special educational needs are individual learning needs because of impairments, disabilities, deprivation or social disadvantage.

***Special education***

Refers to education offered in special schools, classes or units.

***Special school:***

A school for learners with sensory, motor, or intellectual impairments who cannot benefit from inclusive education or a special needs class or unit in mainstream schools.

***Special needs class:***

A class in a mainstream school for the remedial teaching of slow learners or learners with specific learning difficulties in literacy and/or numerical skill.

***Special needs unit:***

A class or classes in a mainstream school for learners with impairment.

***Summative assessment***

Summing up assessments of learner achievement or interim evaluations of the teaching-learning process at the end of a unit, term or year.

***Syllabus***

A course description for a subject within the curriculum.

***Theme***

A main area of content to be explored, selected for its relevance, and appropriate to the intended learning experience.

***Topic***

A sub-unit of a theme.



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