



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

SENIOR SECONDARY PHASE

LIFE SKILLS SYLLABUS

GRADES 10 - 11

For implementation:

Grade 10 in 2019

and

Grade 11 in 2020

Ministry of Education, Arts and Culture
National Institute for Educational Development (NIED)
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Life Skills Syllabus Grades 10 - 11

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Life Skills in the Senior Secondary phase level. Life Skills as a subject is within the Humanities areas of learning in the curriculum, but has thematic links to other subjects across the curriculum.

2. RATIONALE

Life Skills as a subject is a way of making meaning out of life. The rationale behind the curriculum is to focus on the optimal, and holistic development of all learners.

The particular features of Life Skills in this phase are that learners should be able to:

- make informed decisions regarding future careers;
- have a clear idea of their identity;
- apply knowledge in decision making;
- function effectively;
- be socially responsible;
- take responsibility of own health;
- be responsible road users.

3. AIMS

Life Skills promotes the following aims in the curriculum:

- emphasise career guidance, holistic wellness and civic affairs;
- prepare the learner holistically for life and their future;
- promote and foster the highest moral and ethical values;
- develop and enhance respect and tolerance towards other people in all spheres of life;
- encourage the teaching of cross-curricular topics;
- promote gender equality;
- provide orientation, exploration and skills development through self-awareness and a positive self-image.

4. INCLUSIVE EDUCATION

Worksheets and other printed materials should be enlarged for learners with visual impairments. Text should be transcribed in Braille for learners who are blind.

Teachers should ensure that learners with hearing impairments are placed in such a way to benefit maximally from the learning opportunities provided. Verbal information should also be provided in written form to learners with hearing impairments.

Life Skills has a layered syllabus with competencies on different achievement levels to cater for learners with learning difficulties. This will empower learners to achieve and extent their personal potential to contribute positively to society and to cope with and respond to the challenges in their world.

In working with every topic, issues should be approached from both male and female perspectives. The perspectives of boys and girls need to be shared in class in order to enrich one another's thinking.

Gifted learners should be catered for through challenging activities and enrichment information. Extra work on the same level as that of other learners cannot be considered as enrichment activities.

Gender equality implies that the interests, needs and priorities of both female and male learners are taken into consideration, recognising the diversity of all different groups. Equality between females and males is seen as a human right issue and as a precondition for sustainable people-centred development.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues include Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety. These have been introduced to the formal curriculum to be dealt with in each subject and across all phases, because each of the issues deals with particular risks and challenges within the Namibian society. All learners need to:

- understand the nature of these risks and challenges;
- know their impact on society and on the quality of life of people now and in the future;
- understand how these risks and challenges can be addressed on a national and global level;
- understand the role they play in addressing these risks and challenges in their own schools and local communities.

The main risks and challenges identified are:

- not caring for and managing our natural resources well;
- HIV and AIDS;
- health hazards caused by pollution, poor sanitation and waste;
- inequity in governance, democracy and social stability that ignores rights and responsibilities of citizens by;
- misuse of information and communication technology
- non-adherence to Road Safety measures.

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses.

In this syllabus, the following are links to cross-curricular issues:

Cross-curricular issues	Grade 10	Grade 11
Environmental Learning	Lifestyle diseases	Personal values and behaviour
HIV and AIDS	Living positively with HIV	Pre-natal care
ICT	Gambling	Electronic social networking Cyber wellness Pornography
EHRD	Patriotism Registration of birth and death Identification documents and passports	Patriotism The roles and responsibilities of the Anti-Corruption Commission and the Ombudsman Speak out
Population education	Family planning Responsible parenthood Marriage	Pregnancy Abortion Pre-natal care Infant care Single parenthood Marriage under customary law Sexual communication
Road safety	Driver's license	Roadworthiness

6. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of learner-centred education (LCE) described in ministerial policy documents and the learner-centred education conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

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

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to identify the needs of the learners and the learning that still needs to take place, and know how to shape learning experiences accordingly. Teaching strategies must therefore be varied and flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the general and specific objectives to be achieved, 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 reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise 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.

Local context and content

This syllabus, at several points, recommends that the teacher invites an expert from the community to address learners about their field of expertise.

Although the teacher must present the subject objectively, the local, African context should always be taken into consideration.

Life Skills is about learners' understanding and changing of behaviours to enable them to become worthy citizens. Learners need the opportunity to express their feelings and partake in lessons freely.

Teaching approaches in Life Skills

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

The prior knowledge of learners should always be the starting point of every lesson. Information on prior knowledge should be gained by the teacher through asking questions or brainstorming on the topic. **The conveying of new knowledge should not take more than 10-15 minutes, depending on the topic and task at hand.**

The teacher should keep in mind that the best ways of learning in Life Skills is through experiential learning and hands-on activities. Suggestions of teaching and learning strategies are:

- individual work;
- pair work;
- group work;
- whole class activities.

Co-operative and collaborative learning should be encouraged through pair or group work. 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.

Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible.

In Life Skills examples of issues should be taken from the learners' immediate community and environment. It is important to embrace the African context in Namibia.

7. END-OF-PHASE COMPETENCIES

On entry to the Senior Secondary Phase (Grade 10), all learners must be able to make decisions about fields of study and possible career choices. They are expected to be able to make informed decisions on various personal and life issues. Learners are expected to have skills to cope with some challenges in life. Learners must develop positive values and apply these values in everyday life.

All learners, despite their intellectual or academic level are able to accomplish basic living skills. A small number of learners have special educational needs to a degree which requires greater individual attention.

On completion of the Senior Secondary Phase (Grade 11) of education in Life Skills, learners are expected to be able to:

- make responsible decisions on their future careers;
- make informed decisions about personal health;
- respond effectively to challenges in their world;
- demonstrate an understanding and appreciation of the rights and values of the community and society;
- demonstrate an understanding and appreciation of their responsibilities towards themselves, other people and their environment.

8. SUMMARY OF THE LEARNING CONTENT

Themes/Topics Grade 10	Themes/Topics Grade 11
1. Career guidance	
<ul style="list-style-type: none"> • Motivation • Study methods • Memory skills • Thinking skills • Examination skills and strategies • In-service training and apprenticeship • Casual work • Unemployment 	<ul style="list-style-type: none"> • National examination • Options after school • Job shadowing • Curriculum vitae • Application forms and letters • Interviews • Job contract • Work pride
2. Holistic wellness	
<ul style="list-style-type: none"> • Sexually transmitted infections • Living positively with HIV • Breast cancer • Family planning • Personal values and behaviour • Self-esteem • Lifestyle diseases • Eating disorders • Rite of passage • Suicide • Date rape • Abusive relationships • Marriage • Separation and divorce • Financial planning • Gambling • Humanity 	<ul style="list-style-type: none"> • Basic first aid • Hepatitis • Pregnancy • Abortion • Pre-natal care • Infant care • Single parenthood • Marriage under customary law • Sexual communication • Sexual orientations • Emotional intelligence • Depression (major depressive disorders) • Electronic social networking • Cyber wellness • Pornography • Taxes • Will • Tribalism • Racism • Xenophobia • Homophobia • Other forms of phobias (biphobia, transphobia, etc.)
3. Civic affairs	
<ul style="list-style-type: none"> • Patriotism • Registration of birth and death • Identification documents and passports • Different types of corruption • Road safety (Driver's license) 	<ul style="list-style-type: none"> • Patriotism • Freedom of speech • The roles and responsibilities of the Anti-Corruption Commission (ACC) and the Ombudsman • Road safety (Roadworthiness)

9. LEARNING CONTENT

9.1 LEARNING CONTENT FOR GRADE 10

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 10 learners should be able to:</i>
9.1.1 CAREER GUIDANCE		
Motivation	<ul style="list-style-type: none">• understand the importance of motivation	<ul style="list-style-type: none">• differentiate between intrinsic and extrinsic motivation• explain the advantages and disadvantages of intrinsic and extrinsic motivation• determine the relationship between goal-setting and motivation• determine the relationship between encouragement and inspiration
Study methods	<ul style="list-style-type: none">• know how to study effectively	<ul style="list-style-type: none">• discuss the aspects involved in effective studying• explain similarities and differences between various study techniques• compare various learning styles with study techniques
Memory skills	<ul style="list-style-type: none">• acquire good memory skills	<ul style="list-style-type: none">• differentiate between short-term and long-term memory• discuss techniques for memory improvement• identify barriers to remembering or recalling information
Thinking skills	<ul style="list-style-type: none">• understand how to use higher order thinking skills	<ul style="list-style-type: none">• explain what higher order thinking skills are• discuss the components of higher order thinking skills• identify challenges in using higher order thinking skills

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 10 learners should be able to:</i>
Examination skills	<ul style="list-style-type: none"> improve examination skills and strategies 	<ul style="list-style-type: none"> explain procedures before, during and after examination discuss examination rules and procedures analyse special conditions and special arrangements when writing examination analyse the different types of questions asked in a test or examination (multiple choice, short answer, essay and structured questions, etc.)
In-service training and apprenticeship	<ul style="list-style-type: none"> acquire knowledge about in-service training and apprenticeship 	<ul style="list-style-type: none"> explain the difference between in-service training and apprenticeship discuss the benefits of in-service training discuss the benefits of apprenticeship compare the relationship between in-service training and life-long learning
Casual work	<ul style="list-style-type: none"> understand the advantages of casual work 	<ul style="list-style-type: none"> explain what casual work is discuss the advantages and disadvantages of casual work explain the rights and responsibilities of a casual worker (as per the Labour Act 2007, Act No. 11 of 2007)
Unemployment	<ul style="list-style-type: none"> know how to deal with unemployment 	<ul style="list-style-type: none"> define in own words the term unemployment discuss ways to deal with unemployment explain the effect of unemployment on the family, community and the country explain the relationship between unemployment and volunteerism

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 10 learners should be able to:</i>
9.1.2 HOLISTIC WELLNESS		
Sexually transmitted infections (STIs)	<ul style="list-style-type: none"> acquire knowledge on symptoms and treatment of STIs 	<ul style="list-style-type: none"> explain what are STIs and list them discuss symptoms and treatment of STIs explore prevention measures against STIs discuss the consequences of being infected with an STI
Living positively with Human Immunodeficiency Virus (HIV)	<ul style="list-style-type: none"> know how to live positively with HIV 	<ul style="list-style-type: none"> explain how to cope with the emotional challenges of living with HIV discuss the importance of healthy living, medical treatment and adherence explain mother to child prevention during pregnancy, delivery and early child care explore measures to prevent further infections
Family planning	<ul style="list-style-type: none"> acquire knowledge on different family planning methods 	<ul style="list-style-type: none"> explain why family planning is important discuss different family planning methods discuss where to obtain contraceptives (females and males) and challenges experienced
Breast cancer	<ul style="list-style-type: none"> acquire knowledge on breast cancer 	<ul style="list-style-type: none"> discuss symptoms of breast cancer explain the importance of self-examination explore self-examination methods discuss the treatment of breast cancer
Personal values and behaviour	<ul style="list-style-type: none"> understand the influence of personal values on behaviour 	<ul style="list-style-type: none"> discuss differences in personal values explain how personal values can influence behaviour explore teenage behaviour in relation to parental values
Self-esteem	<ul style="list-style-type: none"> understand the importance of a positive self-esteem 	<ul style="list-style-type: none"> define self-esteem determine factors that influence the development of positive self-esteem discuss the impact of criticism on a person's self-esteem

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 10 learners should be able to:</i>
Lifestyle diseases	<ul style="list-style-type: none"> understand the causes and prevention of lifestyle diseases 	<ul style="list-style-type: none"> discuss lifestyle diseases explain the causes of different lifestyle diseases describe ways to prevent or control lifestyle diseases
Eating disorders	<ul style="list-style-type: none"> understand the causes and treatment of eating disorders 	<ul style="list-style-type: none"> differentiate between bulimia, anorexia, binge eating and night eating disorder discuss the causes of eating disorders recognise the treatment of eating disorders explore other types of eating disorders
Rite of passage	<ul style="list-style-type: none"> acquire knowledge about the rite of passage 	<ul style="list-style-type: none"> discuss the importance of different Namibian cultural rites of passage discuss commonalities between different Namibian cultures concerning the rite of passage explore the influence of Westernisation on the different Namibian cultural rites of passage discuss potential negative aspects in cultural rites of passage
Suicide	<ul style="list-style-type: none"> acquire knowledge regarding suicidal behaviour 	<ul style="list-style-type: none"> discuss triggers to suicide explain how to recognise suicidal behaviour discuss how to react to suicidal threats explore methods of prevention and referral with regard to suicidal threats
Date rape	<ul style="list-style-type: none"> acquire knowledge on factors that might lead to date rape 	<ul style="list-style-type: none"> explain what date rape is discuss precautionary measures to prevent date rape

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 10 learners should be able to:</i>
Abusive relationships	<ul style="list-style-type: none"> • know how to deal with an abusive relationship 	<ul style="list-style-type: none"> • identify types of abuse in a relationship • discuss how to deal with an abusive relationship • explore different counselling service providers in an abusive relationship • explain the procedures to follow to obtain a protection order
Marriage under customary law	<ul style="list-style-type: none"> • acquire knowledge concerning customary law 	<ul style="list-style-type: none"> • discuss child marriage • discuss arranged marriage • explain what forced marriage is • explain what marriage under customary law is • discuss the rights and responsibilities of the man, woman and children in a marriage under customary law
Co-habitation	<ul style="list-style-type: none"> • understand what co-habitation is 	<ul style="list-style-type: none"> • explain what co-habitation is • discuss the advantages and disadvantages of co-habiting • explore the causes and effects of co-habitation (see Legal Assistance Centre Guidelines)
Financial planning	<ul style="list-style-type: none"> • understand the importance of financial planning 	<ul style="list-style-type: none"> • explain what financial planning is • discuss different types of investments • discuss different types of insurance policies • explore the advantages and disadvantages of different types of insurance policies
Gambling	<ul style="list-style-type: none"> • understand the dangers of gambling 	<ul style="list-style-type: none"> • explain what gambling is • discuss different types of gambling • explore the reasons for gambling • explain the consequences of gambling

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 10 learners should be able to:</i>
Humanity	<ul style="list-style-type: none"> know about the different aspects of humanity 	<ul style="list-style-type: none"> define humanity name the different aspects of humanity discuss special acts of courage benefiting others
9.1.3 CIVIC AFFAIRS		
Patriotism	<ul style="list-style-type: none"> understand the importance of patriotism 	<ul style="list-style-type: none"> explain what patriotism is discuss the advantages and disadvantages of being patriotic
Registration of birth and death	<ul style="list-style-type: none"> acquire knowledge on birth and death registration 	<ul style="list-style-type: none"> explain why is it important to register birth and death explain the procedures of birth and death registration distinguish between an abridged certificate and a full birth certificate distinguish between a death certificate and a burial order discuss procedures to follow when birth documents are missing
Identification documents (IDs) and passports	<ul style="list-style-type: none"> acquire knowledge on identification documents and passports 	<ul style="list-style-type: none"> explain the importance of having an identification document discuss the procedures to follow to obtain an identification document discuss the procedures to follow to obtain a passport name different types of visas explain when and how to apply for a visa
Corruption	<ul style="list-style-type: none"> understand what corruption is 	<ul style="list-style-type: none"> define corruption identify different types of corruption explore the implication of being corrupt

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 10 learners should be able to:</i>
Road safety (Driver's license)	<ul style="list-style-type: none"> • know how to obtain a driver's license 	<ul style="list-style-type: none"> • explain a valid learner's license and a driver's license • explain the requirements for getting a learner's license • explain the procedures to follow in obtaining a driver's license • discuss the responsibilities after obtaining a driver's license

9.2 LEARNING CONTENT FOR GRADE 11

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 11 learners should be able to:</i>
9.2.1 CAREER GUIDANCE		
National/external examination	<ul style="list-style-type: none"> acquire knowledge on national/external examinations 	<ul style="list-style-type: none"> explain the purpose of a national/external examination explain the examination rules and procedures discuss the procedures for registration of a national/external examination analyse the procedures for special consideration and special arrangement of a national/external examination discuss the safekeeping of documents before, during and after the examination discuss the provision of rechecking and remarking of answer scripts after examination results are announced by the Ministry of Education, Arts and Culture
Options after school	<ul style="list-style-type: none"> know about different options after school 	<ul style="list-style-type: none"> explain institutions available in your region to upgrade your marks to go to Grade 12 and do NSSCAS research study opportunities available at tertiary institutions after Grade 11, i.e., after NSSCO research different careers and their requirements after leaving/finishing school
Job shadowing	<ul style="list-style-type: none"> understand job shadowing 	<ul style="list-style-type: none"> explain the advantages of job shadowing discuss what to do before, during and after job shadowing debate ethical behaviour during job shadowing differentiate between job shadowing and job attachment
Curriculum Vitae (CV)	<ul style="list-style-type: none"> know how to compile a CV 	<ul style="list-style-type: none"> explain the difference between a CV and résumé discuss the content on a CV prepare a CV

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 11 learners should be able to:</i>
Application forms and letters	<ul style="list-style-type: none"> • know how to complete an application form and write an application letter 	<ul style="list-style-type: none"> • discuss the procedures to follow when completing an application form • explain how to write an application letter • discuss different methods of sending an application letter or form (e-mail, fax, post, etc.)
Interviews	<ul style="list-style-type: none"> • acquire knowledge about interview procedures 	<ul style="list-style-type: none"> • discuss the preparation for an interview • discuss the do's and don'ts during an interview • explain the interview procedures
Job contract	<ul style="list-style-type: none"> • understand a job contract 	<ul style="list-style-type: none"> • explain the importance of a job contract • discuss important clauses in a job contract • explain the employer and employee's rights and responsibilities (as per Labour Act 2007, Act No.11 of 2007) • discuss the relationship between the employer and workers' union
Work pride	<ul style="list-style-type: none"> • understand work pride 	<ul style="list-style-type: none"> • explain the importance of work pride • discuss work ethics • link personal values with work pride • debate the relationship between work ethics and patriotism

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 11 learners should be able to:</i>
9.2.2 HOLISTIC WELLNESS		
Basic first aid	<ul style="list-style-type: none"> • know how to apply basic first aid 	<ul style="list-style-type: none"> • understand the do's and don'ts when applying basic first aid • demonstrate how to apply basic first aid on a person who has an open wound or a broken bone • discuss what to do if a learner has an epileptic seizure • demonstrate how to resuscitate a person who has drowned • apply the procedures to follow when a person has an obstruction in the air passage
Hepatitis	<ul style="list-style-type: none"> • know the symptoms, spread and treatment of hepatitis 	<ul style="list-style-type: none"> • define hepatitis • identify different types of hepatitis • describe the causes of and prevention measures for hepatitis • explain the symptoms, spread and treatment of different types of hepatitis •
Pregnancy	<ul style="list-style-type: none"> • understand the impact of learner pregnancy 	<ul style="list-style-type: none"> • discuss the stages of pregnancy • discuss the importance of a healthy lifestyle during pregnancy • discuss health risks during pregnancy • discuss the consequences/impact of being pregnant while in school (see Education Sector Policy for the Prevention and Management of Learner Pregnancy, 2009)
Abortion	<ul style="list-style-type: none"> • acquire knowledge about abortion 	<ul style="list-style-type: none"> • define abortion • explain legal and illegal abortion • discuss the physical and emotional implication of an abortion

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 11 learners should be able to:</i>
Pre-natal care	<ul style="list-style-type: none"> understand the importance of pre-natal care 	<ul style="list-style-type: none"> explain what pre-natal care is discuss tests and examinations carried out during pre-natal care visits discuss the importance of the involvement of both partners in pre-natal care
Infant care	<ul style="list-style-type: none"> acquire knowledge and skills on infant care 	<ul style="list-style-type: none"> discuss feeding of babies explain the importance and the schedule of immunisation of babies explain the importance of adhering to the immunisation schedule of babies explain the importance of bonding with the baby by both partners discuss child neglect
Single parenthood	<ul style="list-style-type: none"> understand the impact of single parenthood 	<ul style="list-style-type: none"> discuss the responsibilities of a single parent discuss the social, emotional and economic effects on a single parent and the child explain procedures to follow when applying for maintenance and related grants
Civil marriage	<ul style="list-style-type: none"> understand what civil marriage is 	<ul style="list-style-type: none"> discuss the difference between customary and civil marriage differentiate between being married in community of property and out of community of property (Marriage Act, Act No. 25 of 1961, as amended) discuss the roles and responsibilities of both partners in the marriage (Married Persons Equality Act, Act No. 1 of 1996) explain the importance of communication in a marriage

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 11 learners should be able to:</i>
Separation and divorce	<ul style="list-style-type: none"> understand the impact of separation and divorce 	<ul style="list-style-type: none"> explain the difference between separation and divorce identify the impact of separation and divorce on family members discuss the legal implications of divorce
Taxes	<ul style="list-style-type: none"> acquire knowledge about the importance of taxes 	<ul style="list-style-type: none"> explain what tax is describe the different types of taxes discuss the reasons for having to pay tax explain when tax can be exempted
Will	<ul style="list-style-type: none"> understand the importance of having a will 	<ul style="list-style-type: none"> define what a will is discuss the reasons for having a will explain what should be in a will discuss what will happen if there is no will
Sexual communication	<ul style="list-style-type: none"> understand the importance of sexual communication 	<ul style="list-style-type: none"> explain the importance of sexual communication between partners explore barriers and solutions in communication concerning sexuality discuss the importance of sex education between parents and children
Sexual orientations	<ul style="list-style-type: none"> understand different sexual orientations 	<ul style="list-style-type: none"> identify correct references to different sexual orientations discuss human rights on sexual orientation discuss how to establish social cohesion amongst people with different sexual orientations explain how to affirm different sexual orientations discuss how to support people with different sexual orientations differentiate between sexual orientation and sexual behaviours (activities)

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 11 learners should be able to:</i>
Emotional intelligence	<ul style="list-style-type: none"> understand what emotional intelligence is 	<ul style="list-style-type: none"> explain the concept emotional intelligence differentiate between low and high emotional intelligence discuss the traits of an emotionally resilient person
Depression (major depressive disorders)	<ul style="list-style-type: none"> acquire knowledge on how to deal with depression (major depressive disorders) 	<ul style="list-style-type: none"> define depression (major depressive disorders) discuss the common signs and symptoms of depression in children, teens and adults explain a variety of factors that causes depression (i.e.; biological differences, brain chemistry, hormones and inherited traits) discuss risk factors that can increase the development or triggering of depression (i.e.; low self-esteem, being too dependent, recreational drugs/alcohol abuse, physical or sexual abuse, etc.) list complications associated with depression (e.g. alcohol or drug misuse, social isolation, suicidal feelings/attempts, etc.) explore ways of preventing (getting out of) depression/major depressive disorders (i.e.; medication, psychotherapy or both)
Electronic social networking	<ul style="list-style-type: none"> understand the impact of electronic social networking 	<ul style="list-style-type: none"> explain the features, attractions and dangers of using electronic social networking discuss the importance of proper conduct in electronic social networking explore the legal implications of irresponsible use of electronic social networking

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 11 learners should be able to:</i>
Cyber wellness (CW)	<ul style="list-style-type: none"> acquire knowledge and understand about cyber wellness (CW) 	<ul style="list-style-type: none"> explain what cyber wellness is discuss the three (3) cyber wellness (CW) principles (the “sense-think-act” process) identify possible risks of harmful behaviours online (identity and relationship, i.e.; healthy self-identity, balanced life and balanced use, cyber bullying, online relationships, etc.) demonstrate respect for self and others online practise safe and responsible use of internet (choices, i.e.; cyber citizenship, positive presence) analyse online behaviour and show awareness of how to protect oneself in cyberspace (i.e.; handling online content and behaviour, the cyber world and cyber contacts)
Pornography	<ul style="list-style-type: none"> understand the dangers of pornography 	<ul style="list-style-type: none"> explain what pornography is discuss different pornographic materials discuss the consequences of using pornographic materials
Tribalism, racism and xenophobia	<ul style="list-style-type: none"> understand the effects of tribalism, racism and xenophobia 	<ul style="list-style-type: none"> explain what tribalism is explain what racism is explain what xenophobia is differentiate between tribalism, racism and xenophobia discuss the causes of tribalism, racism and xenophobia discuss the consequences of tribalism, racism and xenophobia discuss the impact of tribalism, racism and xenophobia on the unity of a country

THEMES/TOPICS	GENERAL OBJECTIVES <i>The learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 11 learners should be able to:</i>
Homophobia and other forms of phobias	<ul style="list-style-type: none"> acquire an understanding of homophobia and other forms of phobias (e.g.; biphobia, transphobia) 	<ul style="list-style-type: none"> explain what homophobia is discuss other forms of phobias (e.g.; biphobia, transphobia) discuss the impact of other forms of phobias (e.g. biphobia, transphobia) on the unity and well-being of a country
9.2.3 CIVIC AFFAIRS		
Freedom of speech	<ul style="list-style-type: none"> understand the importance of freedom of speech and speaking out 	<ul style="list-style-type: none"> define freedom of speech discuss why and when to speak out determine why people are hesitant to speak out explain different ways to let your voice be heard
Corruption	<ul style="list-style-type: none"> understand the importance of reporting corruption 	<ul style="list-style-type: none"> discuss different types of corruption explain how to report corruption discuss the impact of corruption on the economy of the country
The roles and the responsibilities of the Anti-Corruption Commission (ACC) and the Ombudsman	<ul style="list-style-type: none"> understand the roles and the responsibilities of the ACC and the Ombudsman 	<ul style="list-style-type: none"> discuss the purpose of the ACC and the Ombudsman explain the roles and responsibilities of the ACC differentiate between the roles and responsibilities of the ACC and the Ombudsman
Road safety (Roadworthiness)	<ul style="list-style-type: none"> understand the importance of roadworthy vehicles 	<ul style="list-style-type: none"> explain what a roadworthy vehicle is discuss the procedures how to get a roadworthy certificate for a vehicle discuss the dangers of a vehicle that is not roadworthy

10. ASSESSMENT

A learner-centred curriculum and learner-centred teaching assess a broad range of knowledge and skills which are relevant to the knowledge-based society. The competencies in the syllabus state what understanding and skills a learner must demonstrate as a result of the teaching-learning process, and which will be assessed. However, it is intended that the curriculum be behaviour-change driven.

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible.

10.1 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 provide a reliable and valid assessment of the learner's performance in the specific objectives. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, i.e. where they are doing well, and why, and where, how and why they need to improve. The parents should be informed regularly about the progress of their children in all subjects, be encouraged to acknowledge achievements, and given suggestions as to how they can support the child's learning activities.

The learner's progress and achievements in this subject must be reported to parents in the school report.

10.2 Formative and summative assessment

The two modes of assessment used are formative continuous assessment and summative assessment. Formative continuous assessments 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 learnt;
- 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 accumulated total of the progress and achievements of the learner throughout the year in Life Skills. The result of summative assessment is a single end-of-year promotion grade.

10.3 Informal and formal methods

The teacher must assess how well each learner is mastering the specific objectives described in the syllabus 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 and in their participation in general, 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 and making value judgements.

When it is necessary to structure assessment more formally, the teacher should as far as possible use situations similar to ordinary learning and practice situations to assess the competency of the learner. Formal written and oral tests can be used to assess only a limited range of specific objectives and therefore should not take up a great deal of time. Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson.

10.4 Evaluation

Information from informal continuous assessment is to be used by the teacher to ascertain where it is necessary to adapt methods and material to the individual progress and needs of each learner.

At the end of each main unit of teaching and at the end of each term, the teacher, together with the learners, should evaluate the learning-teaching process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere in and achievements of the class.

10.5 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 specific objectives, and are not related to how well other learners are achieving these objectives 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.

10.6 Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest grade for learners achieving minimum competency level. In cases where a learner has not reached the minimum level of competency a U will be awarded.

When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives.

The relation between the letter grades and specific objectives is shown in the table below. As far as possible a letter grade should be used as the mark instead of a percentage.

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

10.7 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 written activities, practical activities, project work and assignments may be recorded for continuous assessment. The continuous assessment (CA) marks for one term (trimester) is converted to a mark out of 100 (weighted mark).

10.8 Assessment objectives

The assessment objectives for Life Skills are:

10.8.1 Knowledge with understanding

Learners should be able to demonstrate knowledge and understanding in relation to:

- Career options;
- Holistic wellness;
- Civic affairs.

The objective is made up of specific objectives which require the learner to identify, state, indicate, demonstrate, explain, differentiate, recognise, define, discuss and to debate.

10.9 Continuous assessment: detailed guidelines

Two continuous assessment activities per term for the first and second should be selected, graded and recorded. One continuous assessment activity and the learner's portfolio should be graded during the third term. No tests will be written for continuous assessment marks. These continuous assessments must be carefully planned and marked according to a marking scheme or marking criteria. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by good, average and low-achieving learners, as well as the written assignment and marking scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus.

Types of continuous assessment tasks

In Life Skills in the Senior Secondary phase, the continuous assessment tasks are as follows:

- Written task
- Creative task
- Performing task
- Project
- Portfolio

Each task will count 20 marks.

Grade 10: During the first and second term four different tasks must be assessed (two tasks per term). One task (own choice) and the portfolio must be assessed during the third term.

Grade 11: During the first and second term four different tasks must be assessed (two tasks per term). The portfolio must be assessed during the second term.

Suggestions for a written task, visual creative task, performing task and project are:

Written task (Individual work)	Creative task	Performing task	Project
essay paragraph worksheet table article list case study map research summary note taking graph	a display poster collage song poem comic strip acronyms brochure card slogan drawing painting	role-play drama song mimic recitation dance puppet show debate demonstration	interview practical demonstration research models poster comic strip

Summary of continuous assessment tasks

Grade 10: Two different tasks need to be assessed during the first and second term. The learner's portfolio and another task need to be assessed during the third term.

Summary of continuous assessment for Grade 10									
Term 1			Term 2			Term 3			
Tasks	Number & Marks	Total	Tasks	Number & Marks	Total	Tasks	Number & Marks	Total	Year Mark
Two tasks	2x 20	100	Two different tasks	2x 20	100	One task (Own choice) and portfolio	2 x 20	100	100
Weighted marks		$(40 \div 4) \times 10 = 100$	Weighted marks		$(40 \div 4) \times 10 = 100$	Weighted marks		$(40 \div 4) \times 10 = 100$	$(\text{Term } 1+2+3)/3 = 100$

Grade 11: Two different tasks need to be assessed during the first and second term.

Two different tasks and the learner's portfolio will be assessed during the second term. The total mark for the two tasks and the portfolio during the second term will be 60.

Term 1			Term 2			
Tasks	Number & Marks	Total	Tasks	Number & Marks	Total	Year Mark
Two tasks	2x 20	100	Two different tasks and portfolio	3x 30	100	100
Weighted marks	40	$(40 \div 4) \times 10 = 100$	Weighted marks	60	$(60 \div 3) \times 5 = 100$	$(\text{Term } 1+2)/2 = 100$

10.10 Assessment rubrics/Criteria

The following criteria should be used when assessing Life Skills competencies:

Task	Criteria	Description	Mark	Total
Written task	Knowledge	Knowledge is a familiarity with/ an awareness of/ a comprehension of the facts, information and descriptions, as well as skills acquired through experience and learning	10	20
	Completeness	All the requirements of the task are met	5	
	Presentation	General organisation of the task	5	
Creative task	Neatness of task	Overall tidiness of task	5	20
	Completeness	All the requirements of the task is met	5	
	Originality	Learner generates innovative ideas and alternatives	5	
	Instructions followed	Task is completed according to given instructions	5	
Performing task	Preparation	General preparedness of learners	5	20
	Participation	Learner takes part effectively and freely in given activities	5	
	Originality / execution	Learner generates innovative ideas Presentation is effective	10	
Project	Applied knowledge	Application of information	5	20
	Neatness	Neatness of project	5	
	Completeness	All the requirements of the task are met	5	
	Research	Indication of resources used	5	
Portfolio	Presentation	Neatness of portfolio	5	20
	Completeness	Completeness of portfolio	5	
	Creativity	Layout and decoration of portfolio	10	

ANNEXE 1: GLOSSARY OF TERMS

Abortion	termination of a pregnancy by the removal of forcing out from the womb of a foetus or an embryo before it is able to survive on its own
Apprenticeship	a system of training of practitioners in a trade through on-the-job training and accompanying study
Biphobia	fear, hatred, discomfort, or mistrust, specifically of people who are bisexual
Casual work	non-regular or temporary work
Commonality	sharing the same features or qualities
Customary	traditional, common rule or practice
Cyber wellness (CW)	the positive well-being of internet users. It involves an understanding of online behaviour and awareness of how to protect oneself in cyberspace
Electronic social network	a structure of individual or organisation on the internet
Emotional intelligence	the ability to monitor one's own and other people's emotions and to use the information to guide one's thinking and behaviour
Exempted	free from a responsibility or duty
Depression/major depressive disorders	a mood disorder that can cause a persistent feeling of sadness and loss of interest
Homophobia	a dislike of or prejudice against homosexual people. It involves negative attitudes and feelings towards homosexuality or people who are lesbian, gay, bisexual or transgender (LGBT). It is a contempt, prejudice, aversion, hatred or antipathy; may be based on irrational fear, and is often related to conservative religious beliefs
Infant	a very young child or baby
Job shadowing	an educational programme to learn more about a particular occupation
Life-long learning	a learning activity undertaken throughout life with the aim of improving knowledge
Patriotism	the feeling of loving your country more than any others and being proud of it. It relates to one's own vigorous support / allegiance / loyalty for

	his/her country, including ethnic, cultural, political or historical aspects
Pornography	sexually explicit material
Racism	a way of behaving or thinking that treats people belonging to some races unfairly
Resilient	able to recover quickly from difficult issues
Rite of passage	a ceremony performed by a culture
Self-esteem	a person's emotional evaluation of his or her own worth
Transphobia	fear, hatred, discomfort with, or mistrust of people who are transgender, genderqueer, or don't follow traditional gender norms. It is a range of negative attitudes towards transgender or transexual people. It can be fear, emotional disgust, violence, anger of discomfort felt towards people who do not conform to society's gender expectation
Tribalism	the state or fact of being organised in a tribe or tribes. It is described as the behaviour and attitudes that stem from strong loyalty to one's own tribe or social group, especially when combined with strong negative feelings for people outside the group
Xenophobia	fear of unknown people of a different culture/nationality

ANNEXE 2: ASSESSMENT RECORD SHEET FOR GRADE 10

Teacher:

Year:

School:

Grade:

Names	Terms	Written task				Creative task				Performing task				Project					Portfolio								
		Knowledge	Completeness	Presentation	Total	Neatness	Completeness	Originality	Instructions followed	Total	Preparation	Participation	Originality / Execution	Total	Applied knowledge	Neatness	Completeness	Research	Total	Presentation	Completeness	Creativity	Total	Term total (Two assessment marks calculated together)	Total term mark (40/4x10)	Year mark (Term 1+2+3x5/6=)	Symbol
		10	5	5	20	5	5	5	5	20	5	5	10	20	5	5	5	5	20	5	5	10	20	40	100	100	
1.	1																										
	2																										
	3																										
2.	1																										
	2																										
	3																										
3.	1																										
	2																										
	3																										
4.	1																										
	2																										
	3																										

ANNEXE 3: ASSESSMENT RECORD SHEET FOR GRADE 11

Teacher:

Year:

School:

Grade:

Names	Terms	Written task				Creative task					Performing task				Project						Portfolio						
		Knowledge	Completeness	Presentation	Total	Neatness	Completeness	Originality	Instructions followed	Total	Preparation	Participation	Originality / Execution	Total	Applied knowledge	Neatness	Completeness	Research	Total	1 st Term total	Presentation	Completeness	Creativity	Total	2 nd Term total	Year mark (Term 1+2)	Symbol
		10	5	5	20	5	5	5	5	20	5	5	10	20	5	5	5	5	20	40	5	5	10	20	60	100	
1.	1																										
	2																										
2.	1																										
	2																										
3.	1																										
	2																										
4.	1																										
	2																										
5.	1																										
	2																										



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