
MINISTRY OF BASIC EDUCATION AND CULTURE

**PILOT CURRICULUM GUIDE FOR FORMAL SENIOR
SECONDARY EDUCATION**



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FOREWORD

This curriculum provides a framework for piloting the new Senior Secondary education (H/IGCSE). Senior Secondary education in Namibia is undergoing significant changes to meet the needs of teachers and learners for a wider curriculum specifically tailored to international needs.

Namibia initiated a policy of educational reform at all school levels after independence in March 1990 and adopted H/IGCSE from Cambridge at the Senior Secondary level (Grade 11 and 12) as a step towards the localization of the education system and to develop its own Namibian Senior Secondary Curriculum to meet international standards.

H/IGCSE curricula have been devised for Namibia by the Ministry of Basic Education and Culture in collaboration with UCLES (University of Cambridge Local Examinations Syndicate). This Senior Secondary course is a continuous two year course which aims to provide positive educational experience for both teachers and learners.

H/IGCSE has international credibility as an educational qualification as it is widely accepted as a part of entry requirements by most of the institutions of higher learning in Africa and abroad.

Several local IGCSE syllabuses were requested by Ministry of Basic Education and Culture especially in the Namibian Languages and Technical subjects which have been written by Namibian Curriculum Committees/Panels in cooperation with UCLES. Agreement on standards and level of assessment was also established. All IGCSE and HIGCSE subjects can be taught with Namibian content. The system will be adapted to Namibian needs and be managed by Namibians.

This Curriculum Guide aims at supporting modern and relevant curriculum development, to promote international understanding, to encourage a positive teaching practice and to set widely recognised standards.

The Pilot Curriculum for Formal Senior Secondary Education includes curriculum issues such as areas of learning, methodological aspects, gender dimension and the relevance of curriculum to the social and economic needs of Namibia through the development of a number of new subjects and syllabuses relating to local and national circumstances. Curriculum options, structure for subject combinations, time allocation, assessment and examinations are clearly spelt out in this document.

The inclusion of areas of learning and the structuring of the national curriculum is based on the policies of the Government of Namibia in general and the policies of the Ministry of Basic Education and Culture in particular.

1. PREAMBLE

1.1 Whereas The Constitution of the Republic of Namibia makes it the responsibility of the government to provide education, including compulsory Primary education, as a right to all persons, and to provide reasonable facilities to make this right to education effective.

1.2 Whereas The World Conference on Education for All in Jomtien, Thailand, 1990 resolved in its Framework for Action that the ultimate goal of the nations of the world is to meet the basic learning needs of all children, youth and adults; and

1.3 Whereas The World Summit for Children in New York, 1990, appealed to World leaders to follow the “first call for children” which means that protection for the growing bodies and minds of the young ought to have the first priority on the resources of society;

1.4 Here, therefore, the Ministry of Basic Education and Culture of the Republic of Namibia issues this curriculum guide as a continuous two-year senior secondary education, which shall be equitable and equally accessible to all learners.

.....
JOHN MUTORWA:

HONOURABLE MINISTER OF BASIC EDUCATION AND CULTURE

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SENIOR SECONDARY EDUCATION

1. **INTRODUCTION**

In the educational structure of the formal school system provision has been made for a Senior Secondary education phase. It provides continuity with the end of Basic Education (Grade 10), and the new approaches to methodology, assessment and cross - curricular teaching already started at lower levels are continued at Senior Secondary level.

Being the final phase of formal schooling, it provides learning opportunities to equip learners with the necessary knowledge, skills and attitudes to enter tertiary studies or the world of work. Learners with special needs will be catered for in the Broad Curriculum for Special Education.

This document provides information about the aims, curriculum options, subjects and Fields of Study, examinations and certificates of formal Senior Secondary education in Namibia.

The following booklets should be read in conjunction with the Pilot Curriculum for Formal Senior Secondary Education:

- * The IGCSE/HIGCSE Syllabus Synopses Booklet
- * Manuals of Standards
- * HIGCSE and IGCSE General Course Work Regulations

2. **AIMS**

The aims of Senior Secondary education are:

2.1 To achieve a broad and balanced command of knowledge, skills and attitudes in the cognitive, affective, and psychomotor domains that will enhance:

2.1.1 understanding, creativity and an investigative and critical mind

2.1.2 productivity, and the ability to apply knowledge, skills and attitudes in a practical way to problem solving and real life situations and the ability to make informed decisions

- 2.1.3 the ability to communicate effectively
- 2.1.4 moral development, awareness of one's own beliefs and opinions and respect for others
- 2.1.5 values of reliability, co-operation, tolerance, mutual understanding and service to others.
- 2.2 To develop democratic attitudes and skills.
- 2.3 To develop and instill a sense of national identity, unity and loyalty to Namibia.
- 2.4 To prepare learners to obtain qualifications of internationally recognized standards that will provide entrance to tertiary institutions.
- 2.5 To develop self-reliance and entrepreneurship as preparation for the world of work, including self-employment.
- 2.6 To encourage lifelong learning.

3. CURRICULUM ISSUES

3.1 Areas of Learning

- 3.1.1 In this phase of education, learners can specialize in certain fields of study and encounter a wider variety of areas of learning through the available curricular activities and subjects. Furthermore, to ensure a broad and balanced learning experience, teaching methods and forms of assessment that will enhance various types of learning will be utilized. The breadth of the curriculum will cater for a variety of interests and aptitudes in the learners. Different fields of Study will be available through subject combinations while cross-curricular teaching will strengthen connections between areas of learning.
- 3.1.2 In order to broaden the learning experience of learners to something more than mere academic subjects and themes, and to promote the social growth of the learner, formal curricular activities will be supplemented with various extra-curricular and social activities, wherever possible involving parents and the community at large. The variety of extra-curricular activities possible in school settings e.g. sporting occasions, recreational activities, organised learner associations, should be utilized to practice social skills and democratic procedures and practices in the area of social learning.

3.2 Methodological Aspects

3.2.1 Learner - Centred Education

- (a) The implementation of the Senior Secondary Curriculum will build on and continue with the learner - centred approach to education already implemented as part of the reform process at lower levels.
- (b) Learner - centred education takes as its starting point the learner as an active, inquisitive human being, striving to acquire knowledge and skills to master his/her surrounding world. The learner brings to the school a wealth of knowledge and social experience gained from the family, the community and interaction with the environment. This knowledge and experience is a potential which can be utilized and drawn upon in teaching and learning. From the same perspective, the learner is seen as an individual with his/her own needs, pace of learning, experiences and abilities, and a learner-centred education must take this into account. In the classroom, learning should clearly be a communicative and interactive process, drawing on a range of methods as appropriate for different groups of learners and the task in hand. These include group and pair work, learning by doing, self- and peer-assessment, with emphasis on the supportive and managerial role of the teacher.
- (c) At this level, the learner has the maturity to share more responsibility for his/her own learning. However, the teacher still has the greater responsibility, and is the professional authority without being authoritarian. Learner-centred education involves discipline from within, the acceptance of responsibility to share in the development of the learning environment of the school, and an atmosphere of mutual respect and trust, where learners, teachers and administrators work together.

A learner-centred class should therefore be productive, ordered, interactive, and enriched for interest and enjoyment as well as for the maximization of the learner's potential.

3.2.2 Cross - Curricular Teaching

- (a) The school should open up and present to learners as holistic a view of reality as possible in a structured and coherent way. However, school learning is normally organised around a number of different school subjects. If such organisation is overemphasized, it may result in narrow and compartmentalised learning experiences where the values, knowledge and

skills learned in one subject are not related to those learned in other subjects. It may also give rise to partial or incomplete understanding of important principles and issues in reality.

- (b) A learning experience which is broader, more interrelated, and facilitates a more complete understanding of knowledge and its applications is made possible by supplementing subject-based studies with cross-curricular teaching. Common issues which are a natural part of different subjects can then be focused upon from different subject perspectives.
- (c) Cross-curricular teaching can be formally organised around topics and themes. A common topic in two or more subjects is planned so that it will be taught simultaneously, e.g. population statistics. The Mathematics teacher might go into the technical problems of population statistics and how that could be presented, the teacher of Geography will take up the significance of population statistics for understanding population growth, demographic aspects and the relation of population and land resources. The English teacher may present literary extracts illustrating the human dilemmas which result from overpopulation.
- (d) Two major issues which appear in many subjects are environment and health. Cross-curricular teaching can strengthen the learner's knowledge and awareness of these issues, and the complexity and interrelatedness of the problems surrounding them.
- (e) Project work will create opportunities for extensive cross-curricular teaching, and can be done as course work (see par. 8.2.1) where this is used for IGCSE and HIGCSE assessment. For cross-curricular teaching to be successful it is essential to co-ordinate teaching across subjects, and to ensure that responsibility for cross-curricular teaching is clearly allocated within and between departments.

3.2.3 English Across The Curriculum

- (a) English across the curriculum is a specific and important application of cross-curricular teaching. English has a special role in the Namibian situation, being the official language of the nation and the medium of instruction at this level. Teachers have a responsibility to improve the learner's aural / oral skills in discussion, reflection and reporting; their perceptual skills in using different types of reading techniques and materials; and their written skills especially in summaries, notetaking, writing papers and reports.

- (b) Thus all teachers are teachers of English. In addition to equipping the learners with subject specific terminology and discourse, they must make themselves aware of the limited language skills of the learners and use methods that provide opportunities for the learners to exercise these skills. The English department must be kept informed about what special needs the learners may have for reinforcement in English. The English department has a special responsibility to co-ordinate the teaching of English across the curriculum, but is dependent on the assistance of the teachers and other management of the school.

3.3 The Gender Dimension

- (a) All subjects and Fields of Study in the Senior Secondary phase will be available for selection by any learner irrespective of sex. The guiding criteria for the selection of subjects or Fields of Study should be the interest, aptitude and ability of learners. Teachers should encourage learners to study subjects across the boundaries of conventional sex role stereotypes, and emphasize the advantages of doing so.
- (b) In teaching different subjects, the positive contributions that woman have made and can make in areas of life where there has previously been male domination, and the value of men's participation in areas where there has previously been female domination, should be emphasized.
- (c) Every effort should be made to ensure that there is gender equality in the social life of the school, and that male and female learners are proportionally represented on for example the Student Representative Council, and leading positions in clubs and societies.

3.4 Relevance

The relevance of the curriculum to the social and economic needs of Namibia is ensured through the development of a number of new subjects and syllabuses, and through textbooks, teaching materials and Course Work relating to local and national circumstances. The teacher also has a lot of scope to exemplify general issues in a manner relevant to the local and national situation. Local and national relevance must also be seen in an international perspective, so that learners are prepared to see their place in the world at large. In addition, the curriculum content and assessment will be gradually localised in the future.

4. THE SENIOR SECONDARY CURRICULUM

4.1 Curriculum Options

4.1.1 The Senior Secondary Curriculum leads to internationally recognised certificates, provided in conjunction with the University of Cambridge Local Examination Syndicate (UCLES) as a step towards establishing a localised Certificate for Senior Secondary Education. The curriculum options are as follows:

- (a) The curriculum and examination leading to the International General Certificate of Secondary Education (IGCSE).
- (b) The curriculum and examination leading to the Higher International General Certificate of Senior Secondary Education(HIGCSE).

4.1.2 Courses can be organised as follows:

- (a) A course of only IGCSE subjects.
- (b) A course combining IGCSE and HIGCSE subjects.
- (c) A course of only HIGCSE subjects in those Fields of Study where it will be possible.

4.1.3 In all government schools, every learner will take a minimum of six IGCSE / HIGCSE examination subjects.

4.1.4 Senior Secondary schools will select their Fields of Study and supplementary subjects according to the needs and resources available.

4.2 Duration

The Senior Secondary phase consists of Grade 11 and Grade 12, each grade being one year.

4.3 Admission Requirements

Admission to Senior Secondary education will be based on a points system awarded on the basis of the 6 best subjects on the Junior Secondary Certificate, which must include at least a 'D' in English at either level. Details on admission to Senior Secondary Education will be specified in a Ministerial Circular.

4.4 IGCSE and HIGCSE Subjects Available

4.4.1 The following IGCSE and HIGCSE examination subjects are available. See Appendix D for a list of these subjects with their code numbers.

SYLLABUS GROUP	IGCSE SUBJECTS	HIGCSE SUBJECTS
GROUP I : LANGUAGES	FIRST LANGUAGES¹	FIRST LANGUAGES
	<p>English + Literature B²</p> <p>Afrikaans (including Literature)</p> <p>German + Literature B²</p> <p>Oshikwanyama (including Literature)</p> <p>Oshindonga (including Literature)</p> <p>Silozi (including literature)</p> <p>Otjiherero (including Literature)</p> <p>Rukwangali (including Literature)</p> <p>Setswana (including Literature)</p> <p>Rugciriku (including Literature)</p> <p>Khoekhoegowab (including Literature)</p> <p>SECOND LANGUAGES³</p> <p>English as a Second Language ⁴</p> <p>Afrikaans as a Second Language</p> <p>FOREIGN LANGUAGES⁵</p> <p>French⁶</p> <p>German⁶</p>	<p>English (including Literature)²</p> <p>Afrikaans (including Literature)</p> <p>German (including Literature)</p> <p>Oshikwanyama (including Literature)</p> <p>Oshindonga (including Literature)</p> <p>Silozi (including Literature)</p> <p>Rukwangali (including Literature)</p> <p>SECOND LANGUAGES³</p> <p>English as a Second Language⁴</p> <p>(including Literature)</p> <p>FOREIGN LANGUAGES⁵</p> <p>French⁶</p> <p>German⁶</p>

<p>GROUP II : SOCIAL SCIENCES AND HUMANITIES</p>	<p>Accounting Business Studies Development Studies Economics Geography History Natural Economy Religious Studies</p>	<p>Accounting Economics Geography History</p>
<p>GROUP III : NATURAL SCIENCES</p>	<p>Agriculture Biology Physical Science</p>	<p>Biology Physical Science</p>
<p>GROUP IV : MATHEMATICS</p>	<p>Mathematics</p>	<p>Mathematics</p>
<p>GROUP V : CREATIVE, TECHNICAL AND VOCATIONAL</p>	<p>Art and Design Music Computer Studies Typing and Office Organisation Child Development Fashion and Fabrics Home Economics Design and Communication</p> <p>D+R: Bricklaying and Plastering D+R: Fitting and Turning D+R: Metalwork and Welding D+R: Woodwork T+P: Electricity T+P: Electronics T+P: Motor Mechanics</p>	<p>Art and Design Computer Studies Design and Technology Design and Communication</p>

D + R = Design and Realisation

T + P = Technology and Practice

NOTES:

1. Other First Languages will be added as materials are developed.
2. **Literature B is compulsory with IGCSE First Language English and IGCSE First Language German. Literature B and the First Language concerned will be taught as one subject but candidates will take two exams.**
3. Other Second Languages will be developed according to demand.
4. Literature B is not recommended to be taught and examined with IGCSE English as a Second Language.
5. Other Foreign Languages will be added according to demand.
6. Literature B cannot be taken with HIGCSE and IGCSE Foreign Languages.

5. STRUCTURE FOR SUBJECT COMBINATIONS

5.1 Organisation Of Igcse/Higcse Subjects

IGCSE/HIGCSE subjects in the curriculum can be organised in one of the following ways:

(a) A two-language curriculum				
English + Another language	+	Three subjects from a specific Field of Study (See par. 5.2)	+	One supplementary subject (See par. 5.3.1)
(b) A one-language curriculum * Should also be read as curriculum for a learner.				
English	+	Three subjects from a specific Field of Study (See par. 5.2)	+	Two supplementary subjects (See par. 5.3.1)
(c) A one-language Technical Field of Study curriculum				
English	+	Four subjects from the Technical Field of Study (See par. 5.2)	+	One supplementary subject (See par. 5.3.1)
(d) A two-language Technical Field of Study curriculum				
English + Another language	+	Four subjects from the Technical Field of Study (See par. 5.2)		

5.2 Fields Of Study

A Field of Study is a grouping of at least three interrelated, mutually supportive IGCSE or HIGCSE subjects which will form the main area of study for the learner. The following are the Fields of Study, with their subject groupings.

A. Agricultural Field of Study

1. Agriculture*; Biology**; Natural Economy*
2. Agriculture*; Biology**; Physical Science**

B. Commercial Field of Study.

1. Accounting**; Business Studies*; Mathematics**
2. Accounting**; Business Studies*; Economics**
3. Computer Studies**; Design and Technology**; Art and Design**

C. Home Economics and Health Education Field of Study

1. Home Economics*; Child Development*; Biology**
2. Home Economics*; Fashion and Fabrics*; Biology**
3. Home Economics*; Fashion and Fabrics*; Art and Design**
4. Home Economics*; Fashion and Fabrics*; Child Development*

D. Social Sciences and Humanities Field of Study

1. History**; Geography**; Development Studies*
2. History**; Geography**; Religious Studies*
3. History**; Development Studies*; Religious Studies*
4. Geography**; History**; Natural Economy*
5. History**; Languages**; Art and Design**
6. Languages** Music*; Art and Design**

E. Natural Sciences and Mathematics Field of Study

1. Physical Science**; Biology**; Mathematics**
2. Physical Science**; Mathematics**; Natural Economy*
3. Physical Science**; Mathematics**; Computer Studies**

F. Technical Field of Study

1. Design and Communication**; Mathematics**; Physical Science**; Design and Realisation*7; or Technology and Practice*8; or Art and Design**

NOTE 7: The following subjects will be available in Design and Realisation:

Design and Realisation: Bricklaying and Plastering

Design and Realisation: Fitting and Turning

Design and Realisation: Metalwork and Welding

Design and Realisation: Woodwork

NOTE 8: The following subjects will be available in Technology and Practice:

Technology and Practice: Electricity

Technology and Practice: Electronics

Technology and Practice: Motor Mechanics

5.3 Supplementary Subjects

5.3.1 List of Supplementary Subjects

(a) The following IGCSE/HIGCSE subjects can be combined with a Field of Study.

Accounting**

Agriculture

Art and Design**

Biology**

Business Studies*

Child Development*

Computer Studies**

Design and Communication*

Design and Realisation: Woodwork*

Design and Realisation: Metalwork and Welding*

Design and Technology: (Only HIGCSE)

Development Studies*

Fashion and Fabrics*

Geography**

History**

Home Economics*

Languages**(listed in par 4.4.1, Group 1)

Mathematics**

Music*

Natural Economy*

Physical Science**

Typing and Office organisation*

* Subjects available only at IGCSE level

** Subjects available at both IGCSE and HIGCSE level

NOTE: Economics and Development Studies may not be taken in combination as this combination is excluded by UCLES.

- (b) If a one language curriculum is chosen two supplementary subjects have to be selected. If a two-language curriculum is chosen, only one supplementary subject may be selected. Within the one - language - Technical Field of Study, only one or no supplementary subject may be selected. Within the two - language Technical Field of Study, no supplementary subject may be selected.
- (c) Physical Science and Computer Studies HIGCSE should not be studied without IGCSE Mathematics.
- (d) Where subjects from the following list are taken as part of Field of Study or as a supplement to a particular Field of Study, fifteen learners will be accepted as the minimum number for subject approval:

Art and Design**

Child Development*

Computer Studies**

Design and Communication**

D+R: Woodwork*

D+R: Metalwork and Welding*

Design and Technology (HIGCSE)

Fashion and Fabrics*

Home Economics*

Music* (the number of students for Music* should be treated at an ad hoc basis)

5.3.2 Criteria For Selecting Supplementary Subjects

(a) Breadth or depth

If subjects closely related to the Field of Study are chosen, the learner will have a somewhat narrower curriculum, but more depth. If subjects totally different from the Field of Study are chosen, the curriculum will be broader for the learner. Two mutually supportive supplementary subjects e.g. Art and Design and Music, or Accounting and Business Studies, can give a degree of depth in a learning area different from the Field of Study. Within the limits of available resources, schools may wish to guide students into greater specialisation or greater breadth.

(b) Relation to other subjects

Some subjects can relate to many others. Computer Studies is a very specific subject, but provides skills which can be used in many contexts. Natural Economy links up with both Natural Sciences and Social Sciences subjects. Development Studies is also more cross-curricular by nature.

(c) Careers and further studies

Entry to certain career paths, or preparation for self-employment, or entry to institutions of higher learning will also be important criteria for selecting supplementary subjects. Colleges and universities may have specific requirements for entry and for certain departments or faculties. (See Appendix F for Entry requirements to Tertiary Education.)

(d) Individual interests

Supplementary subjects can give a certain degree of choice on the basis of individual interest and aptitudes, for example in Art and Design, Music or other areas.

(e) National needs

In selecting supplementary subjects, it is important for schools to prioritise those subjects which are most needed, in particular Mathematics and Natural Sciences. Physical Science should not be taken as a supplementary subject without Mathematics either in the Field of Study or as a supplementary subject.

5.3.3 New Fields of Study

Some subject combinations will provide a new Field of Study. For example, a two-language curriculum plus an additional language as an optional subject will give three closely related subjects in one area Languages Field of Study.

6. SUMMARY

6.1 Examination Subjects

6.1.1 A total of six examination subjects must be offered. (Literature B, which is compulsory with IGCSE First Language English and IGCSE First Language German is not counted as an extra examination subject. See note 2 on page 12.)

6.1.2 English is the medium of instruction, and English at first or second language level is a compulsory subject in government and private schools.

- 6.1.3 Learners should be encouraged to offer two languages, even though English only is compulsory. Learners can offer up to three languages. The same language cannot be offered at different levels, e.g. English as a First and as a Second Language.
- 6.1.4 Only those subject combinations listed under the Fields of Study (see par. 5.2) together with one or two of the list of supplementary subjects (see par. 5.3.1) will be offered in government schools, in addition to English.
- 6.2 Non-examination Subjects
Physical Education and Life Skills are compulsory non-examination subjects in all Senior Secondary Schools. The assessment of these subjects is specified in the subject syllabuses.

7. TIME ALLOCATION

- 7.1 Schools should timetable teaching and learning activities in the most effective way possible within the given framework. The approach to learning which IGCSE/HIGCSE promote, presupposes that learners have enough time in each lesson to go into depth into the topic which they are studying, or to do practical work, experiments or library work. Double periods should be programmed for subjects where necessary. Natural Sciences and technical subjects will probably need at least two double lessons per week. Schools can use a 5- or 7-day timetable as found convenient, within the framework of a school week of 29h 10 min., a school day of 5h 50 min. and a minimum of 40 minutes duration.
- 7.2 English should have the equivalent of at least 6 lessons per week of 40 minutes each (= 4 hours).
- 7.3 Life Skills should have one lesson per week.
- 7.4 Physical Education should have one lesson per week.
- 7.5 One lesson per week should be used for activities such as assembly, administrative matters, Student Representative Council.
- 7.6 There should be a minimum of 30 minutes per day for breaks.
- 7.7 The remaining 1240 minutes can be divided amongst the other examination and non-examination subjects according to the planning at each school. No IGCSE subject

should have less than the equivalent of 4 x 40 minutes per week, and no HIGCSE subject should have less than 6 lessons of 40 min. per week.

- 7.8 Appendices A - C give examples of time allocations for the various ways in which the Senior Secondary curriculum can be timetabled.

8. ASSESSMENT AND EXAMINATIONS

8.1 Types Of Assessment

8.1.1 Two types of formal assessment can be distinguished, namely internal or school-based assessment and external examinations. Both types of assessment furnish important information about the learner's progress.

8.1.2 Internal assessment during the Senior Secondary course should be of a continuous formative nature. It should have diagnostic value in helping the learner develop a realistic self-image, and inform the teacher as to how the teaching and learning process can be developed. This type of assessment is also essential to determine the progress of a learner, to monitor the learning process and to determine whether a learner should enter for the Core or Extended level of examination in the IGCSE subjects. (See Appendix E for guidelines on entry for examination level.)

8.1.3 The purpose of the final external examination in each subject is to determine whether the required level of achievement to qualify for certification has been met.

8.1.4 Informal assessment of oral, written and practical work should be followed by encouragement, praise, correction and guidance in the classroom, or during counselling.

8.2 Internal School Based Assessment

8.2.1 Course work and alternatives to course work

- (a) Course Work consists of projects and/or practical work carried out over a period of time. It is an integral part of assessment of IGCSE/HIGCSE. As such Course Work will contribute to the final grade wherever offered. Projects and practical work in Course Work are ways of using practical knowledge, skills and attitudes in a relevant manner. Learners can demonstrate particular competencies and qualities which lend themselves to assessment by methods other than examination. Teachers must be trained by UCLES in Course Work assessment which count towards the final grade of IGCSE/HIGCSE.

- (b) Project work and other types of practical work should be done for their own value in addition to compulsory Course Work, or alternatives to Course Work wherever possible, even though they will not count towards the final grade. Internal assessment of such practical and project work will be part of the informal continuous assessment.
- (c) Course Work as part of the formal assessment scheme is compulsory in the following subjects:

Agriculture

Art and Design

Child Development

Computer Studies

Design and Realisation: Bricklaying and Plastering

Design and Realisation: Fitting and Turning

Design and Realisation: Metalwork + Welding

Design and Realisation: Woodwork

*Design and Communication

Design and Technology

Fashion and Fabrics

Home Economics

Music

Technology and Practice: Electricity

Technology and Practice: Electronics

Technology and Practice: Motor Mechanics

Typing and Office Organisation

- (d) If it is not possible to do Course Work in other subjects than those listed above, an alternative to Course Work is compulsory. Alternatives in subjects other than those listed above are in the form of either:
- an extended essay
 - an additional written paper, or
 - a practical examination for Natural Sciences.
- (e) Details are given in each subject syllabus. (See also the latest syllabus synopses). Where Course Work is not possible, schools must choose which alternative will be used for that subject, and all learners must take that alternative. However, Course Work should be seen as preferable in all instances where it is available and possible to implement.

8.2.2 School-Based Examinations

- (a) A formal internally assessed school-based examination at the end Grade 11 must be given. Learners whose school-based Grade 11 examination results and whose class attendance and application to school work during the year have been satisfactory, should be promoted to Grade 12 since this is a two-year course. However, learners who have shown unacceptable patterns of behaviour, and/or absenteeism, or lack of commitment to studies coupled with limited progress, may on the recommendation of the School Board be refused readmission to Senior Secondary education by the Regional Director. In some cases, it may guide learners aiming at the HIGCSE examination to take the IGCSE examination instead.
- (b) A mock examination must be held in August of the Grade 12 year, to further prepare for the external examination, and for the final decision of which level (See par. 8.3.3) the learner will be entered for, and to give preliminary information for applications for work, bursaries etc. The external IGCSE and HIGCSE examinations will be in November.

8.3 The External IGCSE and HIGCSE Examinations

8.3.1 Admission To External Examinations

- (a) On completion of the Senior Secondary Course a learner will be admitted to the IGCSE and HIGCSE examinations in accordance with the Entry Regulations for IGCSE and HIGCSE, which will be sent to all Senior Secondary schools. This document describes, amongst other things:
 - Registration at an Examination Centre,
 - Entry fees and date of examinations,
 - Invigilation,
 - Use of calculators, dictionaries etc. and
 - Answer books.
- (b) The school, in consultation with the learner and parents, makes the final decision of which level a learner will be entered for: IGCSE Core or Extended, or possibly Extended IGCSE instead of HIGCSE. (See Appendix E).
- (c) It is recommended that a learner takes a first language only if it is his/her mother tongue, or if he/she has a language competency comparable to a native

speaker. It is preferable that the choice of First or Second Language level or of IGCSE/HIGCSE in a language, be made on entry to grade 11. This is important, owing to different prescribed books for literature, which makes it extremely difficult for a learner to transfer from First Language to Second Language level, or from HIGCSE to IGCSE in a language subject.

8.3.2 Examination Requirements For The Various Subjects.

In accordance with the nature, content and scope of the syllabuses for the various IGCSE and HIGCSE subjects, the Examining Body in collaboration with the Ministry of Basic Education and Culture shall lay down requirements with regard to the nature of the examination papers, the number of question papers to be set for each subject, etc. This information will be sent to all Senior Secondary schools in Syllabus Synopses for IGCSE and HIGCSE, which briefly summarize the objectives, content, scheme of assessment and grades available for each subject.

NOTE: The date printed on the (H)IGCSE syllabuses are the dates of implementation and not the dates of examination. It means that the syllabus will only be examined the year that follows the printed year on the syllabus.

8.3.3 Grading System

(a) The IGCSE Examination.

The IGCSE examination is suitable for a wide ability range. It has a 8-point grading scale: Grade A*, A, B, C, D, E, F and G. Grade A is awarded for the highest level of achievement; Grade G indicates minimum satisfactory performance. Candidates failing to reach the minimum standard for Grade G will be ungraded.

To take account of differing abilities, there is a choice between CORE and EXTENDED level examination papers and syllabi in most subjects.

The Core curriculum provides a full overview of the subject and is targeted at those learners who are expected to achieve grades D to G. In cases of outstanding performance grade C will also be awarded.

The Extended curriculum which comprises the Core and Supplement, is academically more demanding. It is targeted at those learners who are

expected to achieve grades A to C, although grades D and E will also be available.

The Supplement describes the extra topics or depth which must be added to the Core to produce the Extended curriculum. Candidates failing to reach the minimum standard for grade E on Extended level will be ungraded.

In a few subjects the examination covers the full ability range and there is no choice between Core and Extended levels. For these subjects the full range of grades are available.

(b) The HIGCSE Examination

The HIGCSE-examination has a 4-point scale of grades: 1, 2, 3 and 4. Grade 1 is awarded for the highest level of achievement and Grade 4 for the lowest acceptable level of achievement. Results below the minimum required standard are ungraded. Only those learners who attain levels 1, 2, 3 or 4 will have them reported on their certificates.

8.4 Resitting

8.4.1 The question papers in the May/June examination are based on the examination syllabuses of the next year, eg. the May/June 1998 examinations will be based on the 1998 examination syllabuses and not the 1997 syllabuses which some might have written in October/November of the previous year. Learners in the formal system who have ungraded subjects in the November examination or who wish to try and improve their grades in these subjects can resit for them in the June examination. The other subjects can be retaken in the following November examination. However, this must be done through self-study or through non-formal education, since the teaching responsibility of the formal system for Senior Secondary education ends when an external examination is taken for the first time. This means that a full-time learner who has sat for the external examination once, will not be allowed into the school to study for IGCSE or HIGCSE again. Exceptions will be made for special circumstances.

8.4.2 HIGCSE subjects can only be taken again during the next November sitting. However, learners must be made aware of the fact that if they did not succeed at HIGCSE level, they can take the IGCSE Extended (or Core) level at a later sitting when available.

8.5 Certification

Certification will be done by the University of Cambridge Local Examinations Syndicate (UCLES). Both IGCSE and HIGCSE are based on the principle of positive achievement, which means, in terms of certification, that no minimum number of subjects are required to qualify for an IGCSE or HIGCSE certificate. Each subject passed will be certified. Different certificates will be issued for IGCSE and HIGCSE.

9. APPENDICES

APPENDIX A

An example of time allocation per subject which applies to all Fields of Study excepting the Technical Field of Study.

SUBJECTS		NUMBER OF 40 MIN. PERIODS PER WEEK	PERCENTAGE OF TIME
1.	English First Language or English as a Second Language	7 x 40 min = 280 min	16 %
2.	Five Examination Subjects		
2.1	Three subjects from a Field of Study	3 x 6 x 40 min = 720 min	41,1 %
2.2	Two supplementary subjects selected from the list in par. 5.3.1 (One or both may be languages)	2 x 6 x 40 min = 480 min	27,4 %
3.	Physical Education	1 x 40 min = 40 min	2,3 %
4.	Life Skills	1 x 40 min = 40 min	2,3 %
5.	Principal's period (eg. Assembly)	1 x 40 min = 40 min	2,3 %
6.	Intervals	5 x 30 min = 150 min	8,5 %
		40 periods + Intervals = 1 750 min	100 %

APPENDIX B

An example of a time allocation per subject for a two-language Technical Field of Study.

SUBJECTS	NUMBER OF 40 MIN PERIODS PER WEEK	PERCENTAGE OF TIME
1. English First Language or English as a Second Language	6 x 40 min = 240 min	13,71 %
2. Another Language	6 x 40 min = 240 min	13,1 %
3. Examination Subjects		
3.1 Four subjects from the Technical Field of Study plus Practice or Realisation	5* x 5 x 40min = 1000 min	57,14 %
4. Physical Education		2,28 %
5. Life Skills	1 x 40 min = 40 min	2,28 %
6. Principal's period (eg. Assembly)	1 x 40 min = 40 min	2,28 %
7. Intervals	1 x 40 min = 40 min	8,5 %
	5 x 30 min = 150 min	
	40 periods + Intervals = 1 750 min	100 %

*The five comprises the four subjects of the Technical Field of Study plus Practice or Realisation.

APPENDIX C

An example of a time allocation per subject for a one-language Technical Field Study.

SUBJECTS	NUMBER OF 40 MIN PERIODS PER WEEK	PERCENTAGE OF TIME
1. English First Language or English as a Second Language	6 x 40 min = 240 min	13,71 %
2. Four Examination Subjects		
2.1 Four subjects from the Technical Field of Study plus Practice or Realisation	5* x 5 x 40 min = 1000 min	57,14 %
2.2 One supplementary subject selected from the list in par. 5.3.1	6 x 40 min = 240 min	
3. Physical Education	1 x 40 min = 40 min	2,28 %
4. Life Skills	1 x 40 min = 40 min	2,28 %
5. Principal's period (eg. Assembly)	1 x 40 min = 40 min	2,28 %
6. Intervals	5 x 30 min = 150 min	8,5 %
	40 periods + Intervals = 1 750 min	100 %

*The five comprises the four subjects of the Technical field of study plus Practice or Realisation.

APPENDIX D**A LIST OF IGCSE AND HIGCSE SUBJECTS, THEIR CODE NUMBERS, AND AVAILABILITY FOR RESITTING IN MAY/JUNE**

IGCSE SUBJECTS		CODE
1.	Accounting	0452
2.	Afrikaans as a Second Language	0556
3.	Agriculture	0600
4.	Art and Design	0400
5.	Biology	0610*
6.	Business Studies	0450
7.	Child Development	0637*
8.	Computer Studies	0420
9.	Design and Realisation (D+R): Bricklaying and Plastering	0640
10.	D+R: Metalwork and Welding	0631
11.	D+R: Fitting and Turning	0641
12.	D+R: Woodwork	0632
13.	Design and Technology: Communication	0445
14.	Development Studies	0453*
15.	Economics	0455*
16.	English as a Second Language	0510
17.	Fashion and Fabrics	0638*
18.	First Language Afrikaans (including Literature)	0557
19.	First Language English	0500*
20.	Literature B (to be offered with First Language English)	0486
21.	First Language German	0505
22.	Literature B (to be offered with First Language German)	0489
23.	First Language Oshikwanyama (including Literature)	0551
24.	First Language Oshindonga (including Literature)	0550
25.	First Language Otjiherero (including Literature)	0552
26.	First Language Rukwangali (including Literature)	0553
27.	First Language Setswana (including Literature)	0554
28.	First Language Silozi (including Literature)	0555
29.	Foreign Language French	0520
30.	Foreign Language German	0525
31.	Geography	0460*
32.	History	0470*

33.	Home Economics	0639
34.	Mathematics (without Course Work)	0580*
	Mathematics (with Course Work)	0581
35.	Music	0410*
36.	Natural Economy	0670*
37.	Physical Science	0652*
38.	Religious Studies	0490
39.	Technology and Practice (T+P): Electricity	0630
40.	T+P: Electronics	0642
41.	T+P: Motor Mechanics	0643
42.	Typing and Office Organisation	0422

*Subjects available in May/June examination, others only available in November examination.

(This list will change since subjects which will be available in June may change)

HIGCSE SUBJECTS**		CODE
1.	Accounting	1270
2.	Art and Design	1274
3.	Biology	1250
4.	Computer Studies	1276
5.	Design and Technology	1275
6.	Economics	1242
7.	English as a Second Language (including Literature)	1230
8.	First Language Afrikaans (including Literature)	1221
9.	First Language English (including Literature)	1220
10.	First Language German (including Literature)	1222
11.	First Language Oshikwanayma (including Literature)	1224
12.	First Language Oshindonga (including Literature)	1225
13.	First Language Rukwangali (including Literature)	1227
14.	First Language Silozi (including Literature)	1226
15.	Foreign Language French	1231
16.	Foreign Language German	1232
17.	Geography	1240
18.	History	1241
19.	Mathematics	1260
20.	Physical Science	1253

****All subjects available in November examination only.**

ENTRY FOR DIFFERENT LEVELS

1. GENERAL

- 1.1 It is the school which has the responsibility for entering the learner for the examination, and the final decision about which level to enter the learner for. However, this must be done in consultation between the teachers, parents and the learner, where there are no set regulations from the MBEC.
- 1.2 It is better to ensure that the learner succeeds by being entered at the right level, than to attempt too high a level and achieve poorly or be ungraded.
- 1.3 Internal formative assessment should indicate if a learner is achieving at the optimal level. It is possible for a learner to transfer from HIGCSE to IGCSE, but not the other way round. For the IGCSE, the Extended curriculum is the teaching syllabus, but learners not likely to achieve at Extended level should be entered for the examination at Core level.

2. IGCSE or HIGCSE

- 2.1 In order to be allowed to take a subject at HIGCSE level, a learner must have the stipulated grade in an appropriate subject on the Junior Secondary Certificate. The stipulated grade will be made known in a Ministerial Circular.
- 2.2 If a learner who follows the HIGCSE study in a subject does not seem likely to achieve a grade in the examination, he/she should be entered for Extended level IGCSE. An ungraded result at HIGCSE level is not transferable to a pass at IGCSE level.

ENTRY REQUIREMENTS TO TERTIARY EDUCATION

1. GENERAL

The IGCSE and HIGCSE are recognised by many institutions in Namibia and in other countries, for entry to tertiary education. However, different institutions have different entry requirements, and even within the same institution such as a university, there may be different requirements from faculty to faculty or department to department.

- 1.1 Good examination results at IGCSE/HIGCSE alone may not be enough to gain admittance to some institutions of higher education. For example, to be accepted for teacher education in Namibia (and in many other countries), suitable personal qualities, or other relevant experience may be necessary, however good examination results may be.
- 1.2 Other countries can have specific language requirements in addition to IGCSE/HIGCSE or any other school examination.
- 1.3 Entry requirements to higher education can change. What applies for a few years in one country or institution may change according to demand or for other reasons. This appendix can only give some general indications based on the information available at the time of completion. It is up to the guidance teacher and the learner to ensure that they have up to date information from the institutions concerned.

2. NAMIBIAN INSTITUTIONS

2.1 Technical Institutes

Entry is at grade 10 to Grade 12 level with English, Mathematics and Natural Sciences. IGCSE/HIGCSE entrants with Mathematics and Natural Sciences will be admitted at a level equivalent to their qualifications.

2.2 Agricultural Colleges

IGCSE/HIGCSE entrants will be admitted to certificate and diploma courses. The point system is used for entry to the Agricultural Colleges for the three year National

Diploma in Agriculture. The minimum requirements are 45 points in six subjects at IGCSE and HIGCSE level. Points will be awarded for the subject grades as follows:

(a) IGCSE

Grades	A	B	C	D	E	F
Equivalent Points	10	9	8	7	6	5

(b) HIGCSE

Grades	A	B	C	D	E	F
Equivalent Points	11	10	9	8	7	6

Extra three (3) bonus points will be allocated on top of the points indicated above if a learner has D symbol or better as a passmark in Mathematics, Science, Biology, Agriculture and Economy and only one (1) extra bonus point for E symbol and lower.

2.3 Colleges of Education

IGCSE/HIGCSE entrants will be admitted to the Basic Education Teacher Diploma course, provided they are also considered personally suitable. Candidates must have a specified minimum number of points for IGCSE/HIGCSE passes, which are publicised each year.

2.4 Polytechnic of Namibia

(a) Certificates (1 year), Higher Certificates (2 years) and Diploma (3 year programme).

The candidates must have:

- * IGCSE (minimum of 5 subjects including English Language) *or*
- * HIGCSE (minimum of 4 subjects of which 2 subjects passed on HIGCSE level and 2 subjects passed on IGCSE,

or

- * Senior Certificate, *or*
- * Any other School Leaving Certificate that can be regarded as equivalent to the above.

(b) Vocational Certificates

The candidates must have:

- * N1 Certificate, *or*
- * Grade 9 with at least 3 applicable subjects on HG or SG.

(c) Technical Certificates

The candidates must have:

* Grade 10 with Mathematics and Science.

2.5 The University of Namibia

A points system will operate for entry to all undergraduate degree courses. Points will be awarded for the subject grades as follows:

IGCSE

Grades	A	B	C	D	E	F	G
Equivalent Points	7	6	5	4	3	2	1

HIGCSE

Grades	1	2	3	4
Equivalent Points	10	9	7	6

- 2.5.1 Candidates must have a minimum of 5 IGCSE passes (25 points) at one sitting. One subject will be permitted below C grade. For example, a candidate with one B grade (6 points), three C grades (3x5 points) and a D grade (4 points) would meet basic entry requirements.
- 2.5.2 A pass in English at a minimum level of a C-grade at IGCSE level (English as a Second Language) must be obtained or a 4 on HIGCSE.
- 2.5.3 A pass in minimum of 5 subjects, of which at least 3 are grades 1 - 3 at HIGCSE level in appropriate subjects, may be allowed to enter direct into the second year of University study, according to Faculty requirements. Normally undergraduate degree courses will be four years but Law will require a five year course.
- 2.5.4 Clear Faculty entrance requirements will be made, in addition to the basic entry into the University, e.g. Mathematics Grade C, or better, for the Faculty of Science.
- 2.5.5 Whilst 25 points gives eligibility for entrance to the University, places will be awarded on the basis of merit. Therefore the possession of an IGCSE with the appropriate 25 points does not necessarily ensure admission. Entrance is based upon places available within the Faculties. Students are advised to study IGCSE subjects at the extended level.

3. INSTITUTIONS IN OTHER COUNTRIES

3.1 Colleges of Education

In general, most colleges and institutes will accept qualifications that equvalate with 'C' passes or above in a number of IGCSE subjects.

3.2 Universities

Universities in the Commonwealth, Europe and the USA have individual requirements, but in general a combination of IGCSE/HIGCSE may be acceptable for admission.

3.2.1 For Universities in the Republic of South Africa candidates must have:

(a) Passes in five different subjects, at least four of which must be HIGCSE and one IGCSE level including English on first or second language HIGCSE level, and approved HIGCSE or IGCSE language on first language level (if English had been taken as the second language) or a foreign language (if English had been taken as a first language)

(b) There should be a passmark in two HIGCSE subjects selected form the following groups:

- * Group 3: an approved Third Language not offered in Groups 1 or 2, Mathematics, Physical Science, Biology, Chemistry or Physics.
- * Group 4: Art, Economics, History, Geography or a Group 3 subject not already offered to satisfy the requirements for Group 3.
- * Group 5: Accounting, Computer Studies or Design and Technology provided the subject must be accompanied by a passmark in Mathematics on at least IGCSE level.

(c) The HIGCSE and IGCSE subjects must have been passed at a maximum of two examination sittings, where an examination sitting in June and the following one in November, or the November examination and the following one in June, are regarded as one sitting.

(d) IGCSE level passmark in English as First Language and three other subjects equivalent to SA HG subjects provided three had been passed at one sitting or one HIGCSE level passmark and three further IGCSE level passmark provided three subjects had been passed simultaneously.

* **NOTE** that IGCSE Grades A to C and HIGCSE Grades 1 to 3 are regarded as passmarks. HIGCSE Grade 4 is regarded as IGCSE level passmark.

3.3 South African Technikons

Candidates will be approved to South African Technikons if they comply with the following requirements:

- (a) Passes in at least 5 different subjects at IGCSE and HIGCSE levels of which at least 3 subjects are at HIGCSE level.
- (b) A pass in the language which is the medium of instruction at the particular technikon for which the student applies.
- (c) Specific pass grades in IGCSE and HIGCSE subjects which are as follows:
 - * IGCSE: A, and/or B and/or C (or HIGCSE Grade 4)
 - * HIGCSE: 1, and/or 2 and/or 3.