



REPUBLIC OF NAMIBIA

**MINISTRY OF BASIC EDUCATION, SPORT AND
CULTURE**

**PILOT CURRICULUM GUIDE FOR FORMAL
BASIC EDUCATION**



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FOREWORD

This Broad Curriculum guide sets out a framework for piloting the new Basic Education in Namibia. Basic Education includes the knowledge and understanding, skills and competencies, attitudes and values which everyone must have to be able to function adequately in society.

Basic Education in the formal school system is 10 years, and consists of three phases:

- Lower Primary, Grades 1-4
- Upper Primary, Grades 5-7
- Junior Secondary, Grades 8-10.

According to the Constitution of the Republic of Namibia (Article 20), education is free and compulsory from the age of 6 to the age of 16, or the end of Primary education, whichever comes first.

This curriculum guide states what is intended in the goals and aims of Basic Education, what areas of learning and subjects are to be studied, and how teaching and assessment are to be done. It includes main principles for language medium of instruction, and for teaching learners with special needs.

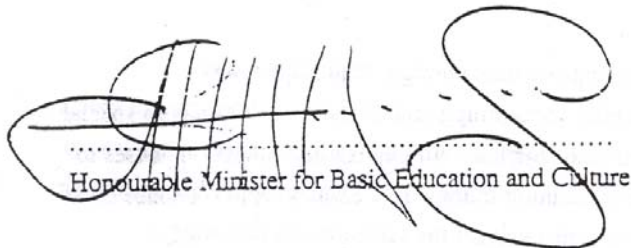
It is to be used by schools and teachers to guide the planning, organisation and implementation of learner-centred teaching and learning at the school. Schools have a special responsibility for using this curriculum guide together with the various subject syllabuses to identify locally relevant content within a common framework. Learners will experience their education as being meaningful for them in this way, at the same time as following a curriculum which is common for all.

The school must keep parents informed about the broad curriculum, and the subject syllabuses for each year, so that they can follow the progress of their children and support their education.

The Broad Curriculum guide provides the framework for devising subject syllabuses and materials to be used in the various subjects and areas of learning so that the goals and aims will be put into practice in a consistent way.

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 part of the programme for the reform and development of a ten-year Basic Education, which shall be equitable and equally accessible to all learners.



Honourable Minister for Basic Education and Culture

2. GOALS

The goals outline the general direction of Basic Education. They are statements of values and policy which are the foundation of Basic Education.

The goals of Basic Education are to:

- 2.1 promote national unity, liberty, justice and democracy;
- 2.2 promote human rights, respect for oneself and respect for others, their cultures and religious beliefs;
- 2.3 foster the highest moral, ethical and spiritual values such as integrity, responsibility, equality, and reverence for life;
- 2.4 support and stimulate learners through childhood and youth, and prepare them for the responsibilities and challenges of adult life and citizenship;
- 2.5 encourage perseverance, reliability, accountability, and respect for the value and dignity of work;
- 2.6 develop literacy, numeracy, understanding of the natural and social environment, civic responsibility, artistic appreciation and expression, social skills, and promote physical and mental health;
- 2.7 develop knowledge, understanding and values, creativity and practical skills, as a solid foundation for academic or vocational training, and for a creative, meaningful and productive adult life;
- 2.8 promote maximal development of the individual learner's potential, including those with special learning needs;
- 2.9 foster and promote the spiritual and religious well-being of the learner, with due regard to the diversity and freedom of beliefs;
- 2.10 extend national unity to promote regional, African and international understanding, co-operation and peace; and
- 2.11 lay a foundation for the development of human resources and economic growth of the nation.

3. AIMS

The aims describe what learning processes are intended in Basic Education to ensure the all-round development of the learner and to equip them for life. They are based on the needs of the learner and indicate how the goals are to be realised through different areas of personal development. Seen as a whole, the aims give an outline for a balanced, relevant and coherent programme of learning and instruction. Specific learning objectives in the various subject areas, described in the subject syllabuses, are derived from the goals and aims.

Basic Education will promote

Basic Education will

3.1 Functional Literacy and Language Development

3.1.1 enable learners to communicate effectively in speech and writing in English and in another language of Namibia;

3.1.2 provide instruction through the medium of the mother tongue during the first three years of Basic Education, and provide for the further development of proficiency in the mother tongue; and

3.1.3 develop competence in English as the official language for the purposes of education and public life.

3.2 The Development of Functional Numeracy and Mathematical Thinking

3.2.1 develop positive attitudes towards mathematics;

3.2.2 enable learners to acquire the basic number concepts and numerical notation;

3.2.3 enable learners to understand and master the basic mathematical concepts and operations; and

3.2.4 enable learners to apply mathematics in everyday life.

- 3.3 Intellectual Development
- 3.3.1 develop a lively, questioning, appreciative and creative intellect, enabling learners to discuss issues rationally, to make careful observation and analysis, to experiment, to think scientifically, solve problems, and apply themselves to tasks.
- 3.4 Personal Development and Self-fulfilment
- 3.4.1 help learners develop self-confidence, self-knowledge, self-reliance and understanding of the world in which they live, through meaningful activities;
- 3.4.2 provide for individual needs and aptitudes, within the framework of a common curriculum, including compensatory teaching at classroom level;
- 3.4.3 enable learners to obtain the knowledge and understanding, skills and competencies, and attitudes and values needed for their personal development, related to the changes in Namibian society; and
- 3.4.4 provide all learners with an equitable start to schooling through school readiness education.
- 3.5 Health and Physical Development
- 3.5.1 develop attitudes and practices, and further knowledge and activities which promote physical and mental health; and
- 3.5.2 promote co-operation, positive competition, sportsmanship and fair play through participation in games and sports.

- 3.6 Spiritual and Ethical Development
- 3.6.1 provide religious and moral education which will promote the spiritual, religious and moral development of the learner;
 - 3.6.2 promote and foster the highest moral and ethical values; and
 - 3.6.3 develop and enhance respect for, understanding, and tolerance of, other peoples, religions, beliefs, cultures and ways of life.
- 3.7 Social and Cultural Development
- 3.7.1 promote democratic principles and practices at school level in the educational system, and in civic life;
 - 3.7.2 develop the learner's social responsibility towards other individuals, family life, the community and the nation as a whole;
 - 3.7.3 promote equality of opportunity for males and females, enabling both sexes to participate equally and fully in all spheres of society and all fields of employment;
 - 3.7.4 enable the learners to contribute to the development of culture in Namibia; and
 - 3.7.5 promote wider inter-cultural understanding.

- 3.8 National Unity, International Understanding and Political Development
- 3.8.1 foster unity, national identity and loyalty to Namibia and its Constitution;
 - 3.8.2 promote awareness of the place and role Namibia has within the region, and its relationship to neighbouring countries; and
 - 3.8.3 further understanding and appreciation of the interdependence of peoples and nations for peace in the world.
- 3.9 Vocational Orientation and Economic Development
- 3.9.1 foster the learner's awareness of local, regional and national needs of Namibia, and contribute towards development;
 - 3.9.2 equip learners to play an effective and productive role in the economic life of the nation; and
 - 3.9.3 promote positive attitudes towards the challenges of co-operation, work, entrepreneurship and self-employment.

3.10 The Development of
Environmental and Population
Awareness

- 3.10.1 develop understanding of the dynamic interdependence of living and non-living things and the environment;
- 3.10.2 develop a sense of responsibility for restoring and maintaining ecological balances through the sustainable management of natural resources;
- 3.10.3 promote the learner's involvement in practical activities to preserve and sustain the natural environment; and
- 3.10.4 lay a foundation for informed and responsible attitudes and choices towards the balance of population growth, ecological sustainability, and the quality of life for all Namibians.

4. COMPETENCIES

Competencies describe what a learner should be able to do as the outcome of teaching and learning. The outcome of Basic Education as a whole should be that every learner becomes a competent and productive member of society, performing well in all spheres of life: private life, public life, work, and further learning.

Just as the aims of Basic Education are broken down into more detail as objectives in the subject syllabuses, so are there two levels of competencies: main Life Skills Competencies and more detailed Basic Competencies.

4.1 Life Skills Competencies

Since the function of Basic Education is to prepare all learners for adult life, Basic Education must primarily develop Life Skills in each learner. In order to give an overall perspective of the all-round development of each learner, the main Life Skills Competencies can be described as:

4.1.1 Investigating

This competency is based on the learner's natural curiosity. The teacher will observe and record the learner's growing ability to ask questions, to formulate hypotheses, to find information, to think through and try out different alternatives, to experiment, to explore possibilities, and to make discoveries.

4.1.2 Interpreting

This competency is based on the learner's need to try and make sense of the world. The teacher will observe and record the learner's growing ability to classify things according to similarities and differences, to put things in context, to synthesise, to see connections between things, to sort out what is relevant and essential and what is not, and to understand the meaning of things.

4.1.3 Applying knowledge and skills

This competency is based on the learner's need to put knowledge and skills into practice. The teacher will observe and record the learner's growing ability to act on things learnt, to perform practical tasks, to use tools and equipment, to measure things, to see what action should be taken on the basis of knowledge and experience, and to act creatively, considerately and responsibly.

4.1.4 Communicating

This competency is based on the learner's need to understand what others are communicating, and to make own ideas, feelings, intentions and opinions known to others. The teacher will observe and record the learner's growing ability to be ready to receive communication from others, to be responsive to communication, and to communicate to others clearly, concisely, expressively and meaningfully.

4.1.5 Valuing

This competency is based on the learner's need to find out and decide upon the importance and worth of things. The teacher will observe and record the learner's growing ability to be appreciative, to be critical, to weigh up alternatives, to make decisions, choices and judgements, and to evaluate opinions, beliefs, ideas and processes.

4.1.6 Participating

This competency is based on the learner's need to exist as a social being, relating to others and taking responsibility for his/her actions. The teacher will observe and record the learner's growing ability to co-operate with others, to take initiative, to give and receive support, encouragement and positive criticism, and to share ideas and work which contribute to joint achievement.

4.2 **Basic Competencies**

Basic Competencies in the subject syllabuses describe what the learner ought to achieve as the outcome of a lesson or sequence of lessons, e.g. "...demonstrate at least one method of filtering dirty water...explain how water is made safe by boiling...". The teacher will identify the learner's level of achievement by assessing how well they carry out the Basic Competencies.

4.3 **The Relation between Basic and Life Skills Competencies**

<u>Life Skills Competencies</u>	<u>Basic Competencies</u>
Investigating	ask for, observe, investigate, enquire, etc.
Interpreting	comprehend, recognise, distinguish, interpret, convert, translate data, explain, compare, classify, etc.
Applying knowledge and skills	measure, use dictionary, locate, produce, identify, build, make, demonstrate, etc.

Communicating	talk fluently, tell, act out, draw, write, explain, show, display, report, sing, dramatise, etc.
Valuing	show appreciation, evaluate, decide, infer, etc.
Participating	take part, participate, present, etc.

4.4 Is the learner achieving?

By observing and recording the learner's achievements in the Basic Competencies, the teacher will be able to assess how well the learner is performing in each subject.

4.5 Is the learner developing?

By gaining an overall picture of the learner's progress in terms of the Life Skills competencies, the teacher will be able to assess the all-round development of the learner.

4.6 Evaluating the teaching/learning process.

The learners' levels of achievement in the Basic Competencies will help the teacher evaluate if the content or methods in the teaching/learning process are satisfactory, or if they need to be changed or adapted to improve the learners' achievement.

The overall view of the learners' development in terms of the Life Skills competencies will help the teacher evaluate how far the aims of Basic Education are being fulfilled, and if anything more needs to be done for the aims to be fulfilled.

4.7 Information to parents

Parents should be fully informed in reports and meetings as to how their children are doing. This should not only be described in letter grades, but also as an account of how well the learner is doing in investigating things, in making sense of what they learn, in their ability to apply knowledge and be productive, in their communication skills, in their ability to appreciate and value things, and in their participation.

4.8 Competency and promotion

Where a learner has very low achievements in the Basic Competencies in individual subjects and there is uncertainty about whether to promote the learner, the class teacher/teaching team should consider the learner's overall performance. This perspective should indicate if the learner is competent enough in general to go on or not.

5. CONTENT AND SCOPE

5.1 Basic Education aims to give all learners the fundamental knowledge and understanding, skills and competencies, values and attitudes which are required for modern living, citizenship and self-fulfilment. These need to be more precisely defined in terms of content (what needs to be learnt) and scope (how much is to be learnt). Criteria for determining the content and scope of Basic Education include:

- Breadth
- Depth
- Balance
- Coherence and consistency
- Relevance.

5.1.2 Breadth

Learners have very different aptitudes and interests. They must encounter a wide variety of areas of learning in order to have opportunities to realise themselves and their potential through schooling. The more breadth the curriculum has, the more possibilities there are for learners to discover and develop their potential and interests to prepare them for varied aspects of life.

5.1.3 Depth

Learners need to know enough about each area of learning to understand the significance of things, and see how things are interconnected. They need to develop the skills of each area of learning as tools to understand the world better. This gives the amount of content which each learner is expected to cover, and the level of understanding and skills they should reach.

5.1.4 Balance

Learners have greater opportunity to develop their potential when different areas of learning and ways of learning are balanced according to their needs and the needs of society. Balance is the way in which different types of learning are emphasised within the whole. A balanced curriculum develops knowledge, understanding, values and attitudes, skills, productive activity, competence and self-knowledge.

5.1.5 Coherence and consistency

The learners must experience continuity and inter-relatedness in their learning. Content should be organised and presented accordingly. It must be consistent within each stage, and each stage must progress on to the next in a coherent way.

5.1.6 Relevance

The learners must feel that what they learn is relevant. They will only experience the curriculum as relevant if the knowledge, skills and values to be acquired are meaningful to them. If they feel that what they learn and how they learn it is significant, interesting, and useful, they will enjoy learning more and put more effort into it. What is taught and learnt must be relevant both to the needs of learners and society. Although other perspectives must not be excluded, what is locally relevant for the learner will be especially important at this stage of education.

5.2 **Areas of Learning**

On the basis of the goals, aims, competencies and criteria for content and scope the following areas of learning are the outline for the scope of the Broad Curriculum. These areas of learning do not necessarily correspond to specific subjects, but are interrelated and often overlap. For example, linguistic, aesthetic, religious or ethical issues are aspects of several school subjects. The main areas of learning can be classified as follows:

- * Aesthetic
- * Social and Economic
- * Linguistic and Literary
- * Mathematical
- * Spiritual
- * Moral and Ethical
- * Physical
- * Natural Scientific
- * Technological

5.2.1 Aesthetic

This area includes learning to value and to communicate through the arts and to apply aesthetic qualities in other areas as well. It involves sensory, emotional and intellectual experience, and not least creative thinking and activity.

5.2.2 Social and Economic

Participation in the social, civic, political, economic, cultural and natural environment is central to this area of learning. It includes understanding and

interpreting past and present human behaviour and experience, and how they influence events, circumstances and the environment.

5.2.3 Linguistic and Literary

Linguistic and literary learning involves the acquisition and development of language communication skills. These comprise listening, speaking, reading and writing in real and simulated situations relating to life as it is experienced by the learner. This provides a basis for learning in all other areas and for further language study. It is vital to the intellectual, emotional and social development of the learner.

5.2.4 Mathematical

In the Mathematical area of learning learners understand and master a variety of mathematical skills, knowledge, concepts and processes, in order to investigate and interpret numerical and spatial relationships and patterns that exist in the world. It helps learners develop conciseness and logical and analytical thinking, and to apply them to other areas of learning and real life.

5.2.5 Spiritual

The spiritual area of learning is about the way people celebrate, reflect, and ask questions about, the meaning and value of life. It involves enquiry into and appreciation of the spiritual dimension of humankind and a serious consideration of religious and other views which guide people in their lives.

5.2.6 Moral and Ethical

Moral and ethical development is not only an area which is dealt with in various subjects, but is also dependent on the social atmosphere of the school. Learners have to cope with moral and ethical issues involving principles such as tolerance, responsibility, honesty, justice and fairness. Learning about moral and ethical problems helps to develop moral convictions and attitudes. The school should foster respect for the feelings and views of others, and show that problems can and should be solved in a rational and empathetic manner. The school system should foster a culture of tolerance, where the rights of others are respected and promoted.

5.2.7 Physical

There are three main types of learning experience in this area. The first type, which is concerned with the development of psychomotor skills, is fundamental for daily life. The second type, which includes play, movement education, dance, and sports, is concerned with the development of co-ordination, social skills, the aesthetic sense and the mastery and enjoyment of movement. The third type, which is concerned with the development of a positive attitude towards one's own body, includes learning experiences that promote an understanding about the development of human sexuality, how the human body functions, and how to stay healthy.

5.2.8 Natural Scientific

Learning experiences in the natural scientific area aim at increasing the learners' knowledge and understanding of the physical and biological world of which they are part. This includes understanding how people use the natural environment to satisfy human needs, and how the environment may be changed in ecologically sustainable ways. Critical thinking, investigating phenomena, interpreting data, and applying knowledge to experimental skills are essential to understanding the value and limitations of natural scientific knowledge and methods, and their application to daily life. The application of scientific knowledge and attitudes to health is of special relevance for the individual, the family, and society as a whole.

5.2.9 Technological

Learning about technology includes applying knowledge of how to do work more efficiently and effectively using tools, materials and processes. Technology is a specific way of solving problems through planning, design, realisation and evaluation. Learners develop the necessary knowledge, skills and attitudes to perform tasks using appropriate technology.

6. THE STRUCTURE OF FORMAL BASIC EDUCATION

NORMAL AGE		
6-7 Yrs	GRADE 1 (Incorporating School Readiness Education)	LOWER PRIMARY PHASE
7-8 Yrs	GRADE 2	
8-9 Yrs	GRADE 3	
9-10 Yrs	GRADE 4 (see 10.6.1)	

10-11 Yrs	GRADE 5	UPPER PRIMARY PHASE
11-12 Yrs	GRADE 6	
12-13 Yrs	GRADE 7	
	Examination for the Certificate of Primary Education (see 11.4.2)	

13-14 Yrs	GRADE 8	JUNIOR SECONDARY PHASE
14-15 Yrs	GRADE 9	
15-16 Yrs	GRADE 10	
	Examination for the Junior Secondary Certificate (JSC)	

6.1 Entry requirement

The following will apply for entry into Grade 1 of the formal school system:

Learners shall be admitted to Grade 1 provided that they reach the age of six years before **31 January** of the year in which they are enrolled.

No learner shall be admitted to Grade 1 in a government school in the formal system if he or she has reached the age of 10 years before **31 January** of the year in which they start, without the prior approval of the Regional Director.

7. SUBJECTS COMPRISING THE BROAD CURRICULUM FOR BASIC EDUCATION: GRADES 1-10

7.1 Subjects of the Lower Primary Phase (Grades 1-4)

English (Grades 1-4)
Literacy (Grades 1-2)*
Other Languages (Grades 1-4)
Handwriting (Grades 1-3. See par. 8.1.4)
Mathematics (Grades 1-4)
Environmental Studies (Grades 1-3)
Natural Science and Health Education (Grade 4)
Social Studies (Grade 4)
Arts (Grades 1-4)
Basic Information Science (Grade 4)
Religious Education (Grades 1-4)
Physical Education and Health Awareness (Grades 1-4)
Craft and Technology (Grade 3-4)

* Literacy in Grades 1 and 2 must be taught in the language of the medium of instruction.

7.2 Subjects of the Upper Primary Phase (Grades 5-7)

English**
Other Languages**
Natural Science and Health Education**
Mathematics **
Social Studies**
Guidance (Grade 7)
Arts
Basic Information Science
Religious Education
Physical Education and Health Awareness

Options: (each learner takes one)

Craft and Technology**
Home Ecology **
Elementary Agriculture**

** for examination in Grade 7

7.3 Subjects of the Junior Secondary Phase (Grades 8-10)

English
Other languages
Mathematics
Life Science
Physical Science

Geography
History
Religious and Moral Education
Physical Education
Arts in Culture
Life Skills
Basic Information Science

and two Pre-vocational subjects chosen from:

Agriculture
Performing Arts
Visual Arts
Home Economics
Needlework and Clothing
Accounting
Business Management
Computer Practice
Typing
Bricklaying, Plastering and Painting
Electricity
Fitting and Turning
Metalwork and Welding
Motor Mechanics
Panelbeating and Spraypainting
Technical Drawing
Woodwork
or a third language.

7.4 Languages in the curriculum

First language:

Afrikaans
English
German
Ju' /hoan (for the time being Grades 1-4)
Khoekhoegowab (Nama/Damara)
Oshikwanyama
Oshindonga
Otjiherero
Rugciriku
Rukwangali
Setswana
Silozi
Thimbukushu

Second language:

Afrikaans

English

Foreign language (Grades 8-10):

French Foreign Language (Grades 8-10)

German Foreign Language (Grades 8-10)

NB : All languages will be developed for Grades 1-10 unless otherwise stated.

8. 2001 TIME ALLOCATION

(Pilot Curriculum Guide for Formal Basic Education)

AREA OF LEARNING	GRADE 1			GRADE 2			GRADE 3			GRADE 4			
	SUBJECT	P	%T	SUBJECT	P	%T	SUBJECT	P	%T	SUBJECT	P	%T	
LINGUISTIC AND LITERARY	S C H O O L	English	4	12.9	English	6	16.6	English	6	16.6	English	7	17.9
		Another Language	7	22.6	Another Language	9	25.1	Another Language	6	16.6	Another Language	6	15.3
		Handwriting	3	9.7	Handwriting	3	8.3	Handwriting	2	5.5	Basic Info. Science Handwriting	1	2.5
MATHEMATICAL	R E A D I N G S S E D U C A T I O N	Mathematics	7	22.6	Mathematics	8	22.6	Mathematics	8	22.2	Mathematics	7	17.9
NATURAL SCIENTIFIC SOCIAL AND ECONOMIC		Environmental Studies (Natural Science: Health Nutrition: Environmental Awareness: Civics: History; Geography)	3	9.7	Environmental Studies (Natural Science: Health Nutrition: Environmental Awareness: Civics: History; Geography; Economics)	3	8.3	Environmental Studies (Natural Science: Health Nutrition: Environmental Awareness: Civics: History; Geography; Economics)	5	13.8	Natural Science, & Health Education: (Natural Science, Health & Nutrition Awareness) Social Studies (Civics: History, Geography, Economics)	5	12.8
AESTHETIC		Arts (Music: Dance; Drama; Art)	3	9.7	Arts (Music: Dance; Drama; Art)	3	8.3	Arts (Music: Dance; Drama; Art)	3	8.3	Arts (Music: Dance; Drama; Art)	2	5.1
SPIRITUAL AND ETHICAL	Religious Education Assembly	2	6.4	Religious Education Assembly	2	5.6	Religious Education Assembly	2	5.5	Religious Education Assembly	2	5.1	
PHYSICAL	Physical Education and Health Awareness	2	5.6	Physical Education and Health Awareness	2	5.6	Physical Education and Health Awareness	2	5.5	Physical Education and Health Awareness	2	5.1	
TECHNOLOGICAL							Craft and Technology	2	5.5	Craft and Technology	2	5.1	
TOTAL		20 hrs 40 mins	31	100	24 hrs	36	100	24 hrs	36	100	26 hrs	39	100
CO-CURRICULAR ACTIVITIES	<ol style="list-style-type: none"> 1. School sport 2. Cultural activities 3. Involvement of community 4. Activities promoting the ethos of the school 5. Educational tours 6. Other 												

AREA OF LEARNING	GRADES 5-7			AREA OF LEARNING	GRADES 8-10			
	SUBJECT	P	%T		SUBJECT	P	%T	
LINGUISTIC AND LITERARY	English	6	15.4	LINGUISTIC AND LITERARY	English	6	15	
	Another Language	6	15.4		Another language	6	15	
	Basic Information Science	1	2.6		Basic Information Science	1	2.5	
MATHEMATICAL	Mathematics	8	21	MATHEMATICAL	Mathematics	5	12.5	
NATURAL SCIENTIFIC	Natural Science and Health Education (Health Education and Environmental Awareness)	5	12.8	NATURAL SCIENTIFIC	Life Science Physical Science	4 4	10 10	
SOCIAL AND ECONOMIC	Social Studies (History; Civics; Geography; Economics) (Guidance in Grade 7)	5	12.8	SOCIAL AND ECONOMIC	Geography History	3 3	7.5 7.5	
AESTHETIC	Arts (Music; Dance; Drama; Art)	4	12.8	AESTHETIC	Arts-in-Culture	1	2.5	
SPIRITUAL AND ETHICAL	Religious Education Assembly	2	5	SPIRITUAL AND ETHICAL	Religious and Moral Education Life Skills	1 1	2.5 2.5	
PHYSICAL	Physical Education and Health Awareness	2	5	PHYSICAL	Physical Education	1	2.5	
TECHNOLOGICAL	OPTIONS: One of: 1. Craft + Technology 2. Home Ecology (Needlework, Clothing + Home Science) 3. Elementary Agriculture	3	7.7	TECHNOLOGICAL	Pre-Vocational Option 1 or Pre-Vocational Option 1	4 4	10 10	
TOTAL		26 hrs	39	100	TOTAL	26 hrs 40 mins	40	100
CO-CURRICULAR ACTIVITIES	<ol style="list-style-type: none"> 1. School sport 2. Cultural activities 3. Involvement of community 4. Activities promoting the ethos of the school 5. Educational tours 6. Other 							

P=PERIODS

%T = TIME

8.1 Comments on time allocation

8.1.1 Teaching time

Minimum teaching time for a 5 day school week, not including intervals, shall be as follows:

Grade 1:	20 hours 40 minutes
Grade 2-3:	24 hours
Grade 4-7:	26 hours
Grades 8-10:	26 hours 40 minutes

8.1.2 Flexible Timetabling

Different ways of organising teaching and learning will need flexible timetabling, using different lengths of period or blocks of time, as appropriate to the work to be done. Subjects involving a lot of practical work, e.g. science subjects, Agriculture, Craft and Technology, and pre-vocational subjects, are best organised in double periods. Project work in one subject, or cross-curricular work integrating several subjects, may need a block of periods for a day or more. At Lower Primary level, especially in Grade 1, learners may work best with blocks of time integrating subject areas, with shorter sequences when necessary.

The total time allocated per subject is to be adhered to. The number of 40 minute periods allocated per subject in 8.1 and in Appendix A are only examples of programmes with uniform length of period, in a 5 day timetable.

8.1.3 School Readiness

A School Readiness program will be implemented mainly in the first 10 weeks of Grade 1 in all schools. Learners who are school ready before the end of the 10-week period could begin on formal Grade 1 work, whereas others may need further preparation or reinforcement of school readiness during the year in the form of compensatory teaching.

8.1.4 Handwriting

Although Handwriting has a specific time allocation from Grades 1-2, teachers should assist learners in improving their handwriting in all subjects from Grade 1 through Grade 7. In Grade 3 specific time from the Home Language periods should be used for handwriting.

8.1.5 Basic Information Science

The ability to identify and evaluate sources of information, and to access and use information in different ways, is essential to developing the learner's ability to learn, and as preparation for information skills needed in life. Basic Information Science has a specific time allocation in Grades 4-7. In addition, all teachers should promote Basic Information Science and help learners utilise information resources in all subjects.

In Grades 8-10, Basic Information Science is taught across the curriculum, and one teacher in the school should have responsibility for training other teachers in use of the library, for supervising the learners' use of the library, and for co-ordinating the cross-curricular teaching of Basic Information Science. Time should be set aside on a rotation basis from main subjects for each class to be taught those topics in Basic Information Science which do not integrate into specific subjects.

8.1.6 Life Skills

Life Skills is worked into all subjects in the curriculum and is a separate subject in addition in Grades 8-10.

8.1.7 Environmental Awareness

Environmental Awareness is worked into Environmental Studies in Grades 1-3, as part of Natural Science and Health Education in Grades 4-7, and in natural science and social science subjects in Grades 8-10. It should also be incorporated into lessons in other subjects whenever appropriate.

8.1.8 Health Education

Health Education, including AIDS and Family Life Education, is included in specific subjects but should also be incorporated into lessons of other subjects whenever appropriate.

8.1.9 Population Education

Population Education is taught through major carrier subjects, including Social Studies, Natural Science and Health Education, History, Geography, Life Science, Life Skills, and Religious and Moral Education, but should also be incorporated into the lessons of other subjects where appropriate.

8.1.10 Assembly

Schools should make their own timetable arrangements for assembly.

9. LANGUAGE: MEDIUM OF INSTRUCTION AND SUBJECTS

9.1 Grades 1-3

All learning at the early stages is done best in the mother tongue, and this also provides the best foundation for later learning in another language medium.

Therefore, wherever possible, the medium of instruction should be the mother tongue/familiar local language. In schools with learners with different mother tongues, every effort must be made to give teaching in mother tongue medium. Where there are enough learners, classes with each their own mother tongue medium can be organised. Where it is not possible to offer teaching through the medium of the mother tongue or familiar local language, schools must apply to the Regional Director for permission to use English as a medium.

9.2 Grades 4-7

English will be the medium of instruction at least in the following subjects: English, Mathematics, Natural Science and Health Education, Social Studies, *Craft and Technology, Home Ecology and Elementary Agriculture*. Other subjects can be taught in English, or continue to be taught in the medium of instruction used in Grades 1-3.

9.3 Grades 8-10

English will be the medium of instruction in all subjects in the Junior Secondary phase.

9.4 Languages as subjects: Grades 1-10

It is the right of all learners to be taught their mother tongue/familiar local language as well as English. Learners should take both English and the mother tongue/familiar local language as subjects. In schools with learners with different mother tongues, and few learners in one or more language groups in each year, multi-grade teaching in the mother tongues should be organised. Where it is not possible to offer learners their mother tongue or familiar local language as a subject, schools must apply to the Regional Director for permission to offer a one-language curriculum for the classes concerned. In such a curriculum English will be the medium of instruction and only English will be offered as a language subject. (See Appendix A for time allocation of the one-language curriculum.)

10. LEARNER-CENTRED EDUCATION

Basic Education is based on the principles and practice of learner-centred education. This has implications for approaches to teaching and learning, for instructional materials, and for the way teaching is organised.

10.1 Approaches to Teaching and Learning

The emphasis in delivering the curriculum is on the quality and meaningfulness of learning. Therefore, the approach to teaching and learning should be learner-centred, which means that:

- * the starting point at each stage of a learning process is each learners' existing knowledge, skills, interests and understanding, derived from previous experience in and out of school;
- * the natural curiosity and eagerness of all young people to learn to investigate and make sense of a widening world must be catered for by a variety of challenging and meaningful tasks;
- * the learners' perspective must be appreciated and taken into consideration in the work of the school;
- * learners should be empowered to think and take responsibility not only for their own, but for each other's learning and development; and
- * they should be involved as partners in, rather than receivers of, education.

10.1.1 Children learn best when they are actively involved in the learning process, and the teaching methods used should be chosen to encourage the active involvement and participation of the learners. Teachers should structure lessons appropriately for each task. There should be variation in the organisation of the class according to which will be optimal for the task in hand: individual work, work in pairs, small groups, larger groups or the whole class. There should be variation between teacher directed, teacher facilitated, and learner directed work, depending on which is the most effective in relation to the learning objectives and content of the lesson.

A variety of techniques will be used, such as direct questioning, eliciting, explaining, demonstrating, challenging the learners' ideas, checking for understanding, helping and supporting, providing for active practice and problem solving, etc.

As learners take on increasing responsibility for their learning, they can participate in planning their work ahead for a topic or project, and evaluate the process

together with the teacher on its completion. When planning teaching that will take into account the needs of learners and provide for their participation, the following should be the point of departure.

10.2 The interests of the learner

Children respond best when they are interested in the things they are learning. It is the teacher's responsibility to find out what the learners are interested in, and to plan learning activities which cater for those interests and which are meaningful to the learner. The following factors should be borne in mind when planning teaching:

10.2.1 The level of maturity

Maturity is a product of many factors such as age, past experience, home life, and personality. It is a challenge to plan learning experiences that are at the right level in relation to the maturity of the learners. If the level is too high, learners may turn away in frustration. If the level is too low, learners will not feel a challenge to learn.

10.2.2 Previous experience of the learners

One of the concerns of the learner-centred curriculum is to take into account the experience of the learners. Experience is the sum of what children have heard, seen, felt and done. Even very young children have a rich store of experiences. Building on the learners' experiences is a sound way of ensuring interest and leading into new, significant and practical learning.

10.2.3 The nature of the content

The nature of what is to be taught will to some extent influence which methods are to be used. Some teaching techniques are applicable to many subjects, others are specific to a subject. Some The The nature of what is to be The *The nature of what is to be* taught will to some extent influence which methods are to be used. Some teaching techniques are applicable to many subjects, others are specific to a subject. Some learning experiences can be used to provide material for work in several subjects. Excursions to, and work in, the local natural environment and community are important, diversified, and free teaching resources which can stimulate investigativeness, enquiry and creativity. Displays and role plays produced by the learners to communicate ideas and information can be used as teaching resources to stimulate their creativity and participation.

10.3 The gender dimension

Gender equity is not just a question of equal opportunity in receiving a common curriculum, or equal opportunity of choice of optional subjects. It is also a question of being treated equally in the classroom, and seeing that men and women are treated equally in the school as a whole. Teachers must be aware of the

ways in which boys/girls often become favouritised in classroom interaction, and ensure that their teacher role is one which promotes gender equity. It should be ensured that representation on the Student Representative Council is gender balanced at all levels. Every effort should also be made to achieve gender balance on the school establishment of all staff levels, class teachers, subject teachers, promotion and managerial posts so that there is consistency between the goals, aims and content of the curriculum, the way it is organised and presented, and the social structure and culture of the school.

10.4 Positive discipline

Positive discipline is established in a class when there is a supportive atmosphere, when the work is experienced by the learner as challenging and meaningful, and when teaching and learning is organised efficiently so that no time is wasted. Proper learning can only begin to take place when the learners are free from hunger, illness, tiredness and fear. Corporal punishment does not promote positive discipline nor good learning conditions, and has also been declared by the Supreme Court to be against the Constitution. When teaching and learning is well organised and appropriate learner-centred methods are used, positive discipline will ensue.

10.5 Learning and instructional materials

- 10.5.1 Effective learning and teaching are closely linked to the use of materials (e.g. books, posters, charts, or reworked wire, egg cartons, etc.) and media (e.g. radio, newspaper, audio cassettes, films). The teacher must select and develop the most appropriate materials and media for the learners to enrich and reinforce learning and assist them in achieving the learning objectives.
- 10.5.2 The most effective materials are learner-friendly. They meet the learner's needs, are stimulating, and easy to use. They engage attention, actively involve the learner, and combine challenge and enjoyment. Such materials are carefully designed for specific learning objectives, to get a message across, to help learners to understand, and are easy for the teacher to use.
- 10.5.3 Once the teacher has clarified the learning objectives for a lesson or sequence of lessons, the most appropriate materials must be decided upon. A chart, a book, a poster, a film, or an audio cassette utilised in a well-planned lesson can all be considered as vehicles to deliver a specific message, to get the learners to reflect over things, and promote understanding. It is very important to clarify exactly what it is that the learners are to understand. It could be information (such as the names of rivers in Namibia), a concept (like the importance of water for human, animal and plant life), or a skill (like irrigating a garden plot). It could be attitudes such as being honest, hardworking and loyal.
- 10.5.4 It may be necessary and preferable in some cases, for teachers to improvise teaching and learning materials 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. Materials can often be prepared together with the learners, following discussion of the learners' experiences, stories or ideas. Reading materials can be developed from the learners' own creative writing. Some materials will be prepared by specialists, and some will come in the form of textbooks.

10.6 Organisation of teaching

Teaching must be organised in such a way as to promote learner-centred education. Ensuring continuity in teacher-learner relationships, utilising the learner's potential whatever the type of class, promoting equity and democracy, and strengthening connections between subjects through cross-curricular teaching are all organisational issues.

10.6.1 Lower Primary Grades 1-4

Class teaching (Home room teaching) must be practised in Grades 1-3. Grade 4 is a transitional year, where concepts and skills learnt in Grades 1-3 will be consolidated before new content is introduced. Where the school has teachers able to teach Grades 1-4 (BETD or equivalent competency), Grade 4 will also be class teaching.

If the school does not have teachers able to teach up to and including Grade 4, the class teacher can teach some subjects, and one or two subject teachers who will continue with the same class in Grade 5 can act as subject teachers in Grade 4.

10.6.2 Grades 5-10

Every class must have a register teacher who teaches at least one main subject. The register teacher and other subject teachers should be organised as a teaching team, teaching the same subjects to the class each year, and following the class through the Upper Primary or Junior Secondary Phase respectively. Establishing continuity in teaching teams for each class will benefit the learners through improved planning and co-ordination between teachers, and closer monitoring of the learner's progress.

10.6.3 Mixed-ability classes

The curriculum for Basic Education is a common curriculum for all. It is to the benefit of all learners that classes are organised as mixed-ability classes without any streaming according to ability. The only exception will be for learners in mainstream classes who need compensatory teaching when taught in small groups for certain periods.

10.6.4 Optional subjects

Learners will take one of the technological options in Grades 3-7, and two pre-vocational options in Grades 8-10. However, schools may offer more than the minimum number of subjects, depending on what is relevant for the local context, and on the availability and sustainability of resources in relation to the level of demand.

Schools must promote gender equity in learners' choice of options. Boys and girls are to have equal opportunities, and may need guidance to choose subjects across sex stereotypes. Schools can introduce a policy of quotas of boys and girls on each option proportional to the year cohort. Schools can also timetable combinations of subjects together in such a way that sex stereotype choices are minimised.

10.6.5 Overlarge classes

In overlarge classes, teaching and learning can be made more effective through more extensive use of peer-group teaching, where learners are divided into permanent mixed-ability basis groups (home groups/family groups) of e.g. 6-8 per group. After teacher presentation of a new topic, learners follow up in their basis groups, with the teacher being free to support and facilitate, and to assist those learners who are in need of remedial or compensatory teaching. Double periods facilitate the extra time needed for the reorganisation of the class between whole class, group, pair and individual work, once the learners are old enough for longer concentration spans.

10.6.6 Multigrade teaching

In small schools, multigrade teaching will be the norm. Wherever possible, no more than three year grades from the same phase ought to be in the same class. Special attention must be given to learners in Grade 1. Multigrade teaching often involves planning topics to be taught simultaneously at the different levels. In these situations, it is possible to organise group work around the same theme or topic.

10.6.7 Cross-curricular teaching

Formal education structures knowledge into areas of learning and subjects. This does not always reflect the way in which problems and issues present themselves in reality. It is therefore important Formal education structures Formal education structures knowledge into areas of learning and subjects. This does not always reflect the way in which problems and issues present themselves in reality. It is

therefore important that learners experience thematic approaches to learning, as well as subject-defined approaches.

In the Lower Primary phase the content matter used for language and literacy learning corresponds largely to themes from Environmental studies: oneself, the family, health, everyday life. It is important to synchronise development in vocabulary and concepts in language and reading with vocabulary items in other subject areas so that children have a meaningful context in Mathematics, Natural Science, Social Studies, etc.

The main cross-curricular themes which are integrated throughout the curriculum in all phases are Population Education, Health Education and Environmental Awareness. ***(The main cross-curricular themes which are integrated throughout the curriculum in all phases are Population Education, Health Education and Environmental Awareness.)*** These are anchored in the syllabuses of various carrier subjects, where the theme corresponds to the subject content. In order for learners to experience the inter-relatedness of different subject disciplines in understanding such issues, aspects of a topic from different subjects should be co-ordinated in lesson plans, so that the same topic is treated at the same time in different subjects. This will also facilitate opening up the timetable for a block of time to do cross-curricular project work.

All teachers share responsibility for ensuring that Guidance, Life Skills and Basic Information Science are not left to separate lessons, but are dealt with explicitly in different subjects.

10.6.8 School democracy

Learner-centred education belongs in a democratic society. There must be consistency between the approaches to teaching and learning and the social life of the school through the promotion of democratic participation at all levels. Learners must be encouraged to be active in the SRC and other formal structures, and must be supported in taking increasing responsibility for running their own affairs. It is important for learners to understand that democracy involves responsible attitudes and behaviour, and accountability to those who are in charge of the school.

11. ASSESSMENT

11.1 Purpose of assessment

In learner-centred education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process. The main purpose of assessment is to get as reliable a picture as possible of the progress of the learner in terms of achieving the Basic Competencies of the syllabus and Life Skills.

11.1.1 Information to the learner

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

11.1.2 Information to the parents

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

11.1.3 Evaluating the teaching/learning process

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

11.1.4 Formative assessment

Assessment of this type is formative because the observations made and information collected are used both to guide the learner and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it motivates them to extend their knowledge and skills, and establish sound values;
- it promotes healthy habits of study;

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

11.1.5 Summative assessment

At the end of a school year, the progress and achievements of the learner throughout the year are summed up. This is called summative assessment. Where there is an end-of-year test or examination, the summative assessment will consist both of the continuous assessment and the final assessment. On the basis of this, decisions have to be made as to whether or not a learner is able to go on to the next year, or would not benefit from that and has to be held back.

11.1.6 Continuous assessment

Continuous assessment should be planned and programmed at the beginning of the year, and be kept as simple as possible. Marks given for class activities, assignments, homework, or short tests on completion of a topic can be recorded for continuous assessment. In order not to take up too much teaching time with assessment, not less than 5 (1 for the first term, and 2 each in terms two and three) and not more than 9 (three per term) assessments should be done.

11.2 Methods of assessment

11.2.1 Informal methods

The teacher must assess how well each learner masters 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 in their participation in general.

11.2.2 Formal methods

When it is necessary to structure assessment more formally, 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 lot of time. Tests in any subject should be limited to part of, or one, lesson.

11.2.3 Recording grades

The grades obtained by learners through continuous assessment must be systematically recorded throughout the year, and used to inform the learner and parents on progress and achievements, and to guide compensatory teaching when needed.

11.3. Lower Primary Phase, Grades 1-4

In the Lower Primary phase, assessment will consist of informal continuous assessment while learners are carrying on with normal classroom activities, and should be as practical as possible. In Grades 1-3, the oral medium should mainly be used. Learners' drawings can also be used to assess e.g. if a learner has a concept of number. Assessment by reading and writing must only be done once learners have the necessary reading and writing skills.

11.4 Upper Primary Phase, Grades 5-7

11.4.1 Grades 5-6

In Grades 5-6, assessment will consist of both informal continuous assessment as in the Lower Primary phase, and formal continuous assessment. Internal tests are allowed as part of formal continuous assessment. No external examinations will be written in Grades 5-6. Continuous assessment will count 50% towards the final year grade and an internal end-of-year examination will count 50%.

11.4.2 Grade 7

There will be a summative assessment at the end of Grade 7, relating to the objectives and Basic Competencies of the syllabus and using a variety of types of question to test a broad range of skills. Continuous assessment will count 50%, the final examination 50%.

11.5 Junior Secondary Phase, Grades 8-10

In the Junior Secondary phase, assessment will also consist of informal and formal continuous assessment. In addition there will be internal end-of-year examinations in each examination subject in Grades 8 and 9. These should not take up more than two weeks at the end of the year. There will be an external examination in all examination subjects at the end of Grade 10.

In the Junior Secondary phase, continuous assessment, including tests, may count no less than 33% and no more than 50% towards the final year grade. The same applies to weighting of CASS and the external examination at Grade 10. The subject syllabus will specify the weighting of CASS and examination for each subject.

11.6 Grading

The learner's level of achievement in relation to the Basic Competencies in the subject syllabuses will be shown in letter grades A-E where A is the highest and E the lowest grade. The relation between the grades awarded and the Basic Competencies is shown below.

Grade A - Achieved Basic Competencies exceptionally well. The learner is outstanding in the class in all main areas of competency.

Grade B - Achieved Basic Competencies very well. The learner is above average in the class, and is more proficient than average in several areas, e.g. showing quicker mastery of some competencies, or being able to apply competencies to unknown situations or contexts, or showing new insight.

Grade C - Achieved Basic Competencies. The learner has mastered the competencies satisfactorily in known situations and contexts. The large majority of learners should reach this level.

Grade D - Partly achieved Basic Competencies. The learner may not have achieved all the competencies, or may sometimes need help, but has sufficient competency to go on to the next grade.

Grade E - Not achieved the majority of Basic Competencies. The learner has not been able to reach a minimum level of competency for the year grade, even with extensive help from the teacher and is in need of compensatory teaching.

11.6.1 Criterion-reference

When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the Basic Competencies. Letter grades may be awarded directly or indirectly. When a letter grade is awarded directly, the teacher assesses the level of achievement of the competencies and awards the appropriate letter grade. Letter grades are awarded indirectly when a percentage mark is used and then converted to the letter grade. Percentage marks must be related to criteria for assessing learner achievement in the same way as when awarding letter grades directly.

11.6.2 Allocation of percentage marks to letter grades

The following table should be used to convert percentage marks to a letter grade:

A:	Achieved Basic Competencies exceptionally well	- 80%
B:	Achieved Basic Competencies very well	- 66-79%
C:	Achieved Basic Competencies	- 40-65%
D:	Partly achieved Basic Competencies	- 30-39%
E:	Not achieved the majority of Basic Competencies	- 0-29%

11.6.3 Conversion of letter grades to points for averaging out for an end-of-year grade.

A	- 5
B	- 4
C	- 3
D	- 2
E	- 1

12. PROMOTION

Learner-centred education rejects the view that a human being is an empty vessel which must be filled up with specified amounts of knowledge before going on to another stage. It presupposes that all children can learn and develop given the right circumstances, but this may vary from person to person.

Therefore, all learners will progress through 10 years Basic Education in as near to normal time as possible. Some learners will achieve very highly, most will achieve adequately, and some will go through Basic Education with limited achievements.

- 12.1** Learners benefit most by remaining with their own age-group. The all-round social and personal development of gifted learners in normal schools may be impaired if they are promoted above their age group on the basis of academic or other excellence alone. Similarly, slow learners 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 being kept back.

Experience shows that overage learners do progressively worse the longer they are kept in the same grade. No learner should normally be more than two years above the appropriate age for a year grade.

- 12.2** The Basic Competencies specified in the subject syllabuses are intended to help the teacher identify the normal progress and all-round development of the learners at each stage. Most learners will achieve the Basic Competencies, some very well or exceptionally well, and will progress through the system. Learners who partly achieve the Basic Competencies will also be able to progress on to the next year with compensatory teaching.

12.3 **Promotion at Primary level**

Nearly all learners will progress through Grades 1-7 without repetition. Only in cases where the class teacher/teaching team in consultation with the principal and parents are absolutely convinced that a learner would definitely not benefit from progressing to the next grade, should a learner be held back and receive compensatory teaching towards promotion the next year. No learner should repeat more than once in the Lower Primary phase, and more than once in the Upper Primary phase.

12.4 **Promotion from Upper Primary to Junior Secondary**

Entry to Junior Secondary education will depend on the learner's performance in the summative assessment at the end of Primary Education.

12.5 Promotion in the Junior Secondary Phase, Grades 8-9 and Grades 9-10

To be promoted from Grade 8 to Grade 9, or Grade 9 to Grade 10, learners should normally achieve D grades in all subjects. A learner who achieves an E in one of the examination subjects other than English, another language or Mathematics, and Es in non-examination subjects, may be considered a borderline case. In these cases, achievements in the other subjects, and the learner's performance over the three terms must be taken into account. If the performance shows improvement over the three terms, or if the learner has achieved the Basic Competencies in four examination subjects, the learner should be promoted. No learner should repeat more than once in Grade 8-9 together. The teaching team should all participate in the decision about promotion or non-promotion. As far as possible, compensatory teaching should be made available to repeaters as well as to others who need it.

Grade 10 can only be repeated through non-formal education, unless a learner is under the age of 16 or if there are exceptional reasons, such as illness, with the permission of the Regional Director.

13. LEARNERS WITH SPECIAL LEARNING NEEDS

- 13.1** Compensatory teaching is the teaching given by the class or subject teacher to learners who seriously under-achieve or are low-achieving, in order to improve their levels of achievement. Compensatory teaching can be given by the class or subject teacher, and the teacher can also tap other human resources to provide compensatory teaching. These could include the learner's peers, older learners, community volunteers, educated/literate parents, retired teachers, etc. Home or in-school tutoring done by any of these resource people should be carefully guided and monitored by the teacher. Learners with more serious learning problems or disabilities will require the teacher's direct intervention and support, and should not be delegated to another tutor.
- 13.2** Compensatory teaching is directed towards those learning areas where the learner is not making satisfactory progress. It may consist of specially adapted learning materials, or specially adapted teaching methods.
- 13.3** Compensatory teaching should be organised within the classroom, teaching one or a few learners while the rest of the class is engaged in other tasks or activities, or it can be organised in groups of learners from different classes.
- 13.4** The needs of all learners should be catered for, and any problems identified as they arise, so that appropriate support may be built in to school work.
- 13.5** Learners who cannot benefit from compensatory education will be considered for special education.
- 13.6** Gifted learners should receive more challenging tasks, additional materials and enrichment learning, and their abilities be utilised as a resource within the class, in order to reach their optimum achievement level.

14. APPENDIX A

Time allocation for a one-language curriculum

AREA OF LEARNING	GRADE 1			GRADE 2			GRADE 3			GRADE 4			
	SUBJECT	P	%T	SUBJECT	P	%T	SUBJECT	P	%T	SUBJECT	P	%T	
LINGUISTIC AND LITERACY	S C H O O L R E A D I N G S E D U C A T I O N	English	5	16.2	English	7	19.4	English	8	22.1	English	8	20.6
		Literacy	3	9.7	Literacy	3	8.4	Handwriting	2	5.5	Basic Information Science	1	2.6
		Handwriting	3	9.7	Handwriting	3	8.4						
MATHEMATICAL		Mathematics	8	25.8	Mathematics	9	25	Mathematics	9	25	Mathematics	9	23.4
NATURAL SCIENTIFIC SOCIAL AND ECONOMIC		Environmental Studies (Natural Science: Health Nutrition: Environmental Awareness: Civics: History; Geography)			Environmental Studies (Natural Science: Health Nutrition: Environmental Awareness: Civics: History; Geography; Economics)			Environmental Studies (Natural Science: Health Nutrition: Environmental Awareness: Civics: History; Geography; Economics)			Environmental Studies (Natural Science: Health Nutrition: Environmental Awareness: Civics: History; Geography; Economics)		
AESTHETIC		Arts (Music: Dance; Drama; Art)	4	12.9	Arts (Music: Dance; Drama; Art)	4	11.1	Arts (Music: Dance; Drama; Art)	4	11.1	Arts (Music: Dance; Drama; Art)	4	10.3
SPIRITUAL AND ETHICAL		Religious Education Assembly	2	6.4	Religious Education Assembly	2	5.5	Religious Education Assembly	2	5.5	Religious Education Assembly	2	5.1
PHYSICAL		Physical Education and Health Awareness	2	6.4	Physical Education and Health Awareness	2	5.5	Physical Education and Health Awareness	2	5.5	Physical Education and Health Awareness	2	5.1
TECHNOLOGICAL							Craft and Technology	3	8.4	Craft and Technology	3	7.7	
		20 hrs 40 mins	31	100	24 hrs	36	100	24 hrs	36	100	26 hrs	39	100
CO-CURRICULAR ACTIVITIES	<ol style="list-style-type: none"> 1. School sport 2. Cultural activities 3. Involvement of community 												

AREA OF LEARNING	GRADES 5-6			GRADE 7			GRADES 8 - 10					
	SUBJECT	P	%T	SUBJECT	P	%T	SUBJECT	P	%T			
LINGUISTIC AND LITERACY	English	8	20.6	English	7	18	English	6	15			
	Basic Information Science	1	2.6	Basic Information Science	1	2.6	Basic Information Science	1	2.5			
MATHEMATICAL	Mathematics	9	23	Mathematics	9	23	Mathematics	5	12.5			
NATURAL SCIENTIFIC	Natural Science and Health Education (Health Education and Environmental Awareness)	5	12.8	Natural Science and Health Education (Health Education and Environmental Awareness)	5	12.8	Life Science Physical Science	4 4	10 10			
SOCIAL AND ECONOMIC	Social Studies (History; Civics; Geography; Economics)	5	12.8	Social Studies (History; Civics; Geography; Economics)	5	12.8	Geography History	3 3	7.5 7.5			
AESTHETIC	Arts (Music; Dance; Drama; Art)	4	10.3	Arts (Music; Dance; Drama; Art)	4	10.3	Arts-in-Culture	1	2.5			
SPIRITUAL AND ETHICAL	Religious Education Assembly	2	5.1	Religious Education Assembly	2	5.1	Religious and Moral Education Life Skills	2 1	5 2.5			
PHYSICAL	Physical Education and Health Awareness	2	5.1	Physical Education and Health Awareness	2	5.1	Physical Education	2	5			
TECHNOLOGICAL	OPTIONS: One of: 4. Craft + Technology 5. Home Ecology (Needlework, Clothing + Home Science 6. Elementary Agriculture	3	7.7	OPTIONS: One of: 7. Craft + Technology 8. Home Ecology (Needlework, Clothing + Home Science 9. Elementary Agriculture	3	7.7	Pre-Vocational Option 1 Pre-Vocational Option 1	4 4	10 10			
TOTAL	26 hrs	39	100	26 hrs	39	100	26 hrs 40 mins	40	100			
CO-CURRICULAR ACTIVITIES	<ol style="list-style-type: none"> 7. School sport 8. Cultural activities 9. Involvement of community 10. Activities promoting the ethos of the school 11. Educational tours 12. Other 											

P=PERIODS

%T = TIME

A MAP OF THE CURRICULUM

