



Republic of Namibia

**MINISTRY OF EDUCATION**

# **THE NATIONAL CURRICULUM FOR BASIC EDUCATION**



2010

Illustration done by Theresa Maasdorp, a Grade 12 learner at  
J G van der Wath Secondary School, Okahandja  
Title: Namibia Vision 2030

**Explanation by Ms Maasdorp:**

There is a cloud of smoke, in it is the Namibian flag and at the end there is an eye. This represents the Namibian cloud of vision – a vision through an eye.

The diagrammes within the rays (anti-clockwise from the bottom):

1. The hearts hugging represent a caring society. You will notice the hearts are different colours, representing different nations.
2. The rubbish tin contains the burning of HIV and Aids. Total eradication or limiting the number of persons infected. It represents a healthy society.
3. The bird represents freedom, the twig that grew into the word 'Freedom' also represents the fact that freedom does not come in 30 seconds. It comes with the years, as Namibia grows. It represents a democratic society.
4. The conveyer belt and the boxes represent a productive nation that exports and not just imports. We produce most of our own products.
5. There are two trees and two log bundles. These represent an environmentally friendly society, where the amount of raw materials used equals the amount produced. The number of trees planted equals the number of logs cut for timber.
6. The computers and books represent an information society. We have access to internet and information - we have books to read and to be educated.
7. The graduating girl and boy represent individual development.

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## Foreword

Rapid changes such as technology advances, globalisation, HIV and AIDS, and environmental degradation make it necessary to re-evaluate the guidelines governing the purpose and content of education.

The National Curriculum for Basic Education, effective as from 2010, and which replaces the *Pilot Curriculum Guide for Formal Basic Education* (1996) as well as the *Pilot Curriculum Guide for Formal Senior Secondary Education* (1998), ensures continuity of the foundation principles of the Namibian education system as described in *Toward Education for All: A Development Brief* (1993). The goal, aims, competencies, core skills and key learning areas have been identified in relation to Namibia Vision 2030 and are presented as a curriculum for the future.

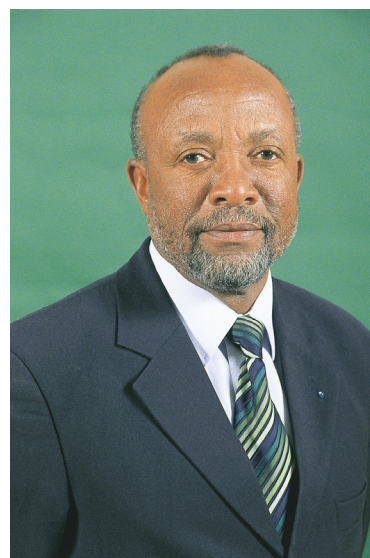
The framework serves as the official curriculum policy for Formal Basic Education in Namibia. It guides schools on how to organise the teaching-learning process and provides a coherent framework to ensure that there is consistency in the delivery of the curriculum in schools throughout the country.

Selecting what children should learn has always been complex. A fast-developing world makes it essential that the curriculum framework has to adapt to change. The knowledge, skills, values and attitudes which learners can acquire are infinite. The developers have made a careful selection of the timeless and the new, in order to find a delicate balance to ensure that our curriculum remains relevant. In this manner we strive unceasingly, as we always have, towards equipping the younger generation to deal with both the present and the future.


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


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

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



**Nangolo Mbumba, MP**  
**Minister of Education**

  
Nangolo Mbumba, MP  
Minister

The seal of the Ministry of Education is circular, featuring a central emblem with a bird and a shield, surrounded by the text "MINISTER" at the top and "Ministry of Education" at the bottom.

PLEASE NOTE:

This curriculum is effective from 2010, and replaces the following curriculum policies and directives:

The Pilot Curriculum Guide for Formal Basic Education (1996)

The Pilot Curriculum Guide for Formal Senior Secondary Education (1998)

NIED circulars:

- *1/2005: Information on the Implementation of the Localised Namibia Senior Secondary Certificate (NSSC) Curriculum in January 2006*
- *1/2006: Information on the Implementation of the Revised Upper Primary and Junior Secondary Syllabuses in January 2007*

NIED letters dated 13 November 2006 and 6 August 2007:

- *Implementation Issues on the Revised Grades 5 – 10 Syllabuses*
- *Information on the Dissemination of the Revised Grades 5 - 10 Syllabuses.*

Directives issued by the Directorate Programme and Quality Assurance (PQA) with regard to Fields of Study, time allocation, requirements for promotion and internal examinations up to December 2009.

*The National Curriculum for Basic Education will be supplemented by The Curriculum for Special Education.*

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## 1. INTRODUCTION

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

### 1.1 BACKGROUND

The National Curriculum for Basic Education builds on the experience and achievements of the first cycle of Namibian curricula and syllabuses that were introduced in the 1990s. These were the curricula for Basic Education (then Grades 1-10), Senior Secondary education, and Special Needs education. It continues the foundation laid in *The Constitution of The Republic of Namibia (1990)*, *Towards Education for All: A Development Brief (1993)*, and draws mainly upon the *Report of the Presidential Commission on Education, Culture and Training (1999)*, *The Education Act (2001)*, *The Language Policy for Schools in Namibia (1996)*, *The Language Policy for Schools in Namibia Discussion Document 2003*, *ICT Policy for Education (2005)*, *Learner-Centred Education in the Namibian Context: A Conceptual Framework (2003)*, *the Special Education Policy (2005)*, *Namibia Human Capital and Knowledge Development for Economic Growth with Equity (2005)*, as well as curriculum and syllabus reviews and revisions by NIED since 2002, and other research, monitoring and evaluation reports. It responds to recent changes in Namibian society and to emerging challenges such as globalisation and HIV and AIDS. It is directed towards helping achieve the national development goals set out in the *National Development Programmes 2 and 3*, the *Education and Training Sector Improvement Programme (2007)*, and the long-term perspective of *Namibia Vision 2030 (2005)*.<sup>1</sup>

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

The curriculum is the official policy for teaching, learning, and assessment and gives direction to planning, organising and implementing teaching and learning. It is the responsibility of all schools<sup>2</sup> and educational institutions catering for part-time learners to ensure that they satisfy the requirements of this curriculum, and those specified in the syllabuses and other curriculum documents for each phase and subject in Basic Education.

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

The curriculum is a framework for devising syllabuses, learning materials and textbooks to be used in the various subjects and areas of learning, from which teachers' schemes of work and lesson plans can be developed, so that the goal and aims will be put into practice in a consistent manner.

### 1.3 NAMIBIA VISION 2030

The curriculum has been developed to give direction to Basic Education towards the realisation of Namibia Vision 2030. It ensures continuity of the foundation principles of the Namibian education system described in *Toward Education for All: A Development Brief*, in 1993. The goal, aims, competencies, core skills and key learning areas have been identified in relation to Namibia Vision 2030 as a curriculum for the future.

<sup>1</sup> See Annexe 8 for bibliographical details.

<sup>2</sup> Schools also include educational institutions catering for part-time learners.

Namibia Vision 2030 describes the society that Namibia strives to become and the way forward to achieve it. The vision statement is:

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

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

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

#### 1.4 THE CONSTITUTION AND THE EDUCATION ACT

The curriculum is based on the Constitution of the Republic of Namibia and the Education Act. The constitution states that education is a right for all persons, and it is the responsibility of the government to provide education. The Education Act defines Basic Education as Grades 1-12, and as part of the provision demanded by the Constitution, this curriculum sets out the principles and intended learning for Basic Education.<sup>3</sup>

The Constitution states that formal Basic Education is free and compulsory as from the beginning of the school year when the child reaches the age of 7 until the last school day of the year when the child reaches the age of 16, or when they complete primary education, if before then. Under the Education Act (Act no. 16 of 2001), free basic education is extended to Grade 12, but is not compulsory beyond the limits set in the Constitution. The regulations of the Education Act state that learners who turn 6 before or on 31st December should be admitted to school the following year. In cases of overage enrolment, permission must be obtained from the Regional Director of Education if a learner is aged 10 or more before 31st January in the year when they are to start.

Free education in the context of Basic Education means that no fees are charged for attendance, tuition, or textbooks. In Grades 10 and 12 a registration fee for the examination is required. Parents are expected to provide materials for the learner such as pens, pencils and notebooks, and to contribute to the school development fund.

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

In October 2006, the Cabinet took the decision that the responsibility for Pre-Primary Education would be transferred from the Ministry of Gender Equality and Child Welfare to the Ministry of Education. Consequently, the Early Childhood phase for 0-4 year-olds will remain with MGEWCW, while a Pre-Primary school year for 5/6 year-olds becomes part of Basic Education.

Good Early Childhood Development and Pre-Primary programmes provide a stimulating environment for the all-round development of the child which lays a foundation for formal schooling. Universal Pre-Primary education enhances equity on entry to primary education, especially for children with learning disadvantages. Pre-Primary education is not yet a pre-requisite for entry to Basic Education, but will be extended as rapidly as possible throughout the country.

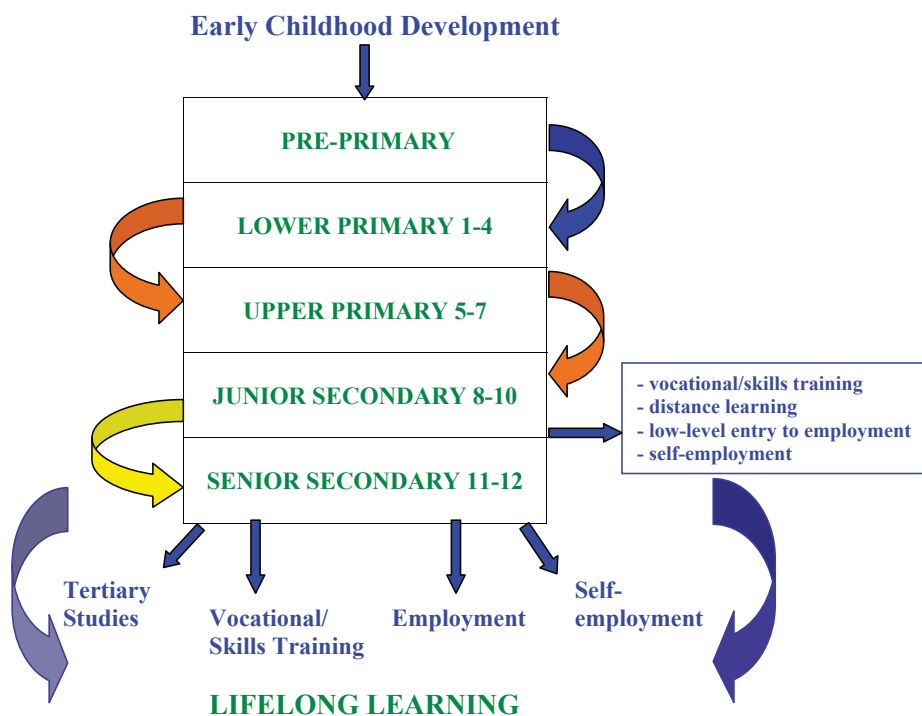
<sup>3</sup> Private or home school providers, who want to adapt or supplement this curriculum in any way or use an alternative curriculum, must apply to the Minister first for approval to do so.



Children who have had attended Early Childhood Development programmes and/or Pre-Primary education with appropriate pedagogy make better progress in formal education, and achieve better than those who have not. An appropriate pedagogy is learner-centred through free and structured play-learning.

## 1.6 THE STRUCTURE AND SUBSTANCE OF BASIC EDUCATION

Basic Education is sub-divided into five phases: Pre-Primary, Lower Primary Grades 1-4, Upper Primary Grades 5-7, Junior Secondary Grades 8-10, and Senior Secondary Grades 11-12. Formal Basic Education is for all from Pre-Primary to Grade 10, after which there are various opportunities: entry into formal Senior Secondary education, vocational education and training, direct entry to employment, or distance learning.



**Figure 1: The Structure of Basic Education**

The Pre-Primary and Lower Primary phases lay the foundation for all further learning. In the Pre-Primary phase, learners develop communication, motor and social skills, and concept formation, ready to start formal education. In the Lower Primary phase the learners learn to read and write in two languages; they learn basic mathematics; they learn about the community and nature around them and how to look after their health; and they develop their creative and expressive abilities. Teaching and learning are through the medium of the Mother Tongue or predominant local language, with a transition to English medium in Grade four. They are also exposed to computer technology where they gain a first appreciation of information and communication technologies as a tool for learning, recognition of their functions and uses in their lives, and basic understanding of how a computer works and how to use it in learning processes.

In the Upper Primary phase, learners build on this foundation, develop irreversible literacy and numeracy, and develop learning skills and basic knowledge in Natural Sciences, Social Sciences, Technology, Arts, and Physical Education. Teaching is through the medium of English, and the Mother Tongue/predominant local language continues as a subject through to the end of formal Basic Education. Technology skills at this level require a fundamental understanding of software applications and basic navigation skills through the Windows environment.

The Junior Secondary phase continues with the same learning areas as Upper Primary, consolidates achievements to date and extends them to a level where the learners are prepared for young adulthood and training, employment, or continued formal education. At this level, learners

choose two pre-vocational subjects. Those who meet the entry requirements may continue in formal Senior Secondary education, which provides some specialisation and depth in one area. Those who do not meet the requirements have the option to continue their education through distance education, which will enable them to re-enter formal education.

As from 2012, all learners will continue to take English and Mathematics, choose a field of study consisting of three mutually supportive subjects, and take supplementary subjects, for the Grade 12 examination. Information and Communication Technologies (ICTs) skills at this stage comprise the confident use of applications and basic care of a computer. In addition, Life Skills prepares them to meet challenges they will face as young adults and in making career choices. At the end of Grade 12, learners should be well prepared for further study or training, or to enter employment.

Throughout Basic Education, HIV and AIDS education, Health and Wellness education, Human Rights and Democracy, Information and Communication Technologies (ICTs) and Environmental learning are integrated across the curriculum. Each of these issues deals with particular risks and challenges in our Namibian society.

**The main risks and challenges have been identified as:**

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

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

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

Preparation for a knowledge-based society requires a learner-centred approach to teaching and learning. This means that the point of departure is always what the learners already know and can do, then acquiring new knowledge through ways of working which are relevant and meaningful for them, and learning how to apply their knowledge creatively and innovatively. Knowledge is not learnt for its own sake, but must always lead to new understanding and new skills and the creation of new knowledge. At each step of the way, learners must show how competent they are in what they understand and can do.

*Competence is knowledge with understanding, and skills, and the will to use them appropriately*

An integral part of this approach is the integration of ICTs as a tool to enhance teaching and learning. The curriculum and syllabuses describe the competencies which they should attain, so that teachers know exactly what to assess in order to be sure that the learners are progressing and achieving. Teaching emphasises the varied processes and learning experiences needed for the creation of knowledge, rather than relying predominantly on the transmission of knowledge by the teacher.

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

Learners' progress and achievements will be continually assessed. Learner achievement in selected subject areas will be monitored nationally in Grades 5 and 8 using nationally standardised assessments, and there will be national examinations at the end of Grades 10 and 12. The results of assessment and examinations in these grades provide information on how learners achieve at the end of the phase and also how the system as a whole is performing.

**1.8 PRECONDITIONS FOR SUCCESSFUL CURRICULUM DELIVERY**

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

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

- every learner has attended a pre-primary school year
- every learner has all the textbooks and materials appropriate to their ability and needs
- learners whose Mother Tongue is not English learn through the medium of their Mother Tongue or predominant local language first, before the transition to English medium
- the school and classroom is a conducive and well-managed physical, material and social learning environment
- the learner:teacher ratio is at a manageable level<sup>4</sup>
- every school is an ICT Level 2 school<sup>5</sup> in accordance with the ICTs in Education policy
- teachers are appropriately and fully qualified to teach the phases and subjects which they are entrusted with, and they are well-informed, committed and competent
- teachers are equipped with all the necessary teaching aids, technology and other relevant materials to support effective learning and have the skills to develop and adapt materials themselves to suit multi-ability groups of learners
- teachers teach effectively so that learners progress evenly through each phase, and only a very few need to repeat to achieve the basic competencies. Such learners need to receive learning support
- teachers apply the mechanisms in place to ensure early identification of learning difficulties so that these may be addressed
- teachers adhere to the code of conduct
- teachers' 40-hour working week is clearly set out and fully utilised between 26 hours classroom contact time, and 14 hours distributed between preparation and marking, co-curricular activities, contact with parents/guardians, administrative work and continuous professional development
- systematic assessment gives a clear picture of each learner's progress and achievements, and areas that need strengthening. It should be used to improve teaching and learning strategies
- the school principal is an effective instructional leader
- the school board is active and supports the whole curriculum and co-curricular activities
- the home and community actively support the holistic development of the learner

If these preconditions are fulfilled, the curriculum will be fully efficient and effective within the system.

<sup>4</sup> According to the existing staffing norms.

<sup>5</sup> An ICT Level 2 school contains one room with ICTs, audiovisual and broadcast facilities and internet connectivity; all teachers have the Foundation Level ICT certification and at least two staff members with Advanced Level ICT literacy Certification or a higher ICT qualification. The learners should have access to ICT literacy at least one class period per month and over 20% of communication to the Ministry of Education is done through e-mail.

It is possible to have a good curriculum and Basic Education system, but their wider impact is dependent on other factors. The wider set of preconditions depends both on the education system as a whole and other sectors and policies, if learners are to be able to use their knowledge and skills in employment and/or further study. Four pillars for a knowledge-based economy have been identified. These are:

- *conducive economic incentives and institutional set-up*. These must encourage knowledge creation and the efficient and effective use of knowledge for development. A qualifications framework and credit system needs to be in place for this to be effective
- *a knowledge and innovation system* with a national vision and strategy for knowledge and research in development, through public and private investment and entrepreneurship. A culture of learning needs to be developed, which promotes creativity and knowledge production
- *education and human resources developed* by wide and inclusive access to high quality education and training. This means that different learning opportunities in formal and non-formal education need to be well coordinated
- *dynamic ICTs infrastructure* that can facilitate effective communication, as well as easy access to, and processing and dissemination of, information and knowledge.

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

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

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

### 2.1 THE GOAL OF BASIC EDUCATION

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

The goal of Basic Education is to empower learners for the development of Namibia for the future as a knowledge-based society. The characteristics of a knowledge-based society are the effective and wise use of existing knowledge and the creation of new knowledge; sharing and using knowledge effectively through a dynamic information infrastructure; using high-level technology and research to create innovations and sustainable development for people and the environment; flourishing entrepreneurship in a growing production-based economy; and equity.

A knowledge-based society takes its place in a context of globalisation, where it is important not only to have knowledge and skills, but also a strong identity and values as an individual, a culture and a nation. The concept of knowledge thus embraces indigenous knowledge and local and national culture as well as international and global culture. Only with a strong cultural and individual identity and positive values is it possible to influence globalisation and not be overwhelmed by it. In the Namibian context, this includes the strong collaborative culture which is characteristic of African society.

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

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

The society of Namibia for the future is envisaged in *Namibia Vision 2030*, and the main features of that society and their implications for Basic Education are paraphrased in italics below from *Namibia Vision 2030*. This is what learners must be empowered to bring into being, and therefore what informs the aims of the curriculum.

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

#### 2.2.1 A caring society

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

The aims of the curriculum in relation to developing a caring society are to foster the highest moral and ethical values of reliability, co-operation, democracy, tolerance, mutual understanding, and service to others; to develop the learner's social responsibility towards other individuals, family life, the community and the nation as a whole; to develop and enhance respect for, and understanding and tolerance of, other peoples, religions, beliefs, cultures and ways of life; and to promote equality of opportunity for males and females, enabling both genders to participate equally and fully in all spheres of society and all fields of employment.

**2.2.2 A healthy society**

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

The aims of the curriculum in relation to developing a healthy society are to develop attitudes, practices, knowledge and activities which promote physical and mental health; to support and stimulate learners through childhood and youth; to promote the optimal development of the individual learner's potential, including those with special learning needs; and to foster the highest moral, ethical and spiritual values such as integrity, responsibility, equality and reverence for life.

**2.2.3 A democratic society**

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

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

**2.2.4 A productive society**

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

The aims of the curriculum in relation to developing a productive society are to 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; to encourage perseverance, reliability, accountability, and respect for the value and dignity of work; to enable the learners to think scientifically, solve problems, and reflect on and apply knowledge, skills, values and attitudes; and to develop self-reliance and entrepreneurship in preparation for the world of work and self-employment.

**2.2.5 An environmentally sustainable society**

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

The aims of the curriculum in relation to developing an environmentally sustainable society are to provide the scientific knowledge and skills, and attitudes and values needed to ensure that the environment is respected and sustained; and to develop the ability to make environmentally wise choices in terms of family development, as well as in economic activities.

**2.2.6 An information society**

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

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

**2.2.7 Individual development**

The above statements of aims are about the intended social effect of the curriculum resulting from the development of each and every learner. In addition to the above are aims of the curriculum which focus on aspects of the development of the individual. These include providing the foundation of a strong general education in literacy, numeracy, science and technology, and generic competencies. As seen in the statements of aims above, values are equally important.

Basic Education will therefore enable learners to communicate effectively in speech and writing in English and in another language of Namibia; use basic number and mathematical concepts and operations, and numerical notation, and apply mathematics in everyday life. Basic Education aims to develop a flexible, enquiring mind, critical thinking skills, the capacity to adapt to new situations and demands, and to learn continuously on one's own initiative. It will develop individual understanding, creativity, the ability to construct alternative solutions to problems, and to make independent, informed decisions in real-life situations.

### 3. CORE SKILLS AND KEY LEARNING AREAS

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

#### 3.1 CORE SKILLS

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

A core, or generic, skill is developed gradually through all learning areas. The core skills are included in the basic competencies assessed in all subjects. Core skills identified in the Namibian context can be grouped into seven areas: Learning to learn, Personal skills, Social skills, Cognitive skills, Communication skills, Numeracy skills, and Information and Communication Technology skills.

##### 3.1.1 Learning to learn

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

##### 3.1.2 Personal skills

Personal skills develop through increased self-awareness and awareness of others, through structured learning experiences and personal reflection. They include self-discipline and the ability to regulate one's own behaviour; to take responsibility for one's own actions and decisions; self-appraisal in identifying, evaluating, and using one's personal resources; to formulate, organise and carry out personal projects; to use information and knowledge to accomplish goals; to act autonomously; to be able to adapt to change, new ideas, technologies and situations; to make decisions; and to show initiative.

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

##### 3.1.3 Social skills

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

##### 3.1.4 Cognitive skills

A cognitive skill is the ability to inwardly organise and manipulate experience and learning for rational understanding and behaviour. The cognitive skills include the ability to think critically, to enquire, research, explore, generate, try out and develop ideas; to analyse; compare; evaluate; plan solutions and solve problems; to take decisions; to use the imagination and think creatively, laterally, flexibly and reflectively; to understand situations, inter-relationships and systems; and to think innovatively.



### 3.1.5 Communication skills

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

### 3.1.6 Numeracy skills

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

### 3.1.7 Information and Communication Technology skills

The rapid spread and use of ICTs in all areas of life make this area part of the core skills needed for a knowledge-based society. Learners must become competent in using new information and communication technologies. The specific ICTs skills include the ability to appropriately choose and correctly use ICTs as tools according to purpose; to be versatile in using hardware and software and different media; to practise computer hygiene; to follow ethical norms in using ICTs; to be able to access, critically evaluate, and use information, and transform information into knowledge; to distinguish between fact and opinion; and to communicate effectively using ICTs. They must understand how technological systems are integral parts of social systems and political, cultural and economic frameworks, and what the limitations are. They must understand the value of information and their own roles and responsibilities as citizens in the development of information and communication technology in society.

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

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

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

### 3.2 KEY LEARNING AREAS

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

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

The key learning areas in Basic Education are therefore Languages, Mathematics, Natural Sciences, Social Sciences, Technology, Commerce, Arts and Physical Education. Some of the essential learning for the development of Namibian society does not resort under one key learning area alone. Therefore, five themes which are essential learning are organised across the curriculum. These are HIV and AIDS Education, Health and Wellness Education, Human Rights and Democracy Education, Information and Communication Technologies and Environmental Learning. These are placed as topics or sub-topics in appropriate carrier subjects with specific competencies to be attained within the framework of the subjects and grades concerned.

The rationales for each key learning area and the subjects which comprise each area are as follows<sup>6</sup>:

#### 3.2.1 Languages

Language is the most important tool for thinking, the most important means of communication, and one of the most important aspects of identity. A high level of communication skill in language is a prerequisite in a knowledge-based society. Learners will become proficient at least in the Mother Tongue/predominant local language and English, with a high level of communicative and social competence in face-to-face and virtual interaction, as well as understanding, using and producing good written and mixed (written and visual and/or oral and aural) texts for a variety of circumstances and situations (See Chapter 5).

The Languages learning area comprises Mother Tongues/First Languages (Pre-Primary to Grade 12); Second Languages (Grades 1-12); and Foreign Languages (Grades 8-12), as well as Namibian Sign Language.

#### 3.2.2 Mathematics

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

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

#### 3.2.3 Natural Sciences

The Natural Sciences are one of the main drivers of the transformation of society and the world. Scientific literacy - understanding scientific processes, the nature of scientific knowledge, and the ability to apply scientific thinking and skills - is indispensable today. The Natural Sciences area of learning contributes to the foundation of a knowledge-based society by empowering learners with the scientific knowledge, skills and attitudes to formulate hypotheses, to investigate, observe, make deductions and understand the physical world in a rational scientific

<sup>6</sup> Additional subjects developed for special schools resort under the key learning areas but can vary according to need and are not listed here.

way. Natural Sciences without positive values can be destructive. Therefore the learners develop knowledge, skills and attitudes to lead a healthy life. They learn to manipulate and relate to the natural environment in the value-framework of the sustainable use of matter, energy and processes in living and non-living things.

The Natural Sciences learning area comprises Environmental Learning (Pre-Primary) Environmental Studies (Grades 1-4); Natural Science and Health Education (Grades 5-7); Elementary Agriculture (Grades 5-7); Life Science (Grades 8-10); Agriculture (Grades 8-12); Biology (Grades 11-12); and Physical Science (Grades 8-12).

### **3.2.4 Social Sciences**

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

The Social Sciences learning area comprises Environmental Learning (Pre-Primary) Environmental Studies (Grades 1-4); Social Studies (Grades 5-7); Religious and Moral Education (Pre-Primary and Grades 1-10); Life Skills (Grades 5 -12); Geography (Grades 8-12); History (Grades 8-12) and Development Studies (Grades 11-12).

### **3.2.5 Technology**

The Technology learning area covers two types of technology: material technologies, and ICTs. Material technologies start with the design idea of a product, continue through the selection of raw or refined materials, transforming them through the use of tools/utensils and processes, and the evaluation and improvement of the process and product. The term Information and Communication Technologies (ICTs) covers all the technologies and media used for the handling and communication of information, and consists of finding, evaluating, processing and presenting information, using ICTs.

Learning material technologies contributes to the foundation of a knowledge-based society in developing the learner's

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

Learning information and communication technologies contributes to the foundation of a knowledge-based society in developing the learner's

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

Material technologies include the subjects Design and Technology (Grades 5-12); Home Ecology (Grades 5-7); Home Economics (Grades 8-12); Needlework and Clothing (Grades 8-10); and Fashion and Fabrics (Grades 11-12). Information and Communication Technologies include Basic Information Science (Grades 5-10); Computer Studies (Grades 8-12) and ICT Literacy (Grades 1-12).

The ICT Literacy curriculum has a competency framework with clear, attainable level outcomes aligned with international examination standards. It is a skills-based, spiral curriculum that has links with cross-curricular themes and it promotes skills of accessing, managing and processing information. It caters for collaborative work and problem solving. It is a compulsory, non-promotional course for all schools with computer labs, which will be continuously assessed and progress will be reported to parents. It will be offered at three levels for both teachers and learners, namely Foundation Level, Intermediate Level and Advanced Level. Entry into the course could be either at the Foundation or

Intermediate Levels, depending on the candidate's prior experience. At the end of each level an examination will be offered and candidates will receive a certificate.

The curriculum for the Foundation Level, *Computing Fundamentals*, consists of five modules that were produced by Ministry of Education and the Project Management Unit of the Namibia Training Authority.

The curriculum for the Intermediate and Advanced levels is the *International Computer Driving Licence (ICDL)*, an approved internationally accredited course from *The International Computer Driving License Foundation (ICDL-F)*. The Intermediate Level consists out of any four of the seven modules in the syllabus and the Advanced Level out of the remaining three modules. Acquiring the ICDL certificate could ensure exemption of such courses at tertiary level.

### **3.2.6 Commerce**

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

The Commerce learning area comprises Entrepreneurial Skills (integrated in Home Ecology, Elementary Agriculture and Design & Technology in Grades 5-7); Entrepreneurship (Grades 8-10); Accounting (Grades 8-12); Business Studies (Grades 11-12); Economics (Grades 11-12); Keyboard and Word Processing (Grades 8-10); Typing<sup>7</sup> (Grades 8-10) and Office Administration and Keyboarding Applications (Grades 11-12).

### **3.2.7 Arts**

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

The Arts learning area comprises Arts (Pre-Primary and Grades 1-7); Arts in Culture (Grades 8-10); Visual Arts (Grades 8-10); Integrated Performing Arts (Grades 8-10); and Art and Design (Grades 11-12).

### **3.2.8 Physical Education**

As societies become more and more affluent, life-style diseases such as obesity, circulatory problems, diabetes and stress increase accordingly. Lifelong physical activity is a crucial factor in the prevention of life-style diseases, in contributing to personal wellness, and in maintaining physical fitness to be a fully productive citizen.

Physical Education is the physical activity-based component of Health and Wellness Education across the curriculum. In the Natural Sciences learning area, the health and wellness education focus is on understanding biological and psycho-social aspects of health in order to develop positive attitudes and practices. In the Social Sciences learning area, the health and wellness education focus is on developing personal and social responsibility, and understanding health in society.

Physical Education consists of physical activities which, apart from developing psycho-motor skills, also develop self-esteem through an appreciation and enjoyment of one's body; experiencing how the relationship of mind, body and feeling is essential for wellness; learning how to maintain fitness throughout life; developing social skills through co-operation and positive competition with others; and motivation for continued lifelong physical activity. Learners' reflections on what they experience develop their understanding of themselves and the importance of lifelong physical activity and how it contributes to health and wellness.

The Physical Education learning area consists of Physical Education (Pre-Primary to Grade 12).

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<sup>7</sup> This subject will be phased over to Keyboard and Word Processing as computer equipment is installed.

## 4. PHASES AND COMPETENCIES

This chapter describes the phases of Basic Education, and what competencies and level of competency each phase leads to.

### 4.1 THE PHASES OF BASIC EDUCATION

#### 4.1.1 Pre-Primary

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

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

#### 4.1.2 Lower Primary, Grades 1-4

The Lower Primary Phase continues to lay the foundation for education and lifelong learning. Social and emotional skills are strengthened in order to promote the growth and development of each learner as an individual and as a member of the school and society.

The medium of learning in this phase is the Mother Tongue/predominant local language. All learners take all subjects: the Mother Tongue/predominant local language, English, Mathematics, Environmental Studies, Religious and Moral Education, Arts, Physical Education and ICT Literacy<sup>8</sup>. The focus of the Lower Primary Phase is primarily on four areas: literacy, numeracy, broad knowledge of the immediate environment of the learner, and personal health. Effective quality schooling in a text-rich environment ensures that irreversible literacy and numeracy are attained. Literacy and numeracy can only become functional life skills when applied to the world around us: they are not meaningful as abstract skills. Environmental Studies and Religious and Moral Education provide broader knowledge from which, together with the learners' own experience and previous knowledge, the substance of literacy and numeracy is drawn. They further provide the learner with life skills in understanding the world around them. The themes and topics of Environmental Studies provide content areas for the integration of the whole curriculum. HIV and AIDS Education starts in Grade 1, since the learners are still in the "Window of Hope" age range prior to sexual relationships, the generation which can be well educated and well prepared to counter the AIDS pandemic.

Broader knowledge is also ensured through Arts and Physical Education. Arts at this level are important not only for the opportunity to engage learners' natural ways of learning and creativity, but also to start enriching their means of communication by developing literacies other than reading and writing. They should be able to interpret and express their ideas and feelings about themselves and the world around them. Physical Education strengthens self-awareness, a positive attitude to one's body and co-operation and healthy competition, all of which feeds into other learning and developmental processes. Arts and Physical Education both build on local culture, games and sports respectively, and bring a wider knowledge of these to the learners. ICTs literacy is part of the broader knowledge, and at this stage consists of an appreciation of ICTs as a tool for learning, through various educational games and software. Only informal continuous assessment is used in Grades 1-4, with summative grades at the end of each term. All informal continuous assessment is criterion-referenced.

#### 4.1.3 Upper Primary, Grades 5-7

The Upper Primary level continues on a broad base, consolidates the foundation laid at Lower Primary, and develops it further. The medium of learning (except in the national language subject) is now English, only exceptionally supported by use of the mother tongue/predominant local

<sup>8</sup> Once schools are equipped with computer laboratories, selected ICT Literacy modules will be offered at this level.

language. The division into subject disciplines emerges more strongly in this phase. All learners take English, the Mother Tongue/predominant local language, Mathematics, Natural Science and Health Education, Social Studies, Religious and Moral Education, Life Skills, Basic Information Science, Arts, Physical Education and ICT Literacy<sup>9</sup>. In addition, learners take one of either Design and Technology, Elementary Agriculture, or Home Ecology. Entrepreneurial Skills are integrated in each of these.

HIV and AIDS education is intensified in this phase, as learners are better able to understand the facts, issues and attitudes. They are still in the “Window of Hope” age range, but must be well prepared for the transition to puberty and the changes and pressures it will bring. ICT literacy is interwoven throughout this learning phase so that learners acquire basic ICT literacy skills.

By the end of the phase, learners will have irreversible literacy and numeracy, and have developed learning skills and basic knowledge in all the key learning areas. Continuous assessment is used throughout, and there are end-of-year examinations. Learner achievement in selected subject areas will be monitored nationally in Grades 5 and 7, using nationally standardised assessments.

#### 4.1.4 Junior Secondary, Grades 8-10

The Junior Secondary phase extends the learners’ knowledge and skills, strengthens their values and attitudes, and prepares them for continued studies and young adult life. This phase provides learners with the opportunity to explore a wider range of subjects to enable them to make informed subject choices for future career opportunities. It is more challenging and a greater body of knowledge is mobilised to develop a higher level of understanding and skills. The curriculum becomes more diversified as learning areas are broken up into more separate subject disciplines, and a degree of choice is introduced.

The medium of learning (except in the Mother Tongue/predominant local language subject) continues to be English. All learners continue to take English and the Mother tongue/predominant local language and Mathematics. The Natural Sciences are separated into Life Science and Physical Science, and the Social Sciences into Geography, History, Life Skills and Religious and Moral Education. In addition Arts in Culture, Physical Education, ICT Literacy and Basic Information Science are offered. At this stage, learners’ ICT skills are consolidated in order to enable them to learn independently and collaboratively, and to do research, using ICTs. The element of choice is introduced in the pre-vocational area, where learners choose any combination of two electives from the following table, depending on their interest and aptitude, and what is available at the school:

Languages	Natural Sciences	Technology	Commerce	Arts
A First, Second or Foreign Language (see table in 5.5)	Agriculture	Computer Studies	Accounting	Visual Art
		Design and Technology	Keyboard and Word Processing	Integrated Performing Arts
		Home Economics	Typing <sup>10</sup>	
		Needlework and Clothing	Entrepreneurship	

HIV and AIDS education takes on new significance as learners in this phase enter the High Risk age range (15-25), during which sexual relationships begin and are continued. It must be ensured that each and every learner is fully educated about HIV and AIDS and has the personal and social skills and competencies to wait until full maturity before engaging in a sexual relationship, and to lead a healthy, considerate life.

Grade 10 is the first exit level from Basic Education and some learners will either start independent young adult life, enter non-formal education, training, low-level entry employment or create their own employment. It is therefore during this phase that the Learning to Learn skill area must be consolidated so that learners will continue in lifelong learning. Learners who have the aptitude will continue their Senior Secondary education.

<sup>9</sup> Once schools are equipped with computer laboratories, selected ICT Literacy modules will be offered at this level.

<sup>10</sup> This subject will be phased over to Keyboard and Word Processing as computer equipment is installed.

Continuous assessment and end-of-year examinations are used throughout the phase. An external examination for the Junior Secondary Certificate is held at the end of Grade 10 in nine subjects (English, Mother Tongue/predominant local language, Mathematics, Geography, History, Life Science, Physical Science, and the two electives)<sup>11</sup>. The subjects in the Junior Secondary phase are organised as follows:

Seven Compulsory Promotional Subjects		Two Optional Promotional subjects	Six Non-promotional subjects
Two languages	Five Core Subjects	See table in 4.1.4	Arts in Culture Physical Education, Life Skills Basic Information Science Religious and Moral Education ICT Literacy
English Another language (see table in 5.5)	Mathematics Life Science Physical Science Geography History		

#### 4.1.5 Senior Secondary, Grades 11-12

The main purpose of the Senior Secondary phase is to prepare learners for adult life, tertiary studies or direct entry to employment. Much greater demands are made on the learners in terms of the level of cognitive, personal and social development, both in terms of academic achievement, taking greater responsibility for their own learning, and consolidating good work ethics and practices. Entry to the Senior Secondary phase in the formal system is decided on the number of points to be achieved, calculated on the basis of final grades from the Junior Secondary phase.

The medium of learning (except in national language subjects) continues to be English. All learners take Life Skills, Physical Education, ICT Literacy and at least six subjects for the Namibia Senior Secondary Certificate examination. One of these must be English. As from 2012 Mathematics will also be a compulsory subject. Learners specialise by choosing one of the options in a Field of Study, and one or two supplementary subjects from those offered by the school to make up a programme of six examination subjects<sup>12</sup>.

A Field of Study consists of three inter-related mutually supportive subjects. The choice of option within a Field of Study should be guided by which subjects they achieved good grades in at the Junior Secondary Certificate examination. In addition, learners take any two supplementary subjects if they follow a one-language curriculum and any one supplementary subject if they follow a two-language curriculum. Supplementary subjects should be chosen on the basis of their interest and aptitude. As far as is practically possible, the Mother Tongue/predominant local language should be taken.

The development priorities of *Namibia Vision 2030* and ETSIP mean that there will be a much greater demand for expertise in Mathematics, Natural Sciences and Information and Communication Technologies. These are therefore given prominence in the Fields of Study, and can also be combined as supplementary subjects with Fields of Study which do not include any one of them. More advanced ICTs skills are required at this phase and learners will demonstrate confidence in using the ICTs for a range of everyday tasks. An increasing number of learners will be directed towards Mathematics, Natural Sciences and ICTs as qualified teachers and teaching/learning resources become available.<sup>13</sup>

The combination of Fields of Study and supplementary subjects will give greater depth or greater breadth, depending on whether or not the supplementary subject is related to those in the field of study. However, in cases where there is an overlapping of content, certain combinations of supplementary subjects might be excluded owing to examination requirements<sup>14</sup>.

<sup>11</sup> Once schools are equipped with computer laboratories, selected ICT Literacy modules will be offered at this level.

<sup>12</sup> The NEACB sets requirements for part-time learners at Senior Secondary level on the number of subjects to be taken per year.

<sup>13</sup> Once schools are equipped with computer laboratories, selected ICT Literacy modules will be offered at an advanced level.

<sup>14</sup> Schools will be regularly updated on any subject combinations which are excluded from the examination.

At the end of Grade 12 learners take the Namibia Senior Secondary Certificate examination. All subjects are available at the Ordinary level of the examination (NSSCO), and most subjects are available at the Higher level (NSSCH), as shown in the following tables:

**4.1.5.1 Languages<sup>15</sup> (First and Second language level)**

Afrikaans*	Khoekhoegowab	Rukwangali*
Afrikaans 2 <sup>nd</sup> Language	Namibian Sign Language	Rumanyo
English*	Oshikwanyama*	Setswana
English 2 <sup>nd</sup> Language*	Oshindonga*	Silozi*
German*	Otjiherero	Thimbukushu

\*Available on Ordinary and Higher levels

**4.1.5.2 Fields of study<sup>16</sup>**

Natural Sciences and Mathematics	NSM1	Biology*; Physical Science*; Mathematics*
	NSM2	Biology*; Mathematics*; Geography*
	NSM3	Physical Science*; Mathematics*; Computer Studies*
	NSM4	Agriculture; Biology*; Mathematics*
	NSM5	Physical Science*; Mathematics*; Geography*
Social Sciences	SS1	Development Studies; Geography*; History*
	SS2	Economics*; Geography*; History*
Technology	T1	Design and Technology*; Mathematics*; Physical Science*
	T2	Home Economics; Biology*; Development Studies
	T3	Fashion and Fabrics; Business Studies*; Development Studies
	T4	Mathematics*; Computer Studies*; Design and Technology*
Commerce	C1	Accounting*; Business Studies*; Mathematics*
	C2	Accounting*; Mathematics*; Computer Studies*
	C3	Accounting*; Economics*; Mathematics*

**4.1.5.3 Supplementary subjects<sup>17</sup>**

The following subjects can be combined with a Field of Study. Learners who follow a two-language curriculum take any one supplementary subject and learners who follow a one-language curriculum take any two supplementary subjects.

Any Language from 4.1.5.1

Accounting*	Fashion and Fabrics
Agriculture	French Foreign Language*
Art and Design*	Geography*
Biology*	German Foreign Language*
Business Studies*	History*
Computer Studies*	Home Economics
Design and Technology*	Mathematics*
Development Studies	Office Administration and Keyboarding Applications
Economics*	Physical Science*

<sup>15</sup> All languages in the table will be developed to NSSCH level, except for Afrikaans 2nd Language and Namibian Sign Language.

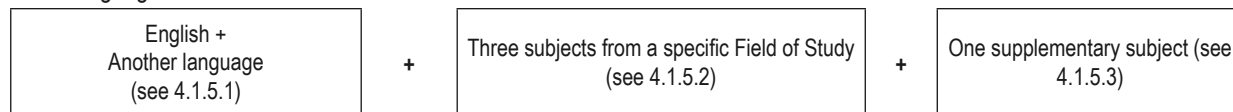
<sup>16</sup> The fields of study apply to all learners in government and private schools, in full-time and part-time studies.

<sup>17</sup> Certain combinations of supplementary subjects and fields of study might be excluded for examination in cases where there is an overlapping of content between syllabuses. Schools will be regularly updated on any subject combinations which are excluded from the examination.

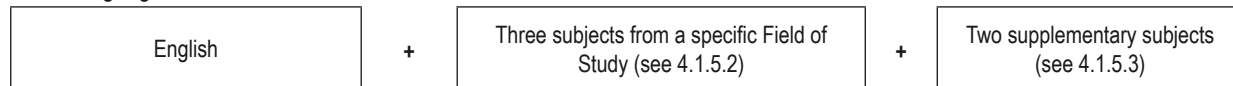


The NSSC subjects in the curriculum can be organised in one of the following ways:

A two-language curriculum:



A one-language curriculum:



From January 2012 Mathematics (Higher or Ordinary level) will be a compulsory subject for full-time and part-time learners and must be offered as one of the three subjects constituting a Field of Study or as a supplementary subject.

#### **4.1.5.4 Namibia Senior Secondary Certificates and subject combinations<sup>18</sup>**

The Namibia Senior Secondary certificate is awarded either as a subject certificate, or as a group certificate recognised by the Namibia Qualifications Authority. Most universities/institutions of higher learning accept subject certificates. In the subject certificate, each subject that is graded in the examination is entered on the certificate, and supplementary subjects can be freely combined with fields of study within the limits mentioned above.

In order to qualify for the group certificate, a full-time or part-time learner must offer a minimum of six subjects from the NSSC Ordinary and Higher Level approved list of subjects. The following requirements will apply:

- at least two of the six subjects must be languages
- one of the language subjects must be English at First or Second Language level, as an Ordinary or Higher Level subject
- at least one of the language subjects must be a first language at Higher or Ordinary Level
- from January 2012 Mathematics (Higher or Ordinary level) must be one of the six subjects offered.<sup>19</sup>

## **4.2 PHASE COMPETENCIES AND BASIC COMPETENCIES**

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

The phase competencies are in turn broken down into more detailed statements of basic competencies at the level of the subject syllabus. In this way the teacher knows exactly what is expected that the learners understand and/or can do, which is to be assessed. By building up their competence step by step, learners will become aware of their own progression, and the process will strengthen learning to learn. The competencies are the core skills which are developed across the curriculum. They are very specific at the level of the basic competencies but emerge more holistically at the level of phase competencies.

<sup>18</sup> Namibia is highly dependent on admission to South African universities, including the possibility of matriculation exemption. The existing admission and matriculation exemption requirements have implications for subject combinations, and at what level subjects must be taken (Ordinary or Higher). However, these requirements will be changing in the near future and are therefore not included in this curriculum. Schools should obtain updated entry requirements from Namibian and Southern African tertiary institutions.

<sup>19</sup> There are specific minimum grades and additional requirements for the group certificate in terms of which grades have to be achieved and within what period of time. Details are published by the Directorate of National Examinations and Assessment

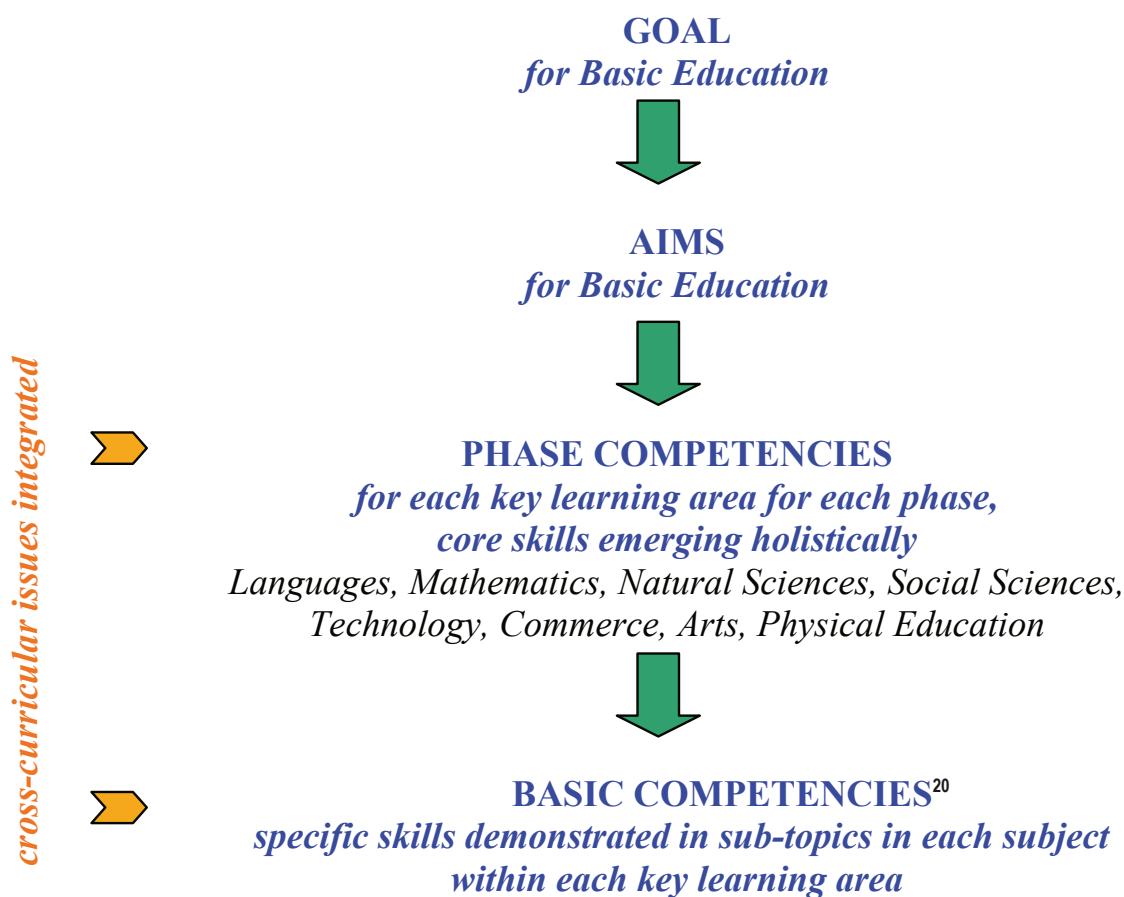


Figure 2: Structure of Competencies

The phase competencies are shown in the framework that follows:

### 4.3 FRAMEWORK OF PHASE COMPETENCIES

#### 4.3.1 PRE-PRIMARY PHASE: On completion of the Pre-Primary phase...

<b>LANGUAGES</b>	Learners listen <sup>21</sup> for information and respond appropriately. They read signs and words from their immediate environment and communicate effectively and confidently in their Mother Tongue (or where Mother Tongue is not possible, in their locally most spoken language).
<b>MATHEMATICS</b>	Learners orally express <sup>22</sup> their understanding of number concepts and mathematical symbols. They recognise and describe patterns, relationships and shapes, and solve simple problems in everyday contexts.
<b>ENVIRONMENTAL STUDIES</b>	Learners are aware of the importance of their own basic health and nutrition. They react positively towards the natural environment and interact positively in the social environment. Learners have a basic understanding of their own beliefs, respect that of others, and share common positive values.
<b>ARTS</b>	Learners demonstrate personal and interpersonal skills through free participation in creative activities, they express themselves through art forms and appreciate how others express themselves.
<b>PHYSICAL EDUCATION</b>	Learners participate to the best of their ability in a variety of physical activities that promote movement and motor development.

<sup>20</sup> The term 'specific objective' instead of 'basic competencies' is being used in Senior Secondary syllabuses.

<sup>21</sup> In the Language fields in all phases, the term 'listen' will be replaced with 'observe' for learners with hearing impairments.

<sup>22</sup> In the Language and Mathematics fields in all phases, the term 'orally express/speaking' will be replaced with 'express through signs/signing' for learners with hearing impairments.

## 4.3.2 LOWER PRIMARY PHASE: On completion of the Lower Primary phase...

<b>LANGUAGES</b>	<p><b><u>First Language</u></b> Learners express themselves well orally, read appropriate texts, and write reasonably correctly for their everyday purposes, in their Mother Tongue (or where Mother Tongue is not possible, in their locally most spoken language).</p> <p><b><u>Second Language</u></b> Learners understand, speak, read and write English as a Second Language well enough within a limited range to continue learning through the medium of English in the next phase.</p>
<b>MATHEMATICS</b>	Learners express, orally and in writing, their understanding of number concepts and mathematical symbols. Learners solve simple problems in everyday contexts by adding, subtracting, multiplying and dividing, estimating and measuring, within the required range.
<b>ENVIRONMENTAL STUDIES</b>	Learners look after their own basic health and nutrition, interact positively in the social environment, and react responsibly towards the natural environment. Learners have a basic understanding of their own beliefs, are tolerant of others', and share common positive values.
<b>ICTs FOUNDATION</b>	Learners participate freely in ICT- related activities and use educational games, software and multimedia appropriate to their purpose.
<b>ARTS</b>	Learners participate freely in creative activities, express themselves through art forms, and appreciate what others communicate through the arts.
<b>PHYSICAL EDUCATION</b>	Learners participate to the best of their ability in a variety of games, sports, and physical activities.

## 4.3.3 UPPER PRIMARY PHASE: On completion of the Upper Primary phase...

<b>LANGUAGES</b>	<p><b><u>First language</u></b> Learners have irreversible literacy. They show competence in listening with understanding for information and enjoyment to texts appropriate to their level; speaking fluently and confidently according to situation and audience; reading with understanding children's literature and texts about everyday issues; sustained factual and imaginative writing up to one page, using mostly correct spelling and grammar.</p> <p><b><u>Second language</u></b> Learners listen for information and enjoyment to texts appropriate for non-Mother Tongue speakers, express ideas, opinions and feelings adequately, read and understand easy children's literature and texts about everyday issues, and write short factual and imaginative texts in which language errors do not confuse meaning. They use English adequately for official purposes.</p>
<b>MATHEMATICS</b>	Learners have an understanding of the concept of rational numbers and carry out the basic operations. Learners solve everyday problems involving number, measurement, and spatial relationships. Learners collect, interpret and present simple data.
<b>NATURAL SCIENCES</b>	Learners use simple scientific models, methods and skills to make scientific sense of the natural environment; and of themselves biologically, psychologically and socially. They relate the implications of scientific understanding to their personal and social health and the sustainable use of all natural resources for future generations.
<b>SOCIAL SCIENCES</b>	Learners explain main developments from selected episodes of Namibian and world history, and main outlines of Namibian and African geography. They describe development of society and its impact on the environment. They explain beliefs other than their own in a non-judgemental way. They identify their own personal traits, manage time to study effectively, and demonstrate positive social values and skills in interactions with others.
<b>TECHNOLOGY</b>	<p><b><u>Material technologies</u></b> Learners show creativity in investigating and exploring product ideas and designing a product. They choose appropriate materials, correctly use basic hand tools and equipment, and make and evaluate their product.</p> <p><b><u>ICTs</u></b> Learners demonstrate understanding and correct use of software applications such as Microsoft Office and/or Open Office. They conduct basic navigation through the Windows environment or other operating systems.</p>
<b>COMMERCE</b>	Learners identify a demand, work out cost and sale prices for a product which they have developed in Design and Technology, Home Ecology or Elementary Agriculture, and sell it in the school or community.
<b>ARTS</b>	Learners explore and investigate ideas and art media freely, using creative activities; communicate adequately for their purpose through chosen art forms; and appreciate and interpret sensitively what others communicate through the arts.
<b>PHYSICAL EDUCATION</b>	Learners have developed co-operative activity and game skills, monitor their own progress and achievements, and explain why continued physical activity is important for health and wellness.

4.3.4 JUNIOR SECONDARY PHASE: On completion of the Junior Secondary phase...

<p><b>LANGUAGES</b></p>	<p><b><u>First language</u></b> Learners show competence in listening critically with understanding for information and enjoyment to appropriate texts; speaking confidently and meaningfully according to situation and audience; reading youth literature and other texts with understanding and appreciation; sustained factual and imaginative writing up to two pages, using correct spelling and grammar.</p> <p><b><u>Second language</u></b> Learners listen with understanding for information, interact effectively in two-way communication, read and understand youth literature and other texts and write factual and imaginative texts of up to two pages in which errors do not confuse meaning. They can use English adequately for official purposes.</p> <p><b><u>Foreign Language</u></b> Learners understand short, clear, everyday oral and written texts, make themselves understood reasonably correctly in basic everyday situations, read and respond to simplified texts, and write short texts where formal language errors do not confuse meaning.</p>
<p><b>MATHEMATICS</b></p>	<p>Learners use real numbers to estimate, approximate, and calculate to relevant degrees of accuracy. Learners solve problems using a range of methods, including algebra, ratio, rate and proportion, and graphic representations. Learners use the properties of geometric shapes to construct, transform, calculate and solve problems. Learners solve simple problems using trigonometry.</p>
<p><b>NATURAL SCIENCES</b></p>	<p>Learners use methods and skills to increase variables in existing scientific models in order for models to reflect real-life situations. They communicate their observations and conclusions using scientific and mathematical language and theories. They realise the value of the natural environment and factors affecting the environment. Learners have the skills and knowledge to maintain a safe and healthy lifestyle.</p>
<p><b>SOCIAL SCIENCES</b></p>	<p>Learners know how to act effectively and responsibly in a democratic society, and towards the environment, by understanding biophysical dimensions of the world, and political, social, and economic development. They make decisions about the risks and challenges that need to be addressed. Learners express and show positive personal and social values and respect diversity and freedom of beliefs. They understand the importance of personal health, contraception, family life, and planning personal finance. They explain the importance of subject choice for further studies.</p>
<p><b>TECHNOLOGY</b></p>	<p><b><u>Material technologies</u></b> Learners show creativity in more advanced processes of investigating and exploring product ideas, and choosing selectively from a range of designs and/or materials. They correctly use appropriate tools and electrical equipment, and make and evaluate a well-finished product.</p> <p><b><u>ICTs</u></b> Learners proficiently and legally use a computer and the most usual application packages, do basic programming, ensure computer hygiene, and explain the components and processes involved in computer information technology.</p>
<p><b>COMMERCE</b></p>	<p>Learners use lower-level clerical, secretarial, managerial, bookkeeping skills, in direct employment in smaller businesses, or opportunity-seeking skills in self-employment as a micro-medium enterprise.</p>
<p><b>ARTS</b></p>	<p>Learners make considered decisions about how to explore and investigate ideas using creative activities combining intuition and reason; explain their choices of materials, media and art forms to communicate ideas and feelings; and clearly communicate their response to and interpretation of other's art works.</p>
<p><b>PHYSICAL EDUCATION</b></p>	<p>Learners evaluate their ability to contribute to teamwork in games and sports, and their individual motivation and aptitude for, and effort in, different game and sports activities. They explain what physical activities are optimal for health and wellness in different phases of life, and why.</p>

## 4.3.5 SENIOR SECONDARY PHASE: On completion of the Senior Secondary phase...

LANGUAGES	<p><b><u>First language</u></b> Learners show competence in listening critically with understanding for a variety of purposes to appropriate texts; speaking confidently and meaningfully in different contexts using sophisticated vocabulary; reading critically and appreciatively an extensive variety of texts and adult literature; writing factual and other types of texts using appropriate style and grammatical structures.</p> <p><b><u>Second language</u></b> Learners listen with understanding for a variety of purposes to appropriate texts, speak fluently and confidently in a wide range of situations, read critically a variety of texts and write functional and imaginative texts without serious language errors. They use English competently for official purposes.</p> <p><b><u>Foreign language</u></b> Learners understand everyday authentic oral and written texts; appropriately express ideas, feelings and opinions in conversational situations and in written narrative and descriptive texts, using mostly correct language, and where formal errors do not detract from their meaning.</p>
MATHEMATICS	Learners use mathematical language and representation as a means of solving problems relevant to everyday life and to their further education and future careers.
NATURAL SCIENCES	Learners use methods and skills to develop simple scientific models on the basis of existing and new information. They communicate their investigations, analyses and conclusions using scientific and mathematical language and theories. They apply and generalise scientific knowledge to everyday situations. They understand the value and vulnerability of the natural environment, actions affecting the environment negatively, and how these can be countered.
SOCIAL SCIENCES	Learners understand the interrelationships of resources, production, society and the environment, and of human action, governance and change. They conduct critical analyses of social and environmental issues, and evaluate interpretations. They apply social science skills to contemporary events and situations at local, national and global levels. They know how to contribute actively to the sustainable development and growth of a knowledge-based, equitable, democratic society. They show motivation and assertive behaviour, make responsible choices and research study and career options.
TECHNOLOGY	<p><b><u>Material technologies</u></b> Learners show creativity in complex processes of investigating and exploring product ideas, and choosing with discernment from a wide range of designs and/or materials. They correctly use appropriate specialised tools and equipment, and make and evaluate a high-quality product.</p> <p><b><u>ICTs</u></b> Learners make appropriate selections from a range of hardware and software to solve information problems and systematically try out and evaluate ICT solutions. They communicate effectively through and about ICTs, and explain the practical and social effects of ICTs.</p>
COMMERCE	Learners use intermediate-level office, secretarial, managerial or accounting skills in direct employment in larger business enterprises, or in self-employment as a micro-large enterprise.
ARTS	Learners research, experiment, innovate and communicate clearly in 2- and 3-dimensional art, analyse and resolve design problems, explain intuitive and imaginative responses using critical and analytical skills, show critical awareness of environments and cultures and demonstrate mature personal vision and commitment.
PHYSICAL EDUCATION	Learners evaluate their fitness, strength and endurance. They demonstrate basic instruction or refereeing in selected games or sports. They draw up a plan with a rationale and targets for their own health-related physical activities for the different phases of their lives.

## 5. LANGUAGE: MEDIUM OF EDUCATION AND SUBJECTS

This chapter outlines how the Language Policy is realised in the curriculum.

### 5.1 IDENTITY, CULTURE, COMMUNICATION, LEARNING

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

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

### 5.2 MEDIUM OF LEARNING

Learning through the medium of the Mother Tongue, especially in the Pre-Primary and Lower Primary phases, is crucial for concept formation as well as attaining literacy and numeracy. The medium of learning in Pre-Primary and Grades 1-3 is therefore the Mother Tongue of the learner.

*Children learn best through the medium of the Mother Tongue*

In multi-language schools, Mother Tongue medium classes will be constituted where there are a sufficient number of learners in a mother tongue. If there are an insufficient number of learners to constitute a mother-tongue medium class, the medium of learning for those learners will be the predominant local language.

Grade 4 is a transitional year where the medium of learning changes from the Mother Tongue/predominant local language to English. It is therefore critical for learners to acquire literacy skills in English in Grades 1-3. The Mother Tongue can be used in a supportive role, to ensure that learners have understood new content or concepts where they seem to be having difficulty in understanding the English terminology. In Grades 5-7, using the Mother Tongue in a supportive role will only be permitted in exceptional cases.

*English medium phases in at Grade 4*

### 5.3 LANGUAGE SUBJECTS

*Grades 1-10: Everyone takes two languages: all take English*

Pre-Primary learners acquire a foundation for literacy and language learning through listening, speaking and preparatory reading activities. All learners take two language subjects from Grade 1 to Grade 10 and, as far as possible, also in Grades 11 and 12. Learners are strongly encouraged to take at least one language on a First Language level. All learners take English. The other language subject for the great majority of learners will be the Mother Tongue. In multi-language schools, Mother Tongue language classes will be constituted where there are a sufficient number of learners in a Mother Tongue (30 in primary, 35 in secondary).

Multi-grade classes in the language other than English will be constituted if there are not enough learners for separate grade classes. No more than two grades should be in the same multi-grade language class in the Lower Primary phase. Multi-grade classes in the Upper Primary and Junior Secondary phases may include all three grades respectively. In the Senior Secondary phase, both grades constitute a multi-grade class. If there are an insufficient number of learners in a Mother Tongue to constitute a Mother-Tongue language class in either of the ways described above, those learners will take the predominant local language instead.

Prior permission must be obtained from the Minister for any exceptions to the language medium or language subject policy stated in this curriculum, with well-grounded, convincing motivation.

**5.4 FOREIGN LANGUAGES**

Foreign languages may be taken as elective subjects from Grades 8-12. Learners may only take a foreign language if they start it at Grade 8.<sup>23</sup>

**5.5 LANGUAGES AVAILABLE**

The following languages are currently included in the curriculum:

<b>Mother Tongue (1<sup>st</sup> Language) level (Pre- Primary to Grade 12)</b>	<b>2<sup>nd</sup> Language level (Grades 1-12)</b>	<b>Foreign Language level (Grades 8-12)</b>
Afrikaans English German Ju!'hoansi <sup>24</sup> Khoekhoegowab Oshikwanyama Oshindonga Otjiherero Rukwangali Rumanyo Setswana Silozi Thimbukushu Namibian Sign Language	Afrikaans English	French German

**5.6 FACILITATING LANGUAGES FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS**

Blind learners will learn Braille script in English and in the Mother Tongue from Grade 1, and they will be taught in the same medium and with the same language subjects as other learners. Deaf learners will learn Namibian Sign Language and use English for writing.

The ability to use spoken and written language as means of communication and learning might be challenged by a communication disorder, a physical or intellectual impairment, e.g. cerebral palsy. In these cases learners will use the alternative or augmentative communication approach, e.g. Bliss Symbolic Language, as their means of communication, but will be taught through whichever language medium is most effective according to their competency profile.

<sup>23</sup> Learners who can document competence or a certificate in the foreign language equivalent to Grade 10 may apply for approval to start at Grade 11.

<sup>24</sup> Only Grades 1-4; to be developed for further grades.

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

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

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

### **6.1 TEACHING**

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

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

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with their own needs, pace of learning, experiences and abilities. The teacher must be able to identify the needs of the learners, the nature of the learning to be done, and the means to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons: learner-centred education does not mean that the teacher no longer has responsibility for seeing that learning takes place. It means that the teacher has to take on a wider repertoire of classroom roles. These include being a manager and organiser of learning, a counsellor, and a coach, as well as being an instructor. Consequently, 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.

The teacher has to exercise professional discretion in deciding when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need learning support (remedial or enrichment); when there is a particular progression of skills or information that needs to be followed in sequence; or when the learners can be allowed to find their own way through a topic or area of content.

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

The teacher's roles are complemented by the way work is organised in the classroom. Work in groups, in pairs, individually or as a whole class must be organised as appropriate to the task in hand and the needs of the learners. Wherever possible, co-operative and collaborative learning should be encouraged and in such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

Textbooks and other learning resources can be used in a variety of ways. Instead of just reading a section as homework or in class, the learners may be guided to search for snippets of information, or to share ideas in pairs or groups of what they have read and how it is relevant to the topic. Natural Science teaching, for example, provides many opportunities for learners to use the immediate environment, everyday situations, everyday items and waste materials to investigate phenomena using a scientific approach. The use of information and communication technologies, especially the internet, can be integrated into teaching and learning in various ways.

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

Although the intended learning is described in the form of subject area syllabuses, flexible ways of organising learning should be adopted. Some topics and activities do not lend themselves to a pre-set sequence and may be characterised as incidental and taken up as and when relevant, e.g. current affairs. A great deal of the teaching and learning in the Pre-Primary and Lower Primary Phases may be organised by



thematic webs, where different subjects are integrated in one theme. In Grades 1-4 there will still be some subject-specific knowledge and skills that can only be taught by concentrating on them separately, and as steps towards wider competencies.

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

There is ample opportunity for the synchronisation of topics in the cross-curricular themes, and to vary subject-bound work with thematic cross-curricular project work throughout basic education, including course work at Senior Secondary level where this is used as part of the assessment. As learners take on increasing responsibility for their learning, they may participate in planning their work ahead for a topic or project, and evaluate the process together with the teacher on its completion. Flexibility is needed to use the local environment and community as an extension of the classroom, both as a field to be researched and as resources to obtain information and knowledge, to stimulate investigation, enquiry and creativity.

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

The learner-centred classroom is a text-rich and a visually and tactile-rich learning environment. Textbooks continue to be a main source of knowledge and guidance on how to work, and learners are taught how to use the textbooks in different ways: to search for information, to compare different sources, to go in depth, and to critically review what is presented. Knowledge and knowledge production are shared through displays of learners' work, charts, posters, and easily accessible information sources. Effective learning and teaching are closely linked to the use of teaching and learning materials (e.g. books, posters, charts or recycled waste materials, etc.) and ICTs (e.g. computers, audio and visual media) in the classroom. The teacher must select and develop the most appropriate materials and media to support learning, and for the learners to use a range of materials and media in their work. Wider knowledge sources must be readily available in the school library and through software and the internet.

It may be necessary and sometimes preferable for teachers to improvise 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. Particularly at the Lower Primary level, materials can often be prepared together with the learners, following discussion of the learners' experiences, stories or ideas. At all levels, reading materials can be developed from the learners' own creative writing or from selected newspapers, magazines and other printed resources.

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

English has a special role in the Namibian situation as the official language and the medium of instruction from Grade 4 upwards. All teachers have the responsibility to improve the learners' aural/oral skills in discussion, reflection and reporting; their perceptual skills in using different types of reading techniques and materials; and their written skills especially in summaries, note taking, writing papers and reports. Teachers must be aware of where the learners have limited English language skills and must provide opportunities for the learners to exercise them. The English teacher(s) must be kept informed about what particular needs the learners may have for reinforcement in English.

All teachers must develop the learners' core skill of communication. This entails developing the learners' familiarity with and ease in using, the terminology of the subject and its discourse – the way of talking about the subject matter. Since English is a second language for the majority of learners, subject teachers must take time to ensure that learners understand the vocabulary, technical terms and jargon of the subject, not as abstract terms to be learnt by rote, but to be able to use them correctly and meaningfully in context. Attention must be given to explaining what technical terms mean as they arise, and in developing oral and written communication within and about the subject matter, processes and skills.

#### **6.1.6 The gender dimension**

Gender equity has many levels and many aspects. All elective subjects in a school must be available for any learner irrespective of gender. The guiding criteria for the selection of subjects should be the interest, aptitude and ability of learners, but teachers must encourage learners

to study subjects across the boundaries of conventional gender role stereotypes, and emphasise the advantages of doing so. Similarly, perceptions that girls are less able to succeed in mathematics and natural science, and girls' own self-perceptions of this nature, must be discussed openly and dealt with.

At a deeper level, the teacher's own attitude, expectations of different achievements from boys and girls, and classroom behaviour are known to have a steering or filtering effect on the learners. The teacher may model positive role behaviour in terms of gender by being aware of how much attention and what sort of attention they pay to girls and boys, and by being aware of how girls and boys may react differently to certain types of behaviour, such as ironic comments, a negative facial expression, harshness, or apparent indifference. The learners' own stereotyped attitudes and behaviour towards each other, especially but not only, that of boys to girls, is a strong influence. Teachers must be sensitive to when it is advisable to intervene and take up gender issues arising from negative attitudes or conflict situations.

Gender issues should be taken up explicitly in all subjects, and learners should be encouraged to examine stereotype gender roles and behaviours and how they have arisen and been perpetuated, and to find positive role models in terms of gender equity. In teaching different subjects, the positive contributions that women 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 emphasised.

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

#### **6.1.7 Inclusive education<sup>25</sup>**

Namibian classes have a wide band mixed ability range of learners, and learners with special educational needs are often included in mainstream schools. Inclusive education is a learner-centred concept. In the Namibian context, it requires that the school organises special learning programmes to meet individual learners' needs when these cannot be met through individualization within a subject-organised approach and fixed timetabling.

This means that all schools must have the capacity first, to identify and secondly, to support learners who for one reason or another, manifest educational or psychological needs that are not fully or adequately met without individual support. The majority of the needs can be met in the mainstream classrooms. Some may require individual support. The individual support may range from additional in-class help, extraction for specific activities, additional after-school help, additional homework, counselling, etc. Addressing such identified needs requires schools to activate counselling and support groups as well as learning support groups to ensure that individual needs are identified and an individual education plan is agreed on where appropriate, and education and support programmes are monitored. During this process parents, guardians and learners are involved and agree to specific responsibilities within the individual education plan.

Some impairments might have no consequence whatsoever for learning ability, e.g. learners with physical impairments, learners with visual impairments, learners with hearing impairments, or learners with speech and language impairments. However, these learners may develop difficulties in learning if the necessary adjustments are not made to the classroom environment and teaching methods. These learners can be supported by the use of methods of teaching that enable the learners to follow the lessons and participate in the learning process, and through the provision of the necessary facilities, learning aids and support materials. Facilities may include wide doors, ramps, modified toilet facilities and appropriate furniture. Learning aids and support materials can include large-print books and adjusting visual aids such as magnifying text for learners with low vision, and sound books, voice software and a Braille printer for learners with visual impairments. In the case of schools enrolling deaf learners, the use of interpreters is recommended. Addressing some of the needs may require particular timetabling in order to address the complex special language needs of many schools and poor progress in subjects such as mathematics.

<sup>25</sup> A policy on Inclusive Education will be available from 2009.

Some impairments do have consequences for learning ability. They include specific learning difficulties and emotional, social and behavioral problems such as Attention Deficit Disorder (ADD); intellectual impairments such as Downs' syndrome and Foetal Alcohol Syndrome (FAS). In such cases, extra attention must be given to the specific needs, aptitudes and strengths of the learner in the form of appropriate teaching methods, and specially adapted materials. Progress and achievement are to be evaluated in relation to the learners' starting point and potential. Learners with learning difficulties may not be able to achieve to the same level as other learners, but their achievements must be recognised.

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

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

### **6.1.8 Positive discipline**

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

Proper learning can only begin to take place when the learners are free from hunger, illness, tiredness and fear. Any form of corporal punishment or physical or psychological intimidation is counter to positive discipline and good learning conditions.<sup>26</sup> When teaching and learning are well organised and managed, and appropriate learner-centered methods are used, positive discipline will ensue.

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

Children are always exploring their social and material environment, and learn through communication with others - playing, experimenting, experiencing things, and by reflecting on them. If there is no reflection, there is no human learning, merely activity or instinctive or habitual response. It is by reflecting on what has been experienced that understanding grows. That understanding will then be added to and modify previous experience and understanding, and the new understanding will lead to further activities and explorations of reality –knowledge creation. The learner is simultaneously learning how to learn.

Understanding and the ability to create new knowledge and acquire new skills do not happen in isolation. We are situated in a natural and cultural context with which we interact, which affects us and which we draw upon to construct understanding. Learning is an individual and collaborative experience at the same time: in school, whatever is done or whatever is presented or how, will be a common field of experience from which each learner will select what to learn (appropriation). In addition, each learner will learn about learning. If they are taught by rote memorisation, some will remember what they have repeated many times, most will forget it sooner or later, but they will all have learnt that memorisation and knowledge for its own sake is meaningless. If they are taught in a way which builds on what they already know and have experienced, and relate new knowledge to the reality around them, they will learn that learning in school can be meaningful.

Learners do not come to school like empty buckets to be filled with information. They have many experiences and are already learning. Teaching which does not build on that experience and learning will limit the learners' thinking, and the learners will not see the connection

<sup>26</sup> Corporal punishment is against the Constitution and punishable by law.

between the world outside school and what is taught and learnt in school. Teaching should always begin with helping the learners realise what they might already know about something, or what ideas or questions they might have about it even if they do not know, and by relating to the environment within and around the school. Learners' guesses, assumptions, hypotheses and interpretations do not have to be correct at the outset, even in those few situations where there might be one right answer: these may all be the start of an enquiry. They can be reviewed later at a suitable point to reflect on what has been learnt in the interim, or at the end of a teaching unit, and some guesses and hypotheses might give fresh insights and new answers. Learning in school must constantly relate to, involve, and extend the learners' prior knowledge and experience, and this must be complemented and challenged by the knowledge that school provides from beyond the immediate sphere of the learner.

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

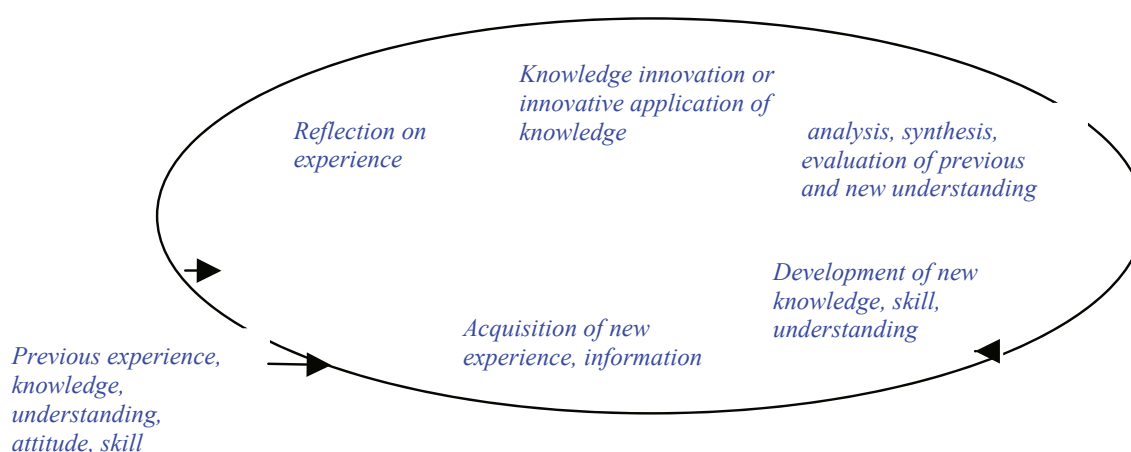


Figure 3: The knowledge cycle

A knowledge-based society needs individuals who can use a full range of intelligences. Former narrow concepts of intelligence have been replaced with the realisation that we have multiple intelligences.<sup>27</sup> The most effective learning, problem-solving and creativity occur when both halves of the brain are activated and multiple intelligences are brought to bear on a problem. A uniform teaching approach will not be effective for all learners, since each person has their own individual profile of intelligences, and an individual profile of learning styles which can change over time.

### 6.3 ASSESSMENT

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The basic competencies in the syllabuses state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which will be assessed. However, it is intended that the curriculum be learning-driven, not assessment and examination driven. Assessment and examination are to support learning.

<sup>27</sup> The following intelligences have been identified so far through scientific research: linguistic, logical-mathematical, musical, spatial, kinaesthetic (body and movement), interpersonal (social), intrapersonal (self), emotional, natural (nature), operatic (doing/acting), and aesthetic.

**6.3.1 Continuous assessment**

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

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

**6.3.2 Formative and summative assessment**

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

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

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

**6.3.3 Informal and formal 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.

In the Pre-Primary phase all assessment is observational and aimed to identify if a child has special needs and how to mobilise resources to meet them. In the Lower Primary phase and in non-promotion subjects in Grades 5-12, only informal continuous assessment is used. It is done in less structured and more structured settings. There are no end-of-term oral or written tests or examinations.

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

In Grades 10 and 12, mock examinations may be held to learn examination skills and to identify areas of the syllabus which may need extra attention<sup>28</sup>. Mock examinations only serve a useful purpose if they are used as a learning experience in how to organise oneself, how to read the paper, how to interpret and answer examination-type questions, and how to allocate time in an examination. This involves the teacher going through the paper systematically with the class when their answers are returned.

<sup>28</sup> The mock examination in Grade 12 is also the final opportunity to decide which level of the final examination the learner should be entered for, in borderline cases.

### 6.3.4 Evaluation

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

### 6.3.5 Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the Basic Competencies, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each letter grade must have a descriptor for what the learner must demonstrate in order to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

### 6.3.6 Grade descriptors

#### 6.3.6.1 Lower Primary

The learner's summative achievement in the basic competencies in each subject will be shown in letter grades A-E, where A is the highest and E the lowest grade. As far as possible a letter grade should be used directly as the marks. The relation between the letter grades and basic competencies is shown below.

Grades	Points	Grade descriptor
A	5	<b>Achieved Basic Competencies exceptionally well.</b> The learner is outstanding in all areas of competency.
B	4	<b>Achieved Basic Competencies well.</b> The learner is highly proficient in most areas of competency, e.g. demonstrating rapid mastery of some competencies, or being able to apply competencies to unknown situations or contexts, or demonstrating new insight.
C	3	<b>Achieved Basic Competencies.</b> The learner has mastered the competencies satisfactorily in known situations and contexts.
D	2	<b>Achieved the minimum number of Basic Competencies to be considered competent.</b> 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.
E	1	<b>Not achieved the majority of Basic Competencies.</b> The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher, and is in need of learning support.

#### 6.3.6.2 Upper Primary

The learner's summative achievement in the basic competencies in each subject will be shown in letter grades A-E, where A is the highest and E the lowest grade. The relation between the letter grades and basic competencies is shown below. As far as possible a letter grade should be used directly as the mark.

Grades	Mark range	Grade descriptor
A	80+%	<b>Achieved Basic Competencies exceptionally well.</b> The learner is outstanding in all areas of competency.
B	65-79%	<b>Achieved Basic Competencies well.</b> The learner is highly proficient in most areas of competency, e.g. demonstrating rapid mastery of some competencies, or being able to apply competencies to unknown situations or contexts, or demonstrating new insight.
C	45-64%	<b>Achieved Basic Competencies.</b> The learner has mastered the competencies satisfactorily in known situations and contexts.
D	30-44%	<b>Achieved the minimum number of Basic Competencies to be considered competent.</b> 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.
E	0-29%	<b>Not achieved the majority of Basic Competencies.</b> The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher, and is in need of learning support

**6.3.6.3 Junior Secondary**

In the Junior Secondary phase, grades A-G and U (ungraded) apply as follows:

Grades	Mark range	Grade descriptor
A	80%+	<b>Achieved Basic Competencies exceptionally well.</b> The learner is outstanding in all areas of competency.
B	70-79%	<b>Achieved Basic Competencies very well.</b> The learner is highly proficient in most areas of competency.
C	60-69%	<b>Achieved Basic Competencies well.</b>
D	50-59%	<b>Achieved Basic Competencies satisfactorily.</b>
E	40-49%	<b>Achieved a sufficient number of Basic Competencies</b> to exceed the minimum competency level.
F	30-39%	<b>Achieved the Basic Competencies needed to be considered competent.</b> The learner needs learning support.
G	20-29%	<b>Achieved the minimum number of Basic Competencies worthy of a grade.</b> The learner needs learning support
U	0-19%	<b>Did not achieve the minimum level of competence.</b> The learner needs learning support

**6.3.6.4 Senior Secondary**

A scale of A-G is used for the Ordinary level, and 1-4 for the Higher level, with Ungraded (U) being used at both levels, where the A and the 1 respectively are the highest levels.

**6.3.7 Conducting and recording assessment**

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework, and short tests on completion of a topic may be recorded for continuous assessment. Non-promotional subjects in the Upper Primary and Secondary grades should be assessed through informal continuous assessment methods and letter grades awarded directly. These grades must be reported to the parents on the termly school report, but will not count for promotion purposes.

**6.3.7.1 Lower Primary**

Only informal continuous assessment is used in Grades 1-4 and no end-of-term tests will be written. No fewer than five and no more than six informal, more structured assessments (two per term) should be done. These assessments must be carefully planned and conducted according to the criterion-based descriptors on the 5-point grading scale. No percentage marks will be used for assessment in the Lower Primary phase. At the end of each trimester the average grade for the less and the more structured continuous assessments will be calculated. The summative assessment grade for each term will be the average of these two, and the promotion grade for the end of the year will be the summative grades of the third trimester only.

**6.3.7.2 Upper Primary**

Six formal continuous assessment activities per term should be selected, graded and recorded. Not more than two assessments per term are to be topic tests. These continuous assessments must be carefully planned and marked according to a marking scheme, marking criteria or memorandum. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by good, average and low-achieving candidates, as well as the written assignment and marking scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus. End-of-term tests should not contribute more than thirty percent (30%) towards the total term mark. Not more than forty percent (40%) of the summative grade may be based on tests, which include topic tests and end-of-term tests.

Internal end-of-year examinations will be given in the Upper Primary examination subjects, as specified in the subject syllabuses. The purpose of these examinations is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus which are most essential for continuing in the next grade. Preparing for and conducting these examinations should not take up more than two weeks altogether right at the end of the year. The purpose of the examination is to assess how far each learner can demonstrate their achievement in reaching the competencies.

A promotion mark will be awarded at the end of each year based on the average of the continuous assessment mark and the mark obtained in the examination. As a transition from the Lower Primary Phase to Grade 5, continuous assessment may count either 65% of the summative grade in content subjects, or 50% in skills-based subjects. In Grades 6 and 7, continuous assessment counts 50% of the summative grade in all subjects. The weighting of continuous assessment and examination is specified in each subject syllabus as follows:

Subjects	Grade 5		Grades 6 and 7	
	CA	Examination	CA	Examination
Skills-based subjects (Languages)	50%	50%	50%	50%
Content subjects (All other subjects)	65%	35%	50%	50%

Learner achievement in selected subject areas will be monitored nationally in Grades 5 and 7. The purpose of the achievement test is to evaluate to what extent the system as a whole is enabling learners to achieve optimally<sup>29</sup>.

### 6.3.7.3 Junior Secondary

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

In Grades 8 and 9 there will be internal end-of-year examinations in examination subjects. As before, the purpose of these examinations is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus, which are most essential for continuing in the next grade. Preparing for, and conducting these examinations should not take up more than two weeks altogether right at the end of the year.

There will be an external examination in all examination subjects at the end of Grade 10. The purpose of the examination is to assess how far each learner can demonstrate their achievement in reaching the competencies as a preparation for everyday life and for further studies or training, and to what extent the system as a whole is enabling learners to achieve optimally.

In Grades 8-10, continuous assessment may count either 35% of the summative grade in content subjects or 50% in skills-based subjects. The weighting of continuous assessment and examination is specified in each subject syllabus as follows:

Subjects	Grades 8-10	
	CA	Examination
Skills-based subjects (Languages, Pre-Vocational subjects)	50%	50%
Content subjects (All other subjects)	35%	65%

### 6.3.7.4 Senior Secondary

The same overall principles of assessment apply in Grades 11 and 12 but with differences in application. Results from Grade 10 will determine whether a learner should start studying a subject at the Ordinary or Higher level. Continuous assessment results during Grades 11 and 12 will indicate if a learner should be entered for the examination at the Ordinary instead of the Higher level, and in the case of Mathematics and Second Languages, at the Core or Extended Ordinary level.

In some subjects, course work is compulsory and part of the final grade; in others it is optional and can be used as part of the final grade<sup>30</sup>; and in some subjects it is not available. Where it is not possible to conduct required course work as part of the examination, an alternative paper will be given in the examination.

<sup>29</sup> The Grade 7 national examination will be phased out during the lifetime of this curriculum. Schools will be kept informed of changes to end-of-year assessment in Grade 7.

<sup>30</sup> Schools must be approved by the Directorate of National Examinations and Assessment to do so.



A formal school-based examination must be given at the end of Grade 11, and will be internally assessed. The purpose of this examination is to review essential areas and skills in what has been learnt during the year, and for learners to become familiar with the examination format and procedures for the Namibia Senior Secondary Certificate. It must again be a learning experience in how to use time in an examination, and how to interpret and answer questions, so that learners become confident in the examination situation.

A mock examination will be written in August of the Grade 12 year to further prepare for the external examination, and to give preliminary information for applications for work, bursaries or further studies.

## **6.4 PROMOTION<sup>31</sup>**

Learner-centered education presupposes that all children can learn and develop given the right circumstances, and recognises that this will vary from person to person. Therefore, learners will progress through 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.

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

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

In some cases where learners do not achieve the basic competencies, repetition might be part of the solution. However, it must be emphasised that making a learner repeat a grade will be of no benefit unless the learner receives learning support. When learning support is organised for learners who repeat a grade, they would not normally experience any further backlogs within that phase.

### **6.4.1 Pre-Primary phase**

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

### **6.4.2 Primary phases and Junior Secondary phase**

Learners will normally progress through Grades 1-9 without repetition. Only in cases where the class teacher (Grades 1-4) or teaching team (Grades 5-9) in consultation with the principal and head of department is absolutely convinced that a learner would definitely not benefit from progressing to the next grade, should a learner repeat a grade. A promotion committee of the school should discuss borderline cases in Grades

<sup>31</sup> Specific promotion requirements for Grades 1-7 and 9 are provided by the Directorate Programmes and Quality Assurance (PQA), whilst the requirements for promotion for the Junior Secondary Certificate (JSC) and the Namibia Senior Secondary Certificate (NSSC) are provided by the Directorate National Examinations and Assessment (DNEA).

1–9. Parents/guardians must be kept fully informed of why it is necessary for their child to repeat a grade, what will be done by the school to ensure that they achieve the necessary competencies, and what the home can do to support the learner. Learners who do not progress to the next grade must receive counselling to help them understand their situation and must receive learning support focusing on the competencies which they did not achieve. No learner should repeat more than once in any phase. The teaching team should all participate in decisions about making a learner repeat.

Grade 10 can only be repeated through formal education if a learner is under the age of 17, if there are exceptional reasons such as illness or caregiver responsibilities, or as circumstances dictate. In such cases, permission to repeat Grade 10 in formal education can be given by the Regional Director. Alternatively, Grade 10 can be repeated through non-formal education.

#### **6.4.3 Senior Secondary phase**

Learners whose attendance, application to school work during the year, and Grade 11 examination results are satisfactory, progress into the second year of the Senior Secondary programme in Grade 12. However, learners who show unacceptable patterns of behaviour (including unacceptable absenteeism), and/or lack of commitment to studies and limited progress, may be refused readmission to formal Senior Secondary education by the Permanent Secretary. The alternative option will be to enrol in non-formal education.

## **7. CURRICULUM MANAGEMENT**

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

### **7.1 MANAGING RESOURCES**

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

### **7.2 TEACHERS**

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

### **7.3 LESSON STRUCTURE**

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

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

### **7.4 HUMAN RESOURCE UTILISATION**

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

Teachers must be appropriately qualified and correctly deployed to teach in the phase and subjects which they are allocated. The Lower Primary teacher must be qualified at diploma level to teach all subjects throughout the phase, including a Mother Tongue language offered at the school. At the Upper Primary or Junior Secondary level a teacher must be qualified at diploma level at least, to teach either Languages, or Mathematics and Natural Science and Health, or Social Sciences, or two prevocational subjects, and to cover other subjects (Arts in Culture, Physical Education). At the Senior Secondary level, a teacher must be qualified in at the most two mutually related subjects on the curriculum, i.e. majors at first degree level of an education degree, or degree and education diploma<sup>32</sup>.

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

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<sup>32</sup> See also below on life skills, and inclusive education.

It is highly advantageous that a subject teacher follows the same class throughout a phase. This ensures stability and continuity for the learners. The teacher gets to know the learners and their families well and consequently can better teach in a learner-centred way. Finally, the teacher gets an overview of the curriculum for a phase and can better plan and organise learning throughout.

At the Upper Primary and Junior Secondary phases, it is particularly beneficial for planning and co-ordinating teaching, and for local curriculum development, if teachers are grouped as a teaching team around a class and follow the class through the three grades of the phase. A teaching team in these phases consists of a core of three teachers: one Languages teacher, one Mathematics and Natural Science and Health teacher, and one Social Sciences teacher. Other subjects may be covered by additional team members or the core team if they have the competence and time available.

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

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

## **7.5 LIFE SKILLS**

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

## **7.6 INCLUSIVE EDUCATION**

Inclusive education at the school level means ensuring that the physical and social environments are conducive to all learners and that all the necessary teaching and learning aids are in place. All teachers should have a foundation in inclusive education and a course in learning support/compensatory teaching. Every school should have teachers who are trained in inclusive education as part of their qualification or continuous professional development. These teachers must be educated in identifying learning needs, referral procedures and support programmes for learners with different impairments. Professional support to inclusive education must be called on as and when necessary.

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

## **7.7 ORGANISING LANGUAGE TEACHING**

As stated in Chapter 5, where schools have multi-language classes, every effort should be made to group learners for Mother Tongue teaching according to their language. This includes multi-grade grouping if necessary. This has implications for timetabling, where language lessons will have to be in the same blocks of time so that learners can regroup themselves. It also has implications for employment of teachers with qualifications as a language teacher, or ensuring that teachers who do not have a qualification can be upgraded in Mother Tongue teaching through continuous professional development.

## **7.8 TIMETABLING**

Timetabling should be done in such a way as to provide opportunities for longer teaching/learning sequences, cross-curricular teaching, and project work. Double lessons should become much more usual than at present. It also creates fewer disturbances in moving from class to class

every period. When teaching teams are organised as outlined above, and follow the same class through the phase, the team itself may begin to organise time flexibly within their period and subject allocations, within the overall framework of time allocation for each subject. Since the team and the class are a largely self-contained unit, this will not affect other teachers or other periods.

Timetabling and school management must ensure that the whole curriculum is taught (not just promotional subjects), and that the overall time allocations are adhered to. Schools aiming to adjust or adapt time allocation must first gain the approval of the Regional Director.

Timetabling for the Pre-Primary phase should be very flexible and learning areas should be taught in an integrated way. Learners will spend 4 hours per day at school and for schools with computer laboratories, an extra period of 30 minutes may be added to one of the days. Time allocation for all other phases and subjects are stipulated in Annexes 1–5.

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

## **7.9 MULTI-GRADE TEACHING**

Multi-grade teaching involves teaching learners in different grade levels in the same class. This is a long-standing tradition in many smaller schools in Namibia, mostly on farms and in more remote areas. It may also be employed from time to time in schools which have larger enrolments, as a way of organising project work involving different grades.

In the Lower Primary phase, Grade 1 should preferably be taught separately and in any case no more than two grades should be in the same group. Where the school has an option, Upper Primary rather than Lower Primary classes should be combined. In the Upper Primary and Junior Secondary phases all three grades may be in one group provided that it does not exceed normal class size. The same applies to both grades in the Senior Secondary phase.

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

## **7.10 CO-CURRICULAR ACTIVITIES**

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

## **7.11 COMMUNITY RELATIONS**

The community around the school can be an important support and resource, as well as a source of knowledge. Community financial support to the school development fund can come from individuals and businesses as well as from parents. The community may have persons with expertise in language and cultural traditions, crafts, sports, health, entrepreneurship, agriculture, etc. who may be used to support teaching or co-curricular activities and the upkeep of the premises. There are resources which can be shared between the school and community such as computer rooms, libraries and classrooms as meeting places.

Finally, the community is a source of knowledge for the learners to do research and project work of many different kinds. Good relations with the community are essential if the school is to benefit from two-way exchanges, and if learners are to experience that knowledge is all around them, if only they learn to find it and use it.

## **ANNEXE 1: Time allocation for Grades 1-10 – schools without computer laboratories**

The overall time allocation for subjects given below is for a 5-day week, 40 minutes per period. Timetabling can be as flexible as possible, provided that the total time allocation is adhered to.

KEY LEARNING AREA	LOWER PRIMARY			UPPER PRIMARY			JUNIOR SECONDARY		
	GRADES 1&2		GRADES 3&4	GRADES 5-7		GRADES 8-10			
	SUBJECT	# per	SUBJECT	# per	SUBJECT	# per	SUBJECT	# per	
LANGUAGES	First language	10	First language	9	English	7	English	5	
	Second language	5	Second language	9	Another language	6	Another language	4	
MATHEMATICS	Mathematics	8	Mathematics	9	Mathematics	7	Mathematics	5	
NATURAL SCIENCES					Natural Science and Health Education	5	Life Science	4	
	Environmental Studies	3	Environmental Studies	5	Social Studies	5	Physical Science	4	
SOCIAL SCIENCES	Religious and Moral Education	2	Religious and Moral Education	2	Life Skills	1	Geography	3	
					Religious and Moral Education	1	History	3	
TECHNOLOGY					Basic Information Science	1	Life Skills	1	
					Design and Technology*		Religious and Moral Education	1	
ARTS	Arts (music; dance; drama; visual art)**	2	Arts (music; dance; drama; visual art)**	3	Home Ecology*		Basic Information Science	1	
					Elementary Agriculture *	3	Pre-vocational 1*	4	
PHYSICAL EDUCATION	Physical Education	2	Physical Education	2	Arts (music; dance; drama; visual art)	2	Pre-vocational 2*	4	
					Physical Education	1	Arts in Culture	1	
TOTAL		32		39		39		41	
		21 hrs 20 min		26 hrs		26 hrs		27 hrs 20 min	

\* Learners choose one of these three options in Grades 5-7, which include a module on Entrepreneurial Skills, and two options in Grades 8-10.

\*\* Arts in the Lower Primary phase includes technology in craft work.

The cross-curricular issues go through all phases and are incorporated in the phase competencies and basic competencies, but do not have a specific time allocation. They are HIV and AIDS education; Health and Wellness education; Human Rights and Democracy education; Information and Communication Technologies; Environmental learning.

## ANNEXE 2: Time allocation for Grades 1-10 – schools with computer laboratories

The overall time allocation for subjects given below is for a 5-day week, 40 minutes per period. Timetabling can be as flexible as possible, provided that the total time allocation is adhered to.

KEY LEARNING AREA	LOWER PRIMARY				UPPER PRIMARY			JUNIOR SECONDARY		
	GRADES 1&2		GRADES 3&4		GRADES 5-7			GRADES 8-10		
	SUBJECT	# per	SUBJECT	# per	SUBJECT	# per	SUBJECT	# per	SUBJECT	# per
LANGUAGES	First language	10	First language	9	English	7	English	5	English	5
	Second language	5	Second language	9	Another language	6	Another language	4	Another language	4
MATHEMATICS	Mathematics	8	Mathematics	9	Mathematics	7	Mathematics	5	Mathematics	5
NATURAL SCIENCES					Natural Science and Health Education	5	Life Science	4	Life Science	4
	Environmental Studies	3	Environmental Studies	5	Social Studies	5	Geography	3	Physical Science	4
SOCIAL SCIENCES	Religious and Moral Education	2	Religious and Moral Education	2	Life Skills	1	History	3	History	3
					Religious and Moral Education	1	Life Skills	1	Religious and Moral Education	1
TECHNOLOGY	ICT Literacy***	1	ICT Literacy***	1	Basic Information Science	1	Basic Information Science	1	Basic Information Science	1
					ICT Literacy***	1	ICT Literacy***	2	ICT Literacy***	2
ARTS	Arts (music; dance; drama; visual art)**	2	Arts (music; dance; drama; visual art)**	3	Home Ecology*	3	Pre-vocational 1*	4	Pre-vocational 2*	4
					Elementary Agriculture *	3	Arts (music; dance; drama; visual art)	1	Arts in Culture	1
PHYSICAL EDUCATION	Physical Education	2	Physical Education	2	Physical Education	1	Physical Education	1	Physical Education	1
TOTAL		22 hrs	33	40		26 hrs 40 min	40		28 hrs 40 min	43

\* Learners choose one of these three options in Grades 5-7, which include a module on Entrepreneurial Skills, and two options in Grades 8-10.

\*\* Arts in the Lower Primary phase includes technology in craft work.

\*\*\* The timetabling of ICT Literacy is compulsory, but may be scheduled to take place in the afternoon.

The cross-curricular issues go through all phases and are incorporated in the phase competencies and basic competencies, but do not have a specific time allocation. They are HIV and AIDS education; Health and Wellness education; Human Rights and Democracy education; Information and Communication Technologies; Environmental learning.

## ANNEXE 3: Time allocation for Grades 11-12

The overall time allocation for subjects given below is for a 5-day week, 40 minutes per period. Timetabling can be as flexible as possible, provided that the total time allocation is adhered to.

### Two-language Curriculum

FROM 2010		FROM 2012
Schools without computer laboratories	Schools with computer laboratories	
# per	# per	# per
English	English	English
8	8	8
Another language	Another language	Another language
6	6	6
Field of Study	Field of Study	Mathematics
18	18	6
Supplementary Subject	Supplementary Subject	3 other subjects
6	6	18
Life Skills	Life Skills	Life Skills
2	2	2
Physical Education	Physical Education	Physical Education
1	1	1
	ICT Literacy	ICT Literacy
	2	2
<b>TOTAL: 27 hrs 20 min</b>	<b>TOTAL: 28 hrs 40 min</b>	<b>TOTAL: 28 hrs 40 min</b>
<b>41</b>	<b>43</b>	<b>43</b>

### One-language Curriculum

FROM 2010		FROM 2012
Schools without computer laboratories	Schools with computer laboratories	
# per	# per	# per wk
English	English	English
8	8	8
Field of Study	Field of Study	Mathematics
18	18	6
2 Supplementary Subjects	2 Supplementary Subjects	4 other subjects
12	12	24
Life Skills	Life Skills	Life Skills
2	2	2
Physical Education	Physical Education	Physical Education
1	1	1
	ICT Literacy	ICT Literacy
	2	2
<b>TOTAL: 27 hrs 20 min</b>	<b>TOTAL : 28 hrs 40 min</b>	<b>TOTAL: 28 hrs 40 min</b>
<b>41</b>	<b>43</b>	<b>43</b>



## ANNEXE 4: Time allocation for Grades 8-10 for a 7-day cycle

The overall time allocation for subjects given below is for a 7-day cycle, 45 minutes per period. Timetabling can be as flexible as possible, provided that the total time allocation is adhered to.

KEY LEARNING AREA	SUBJECT	Schools without computer laboratories		Schools with computer laboratories	
		% TIME	7-DAY CYCLE [7 periods of 45 min per day for 6 days and 8 periods of 45 min for 1 day]	% TIME	7-DAY CYCLE [7 periods of 45 min for 4 days and 8 periods of 45 min for 3 days]
LANGUAGES	English	12%	6	11,5%	6
	Another language	10%	5	9,6%	5
MATHEMATICS	Mathematics	12%	6	11,5%	6
NATURAL SCIENCES	Life Science	10%	5	9,6%	5
	Physical Science	10%	5	9,6%	5
SOCIAL SCIENCES	Geography	8%	4	7,7%	4
	History	8%	4	7,7%	4
	Life Skills	2%	1	1,9%	1
	Religious and Moral Education	2%	1	1,9%	1
TECHNOLOGY	Basic Information Science	2%	1	1,9%	1
	Pre-vocational 1	10%	5	9,6%	5
	Pre-vocational 2	10%	5	9,6%	5
ARTS	ICT Literacy			3,8%	2
	Arts in Culture	2%	1	1,9%	1
PHYSICAL EDUCATION	Physical Education	2%	1	1,9%	1
	<b>TOTAL</b>	<b>100%</b>	<b>50 periods per cycle</b>	<b>99,7%</b>	<b>52 periods per cycle</b>
	<b>TOTAL TIME</b>		<b>37 hours 30 min per cycle</b>		<b>39 hours per cycle</b>

## ANNEXE 5: Time allocation for Grades 11-12 for a 7-day cycle

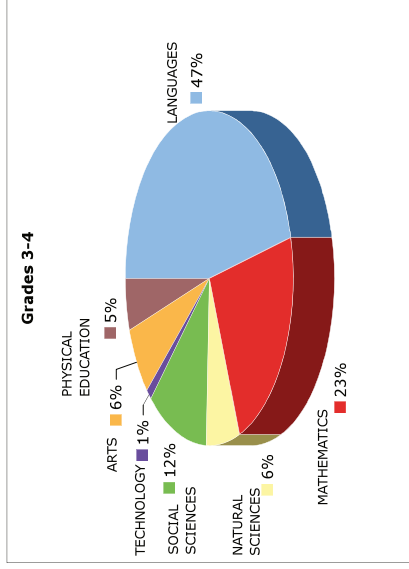
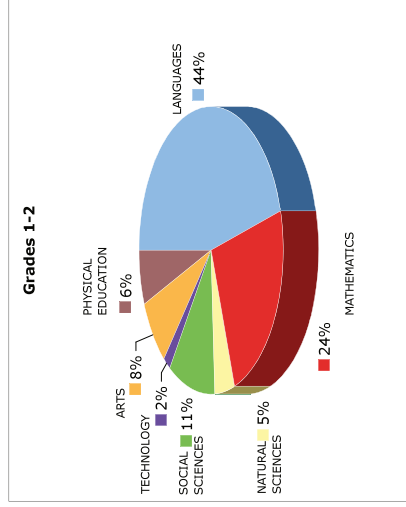
The overall time allocation for subjects given below is for a 7-day cycle, 45 minutes per period. Timetabling can be as flexible as possible, provided that the total time allocation is adhered to.

SUBJECT	Schools without computer laboratories		Schools with computer laboratories	
	% TIME	7-DAY CYCLE [7 periods of 45 min per day for 6 days and 8 periods of 45 min for 1 day]	% TIME	7-DAY CYCLE [7 periods of 45 min for 4 days and 8 periods of 45 min for 3 days]
English	20%	10	19,2%	10
Another language or Supplementary Subject	14%	7	13,5%	7
Mathematics	14%	7	13,5%	7
Field of Study: Subject 1	14%	7	13,5%	7
Subject 2	14%	7	13,5%	7
Subject 3	14%	7	13,5%	7
Life Skills	6%	3	5,8%	3
Physical Education	4%	2	3,8%	2
ICT Literacy			3,8%	2
<b>TOTAL</b>	<b>100%</b>	<b>50 periods per cycle</b>	<b>100%</b>	<b>52 periods per cycle</b>
<b>TOTAL TIME</b>		<b>37 hours 30 min per cycle</b>		<b>39 hours per cycle</b>

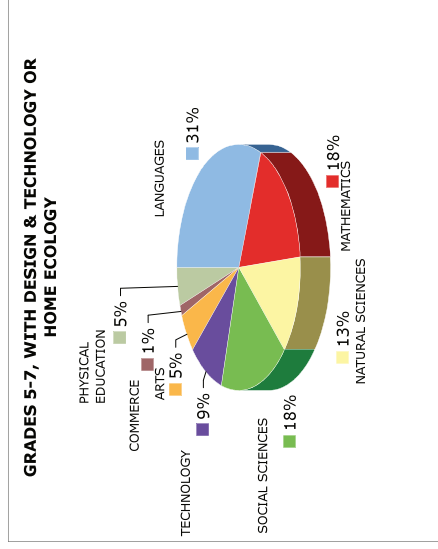
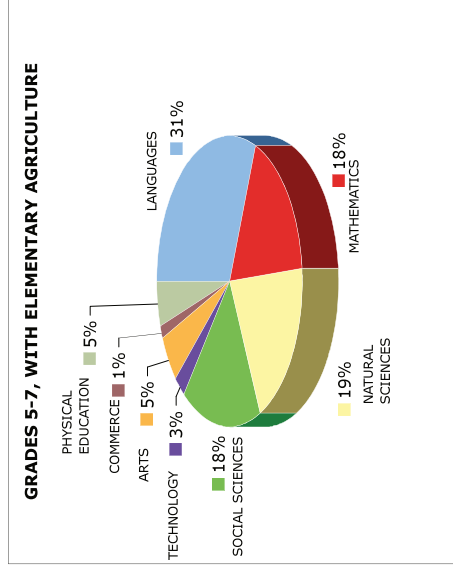
## ANNEXE 6: Relative weighting of key learning areas by subject

The following charts show the percentage weighting of the key learning areas for each phase by subject, and examples of combinations of subject options in Upper Primary and Junior Secondary. It must be borne in mind that key learning areas such as commerce and technology are not only represented in specific subjects, but have topics in Mathematics, Social Sciences, and Natural Sciences, just as language and mathematics is used across the curriculum. The weighting by subjects shown here does not represent the actual time used for a key learning area.

### Lower Primary

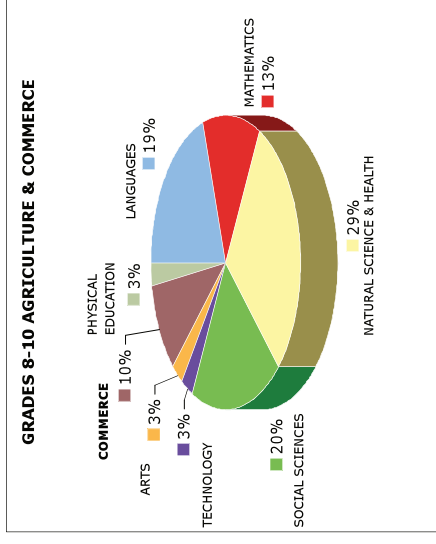
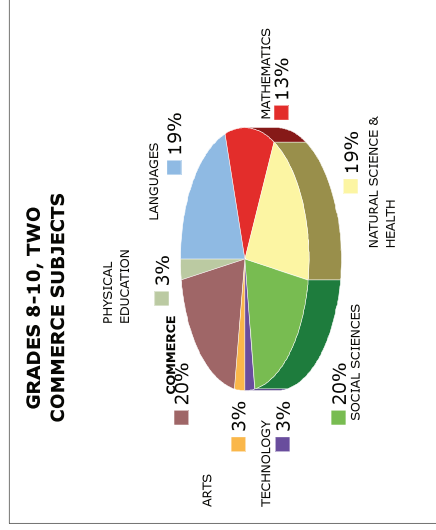
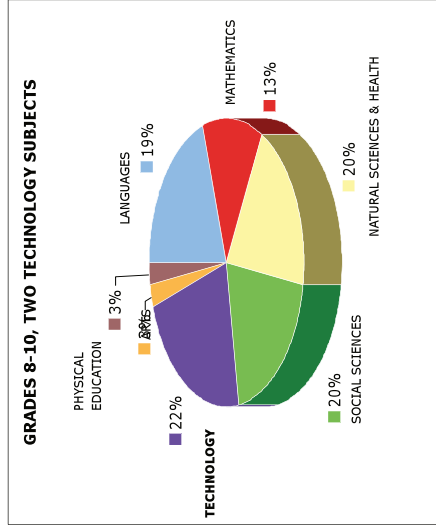


### Upper Primary



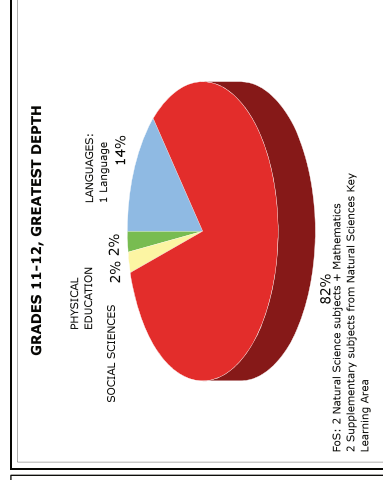
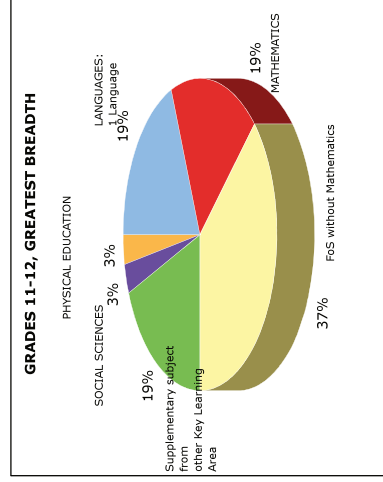
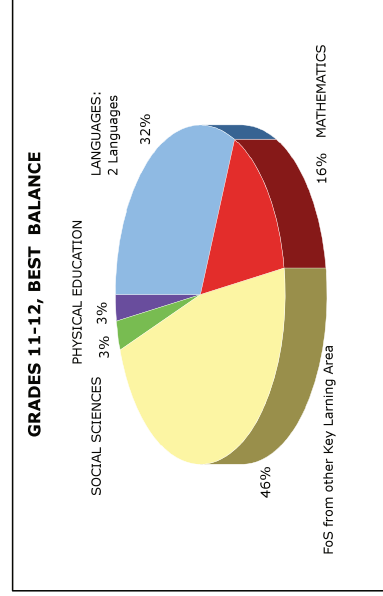
## Junior Secondary

The charts give three examples of different individual programmes by Key Learning Area according to combinations of optional subjects.



## Senior Secondary

A minimum of 37% and a maximum of 82% of time allocation can be used for one Key Learning Area. The pie charts below show the best balance between Key Learning Areas, and the greatest breadth of Key Learning Areas, and the greatest depth in one Key Learning Area, in different individual programmes as a whole.



## ANNEXE 7: Subject Syllabuses

		PP	LP	UP	JS	NSSCO	NSSCH	SS
	<b>Languages</b>							
1	Namibian Sign Language	-	X	X	X	-	-	X
2	Afrikaans First Language	X	X	X	X	X	X	
3	English First Language	X	X	X	X	X	X	
4	German First Language	X	X	X	X	X	X	
5	Ju!'hoansi	X	X	-	-	-	-	
6	Khoekhoegowab	X	X	X	X	X	-	
7	Oshikwanyama	X	X	X	X	X	X	
8	Oshindonga	X	X	X	X	X	X	
9	Otjiherero	X	X	X	X	X	-	
10	Rukwangali	X	X	X	X	X	X	
11	Rumanyo	X	X	X	X	X	-	
12	Setswana	X	X	X	X	X	-	
13	Silози	X	X	X	X	X	X	
14	Thimbukushu	X	X	X	X	X	-	
15	Afrikaans Second Language	-	-	X	X	X	-	
16	English Second Language	-	X	X	X	X	X	
17	French Foreign Language	-	-	-	X	X	X	
18	German Foreign Language	-	-	-	X	X	X	
19	<b>Mathematics</b>	X	X	X	X	X	X	
20	<b>Environmental studies</b>	X	X	-	-	-	-	
	<b>Social sciences</b>							
21	Development Studies	-	-	-	-	X	-	
22	Geography	-	-	-	X	X	X	
23	History	-	-	-	X	X	X	
24	Life Skills	-	-	X	X	-	-	X
25	Religious and Moral Education	X	X	X	X	-	-	
26	Social Studies	-	-	X	-	-	-	
	<b>Natural sciences:</b>							
27	Agriculture	-	-	X	X	X	-	
28	Biology	-	-	-	-	X	X	
29	Life Science	-	-	-	X	-	-	
30	Natural Science and Health Education	-	-	X	-	-	-	
31	Physical Science	-	-	-	X	X	X	
	<b>Technology</b>							
32	Computer Studies	-	-	-	X	X	X	
33	Design and Technology	-	-	X	X	X	X	
34	Needlework and Clothing	-	-	-	X	-	-	
35	Fashion and Fabrics	-	-	-	-	X	-	
36	Home Ecology	-	-	X	-	-	-	
37	Home Economics	-	-	-	X	X	-	
	<b>Commerce</b>							
38	Accounting	-	-	-	X	X	X	
39	Business Studies	-	-	-	-	X	X	
40	Economics	-	-	-	-	X	X	
41	Entrepreneurship	-	-	-	X	-	-	
42	Keyboard and Word Processing	-	-	-	X	-	-	
43	Office Administration and Keyboarding Applications	-	-	-	-	X	-	
44	Office Administration and Keyboarding Applications (Modified)	-	-	-	-	X	-	
	<b>Arts</b>							
45	Arts	X	X	X	-	-	-	
46	Arts in Culture	-	-	-	X	-	-	
47	Art and Design	-	-	-	-	X	-	
48	Integrated Performing Arts	-	-	-	X	-	-	
49	Visual Arts	-	-	-	X	-	-	
50	<b>Physical Education</b>	X	X	X	X	-	-	X
51	<b>Basic Information Science</b>	-	-	X	X	-	-	

PP = Pre-Primary; LP = Lower Primary; UP = Upper Primary; JS = Junior Secondary; SS = Senior Secondary; NSSCO = Namibia Senior Secondary Certificate Ordinary level; NSSCH = Namibia Senior Secondary Certificate Higher level

## ***ANNEXE 8: Background documents to the National Curriculum for Basic Education***

The Constitution of the Republic of Namibia (1990)

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

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

National Development Plan 2 (NPC, 1997)

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

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

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

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

The Education Act (Act no. 16 of 2001)

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

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

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

Namibia Vision 2030 (Office of the President, 2004)

ICT Policy for Education (MBESC/MHEVTST, 2005)

Guidelines for School Principals (MOE, 2005)

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

The Lower Primary Curriculum (MOE: NIED, 2005)

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

Education and Training Sector Improvement Programme (MOE, 2006)

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

National Development Plan 3 (NPC, 2008)

## **ANNEXE 9: Glossary of terms used**

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

### **Aim**

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

### **Assessment**

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

### **Competencies**

Abilities which can be demonstrated for assessment.

### **Competency statement**

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

### **Continuous assessment**

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

### **Course work**

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

### **Criterion-referenced assessment**

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

### **Cross-curricular theme**

A theme or topic common to several subjects or areas of learning e.g. HIV/AIDS, Ecology, Human Rights and Democracy, substance abuse, population education, health, ICTs.

### **Curriculum**

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

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

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

**Enrichment learning/materials/tasks**

Additional or alternative methods, materials and/or tasks to further individualise and enrich learning. This might be for gifted learners, or learners with special educational needs, or to provide the whole class with additional or alternative material or tasks to supplement textbooks and workbooks.

**Evaluation**

Determining the quality of a teaching-learning process or any component of it, e.g. the curriculum, textbooks, materials, teaching and assessment.

**Examination**

A formal assessment of learner achievement through written, oral, visual/signed and/or practical tests.

**Formative assessment**

Using the findings of assessment or evaluation to understand what changes need to be made to the teaching/learning process: curriculum, textbooks, materials, teaching methods, organisation of groups, time or space, assessment, evaluation.

**Goal**

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

**Inclusive education**

Inclusive education is when schools serve all children, with a focus on those who have traditionally been excluded from educational opportunities such as learners with special educational needs and disabilities, children from ethnic and linguistic minorities, and also those who by reason of their slow progress have been effectively excluded from the educational process within their schools.<sup>33</sup>

**Intelligence**

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

**Learning Support (previously referred to as “Compensatory teaching”)**

Involves planned methods and materials to enable learners with learning difficulties and other needs, including above-average achievers, to reach essential basic competencies and to progress and achieve according to their potential.

**Multi-grade teaching**

Involves teaching learners in different grade levels in the same class.

**Multiple intelligences**

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

**Non-formal education**

Education given in institutions outside the formal school system.

**Norm-referenced assessment/grading**

The results of assessment are distributed according to a given statistical norm. The same percentage of learners will be in each level every year, irrespective of whether or not the overall performance was better or worse from one year to another.

---

<sup>33</sup> UNESCO, Open file on Inclusive Education



**Objective**

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

**Skill**

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

**Special educational needs**

Special educational needs are individual learning needs owing to impairments, disabilities, deprivation or social disadvantage.

**Special Education**

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

**Special School**

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

**Special Needs Class**

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

**Special Needs Unit**

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

**Summative assessment**

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

**Syllabus**

A course description for a subject within the curriculum.

**Theme**

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

**Topic**

A sub-unit of a theme.



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