Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

INFORMATION AND COMMUNICATION SYLLABUS

GRADES 8 & 9

For implementation:

Grade 8 in 2017
and
Grade 9 in 2018

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1. Introduction

This syllabus describes the intended learning and assessment for Information and Communication in the Junior Secondary level. As a subject, Information and Communication is within the linguistic and literacy, moral and ethical and technological areas of learning in the curriculum, but has thematic links to other subjects across the curriculum.

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

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

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

2. Rationale

There is a wide variety of information available in all kinds of formats and with varying degrees of integrity and accuracy.

The particular features of Information and Communication at this phase are to empower learners to satisfy their need for information and to further equip them with the necessary skills to locate, evaluate and effectively and responsibly use and acknowledge the needed information. This phase sees a continuation of skills acquired in the Senior Primary phase.

Information and Communication provides the opportunity to learn and practise skills that will serve to make the use, creation and communication of and the search for information across the curriculum possible, meaningful, fruitful and enjoyable.

Information and Communication promotes learner-centred and resource-based education through identifying sources of information, for instance, practising retrieval and application of information from sources and creation of own information through combined project work between Information and Communication and other subjects.

Learners will be exposed to a wide variety of media sources; through this exposure, together with being equipped with the necessary skills, they will develop literacy in the following areas:
Media
Information
Information and Communication Technology (ICT)

Information and Communication is a compulsory, non-promotional (but assessable) subject for Grades 4-12.

3.   Aims

Information and Communication aims to:
- develop critical thinking and a problem solving attitude
- develop skills to search for and use information through classroom tasks and assignments
- enhance a lifelong learning attitude through reading
- provide awareness of HIV and AIDS, democratic principles, population growth, ecological sustainability, ICT, and improvement of quality of life for all Namibians
- provide the learner with a basic working knowledge of ICT tools, mainly computer hardware and software
- make the learner aware of the ways in which ICT is used in practical and school-related situations

4.   Inclusive education

Inclusive education is the right of every learner and promotes access to and participation in the full range of educational programmes and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning. The Information and Communication teacher in the Junior Secondary phase should therefore accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *Curriculum Framework for Inclusive Education: A Supplement to the National Curriculum for Basic Education (2014)*. The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres (2014)* by the Directorate of National Examinations and Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations, but apply to learners from Grades 1 to 12.

Learners who are so severely impaired that they cannot benefit from attending mainstream schools will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join a mainstream school structure, if possible.

Teachers of information and communication should strive to create a welcoming atmosphere that invites all learners to actively partake in all activities. Care should be taken to cater for the diverse needs of all learners, including those with serious disadvantages and disabilities.

This syllabus promotes equality of opportunity for males and females, enabling both sexes to participate equally and fully. Teachers should know and understand how to treat learners equally, and all materials should support gender equality.

5. Links to other subjects and cross-curricular issues

The cross-curricular issues include environmental education, HIV and AIDS, population education, education for human rights and democracy, information and communication technology (ICT) and road safety. These issues have been introduced to the formal curriculum, because each of the issues deals with particular risks and challenges in our Namibian society. They should be dealt with across all phases and in every subject where the topics overlap with the content of that subject.

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

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 we face if we do not adhere to road safety measures
- the challenges and risks we face from globalisation

This syllabus is exceptionally suited to address all these cross-curricular issues, since the retrieval, evaluation and usage of information forms the backbone of the syllabus. Teachers can use their creativity in planning lessons to include these issues.

Examples:
- research (utilising a variety of methods) on any topic suggested by other subject teachers and presented in a variety of formats
- creating posters and storyboards
- reporting by learners
- information search and presentation
- performing web quests

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 LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim is to develop learning with understanding, and the knowledge, skills and attitudes to 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 social 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 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 teacher must decide, in relation to the learning objectives and competencies 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.

Crucial to this subject is collaborative teaching. Teachers of Information and Communication should consult with teachers of other subjects to make informed decisions about topics for research, reporting and practical investigations.

Local media (print, radio, TV, etc.) should dominate in the development and usage of teaching and learning materials. Material from other sources should be adapted to suit the Namibian context and the learners' field of reference, but should still expand horizons.

7. End-of-phase competencies

On entry to the Junior Secondary phase, all learners are expected to be able to demonstrate the basic skills and knowledge regarding media literacy and information literacy as encompassed in the Senior Primary syllabus. They will understand the span of media and information sources and show basic evaluation skills when using them. They will understand the need for ethical behaviour (by both the creators and users of information). They will be able to use Paint and word processing software to create and communicate content. The advanced learners will be able to create a PowerPoint presentation. They can use e-mail services to receive, send, reply to and forward e-mail messages. They will have been introduced to the school library and have a basic understanding of how books are classified. They will have been introduced to a reasonable variety of literature and should show an appreciation for it. They will understand that there is a need for information and the management thereof.

On completion of the Junior Secondary phase of education in Information and Communication, learners are expected to be able to demonstrate a deeper understanding of what media entails and how to interact with media providers and will also engage with media to produce their own content. Their critical evaluation of media content and information will have been enhanced as well as their awareness of ethical conduct in both creating and using media and information, whether they are printed, visual or digital. They will be aware of the dangers accompanying the era of connectivity. They will display advanced word processing skills, and will also be able to create presentations and produce publishing and other graphical products. Their appreciation of literature will have increased, and they will be able to locate and share information efficiently and ethically.

8. Summary of the learning content

Media literacy
1. The culture of the media environment and interaction therewith
2. Evaluation of media content in a variety of formats
3. Media ethics
4. Skills (including ICTs) needed to create, distribute, use and share knowledge

Information literacy
1. Multiple forms of information sources
2. The need to access information
3. Locating and accessing information
4. Assessing the usefulness and relevance of information
5. Managing collected information
6. The ethical use of information
7. Communication of information
8. ICT skills for the processing of information
9. Social implications of using ICTs

9 Learning content

9.1 Introduction to learning content

1. The learning content outlined below is designed to provide guidance to teachers as to what will be assessed in the overall evaluation of learners. It is not meant to limit, in any way, the teaching programme of any particular school.

2. **Themes** refer to those components of the subject which learners are required to study/master.

   The **general objectives** are derived from the topic/skill and are the general knowledge, understanding and demonstration of skills on which learners will be assessed.

   The **specific objectives** are the detailed and specified content of the syllabus, which learners need to master to achieve the general objectives, and on which they will be assessed. For skills-based themes, specific objectives indicate what learners should be able to do at the end of the year.

9. 2 Learning content for Grades 8 and 9

THEME 1 MEDIA LITERACY

GENERAL OBJECTIVES *Learners will:*	GRADE 8 SPECIFIC OBJECTIVES *Learners should be able to:*	GRADE 9 SPECIFIC OBJECTIVES *Learners should be able to:*
1.1 The culture of the media environment and interaction therewith		

• realise the extent of civic participation
• know how to interact with the media and other media providers
• understand how to learn through media
	• explain editorial independence
	
	• engage with the media stakeholders through production of user-generated content:
	  - draft letter to the Ombudsman
	• engage media to produce a short story
		• distinguish between plurality and diversity in media
		• engage with the media stakeholders through production of user-generated content:
		  - draft letter to a radio/TV station
		• engage media to produce a short play

1.2 Evaluation of media content in a variety of formats		

• understand how to apply critical thinking to make informed decisions about media content	• differentiate between media content:
	  - radio and TV
	  - Internet
		• analyse misrepresentation and lack of representation in media
		• analyse the popular demand for media content

1.3 Media ethics		
• be aware of the ethical responsibility of generators and users of media	• identify media codes of ethics	• debate about media codes of ethics
1.4 Skills (including ICTs) needed to create, distribute, use and share knowledge		
• obtain skills (including ICTs) needed to create, distribute, use and share knowledge	• use ICT tools to create an advertisement for a newspaper	• use ICT tools to create an advertisement for a magazine

THEME 2 INFORMATION LITERACY

GENERAL OBJECTIVES *Learners will:*	GRADE 8 SPECIFIC OBJECTIVES *Learners should be able to:*	GRADE 9 SPECIFIC OBJECTIVES *Learners should be able to:*
2.1 Multiple forms of information sources		
• develop an understanding of and appreciation for the importance of the library • appreciate literature	• explain and demonstrate responsible library use • identify and use parts of a book to gather information: - copyright - publisher - table of contents - index - glossary • identify basic story elements: - character - setting - conflict	• exhibit an understanding of the rights of other library users • identify characteristic styles of various authors and illustrators • identify themes in different genres
2.2 The need to access information		
• understand the basics of an information task	• define an information task • apply the criteria for the research assignment • explain what the final product will look like • select a topic from a range of possibilities • develop a topic focus or develop a self-selected essential question • create a skeleton assignment plan	• develop a research statement with assistance • identify pre-existing knowledge as well as additional information necessary to solve the problem • read, listen and watch from all relevant and appropriate sources to gain an overview of the topic
2.3 Locating and accessing information		
• experiment with various methods to obtain information	• find information from maps and charts • use surveys, letters, interviews, and other forms of inquiry to retrieve primary information	• follow/subscribe to forums, blogs and focus groups

GENERAL OBJECTIVES *Learners will:*	GRADE 8 SPECIFIC OBJECTIVES *Learners should be able to:*	GRADE 9 SPECIFIC OBJECTIVES *Learners should be able to:*
2.4 Assessing the usefulness and relevance of information		

• know how to critically evaluate information	• examine and compare information from various sources to evaluate reliability, validity and accuracy
	• sort, classify and sequence pieces of information, e.g. place events along a timeline, sort families of animals, etc.
	• choose appropriate order for information:
	  - chronological
	  - alphabetical
	  - topical
	• summarise and paraphrase information in own words
		• examine and compare information from various sources to evaluate authority, timeliness and point of view or bias
		
		• summarise new knowledge gained through peer presentations

2.5 Managing collected information		

• understand the importance to record sources of information	• apply the American Psychological Association (APA) system of referencing:
	  - syntax/semantics
	  - books
	  - Internet
		• apply the American Psychological Association (APA) system of referencing:
		  - newspapers
		  - journals
		  - flyers
		  - surveys

2.6 The ethical use of information		
• realise their ethical responsibility while using information	• identify and discuss copyright issues • explain the importance of citing sources	• collaborate with others showing respect for others' opinion

GENERAL OBJECTIVES *Learners will:*	GRADE 8 SPECIFIC OBJECTIVES *Learners should be able to:*	GRADE 9 SPECIFIC OBJECTIVES *Learners should be able to:*
2.7 Communication of information		

• know how to communicate information effectively using a variety of skills	• use a range of appropriate information technology (IT) applications in creating a product:
	  - word processors
	  - presentation software
		• use a range of appropriate information technology (IT) applications in creating a product:
		  - social media (create profiles on social media like Facebook, Twitter and WhatsApp)

2.8 ICT skills for the processing of information		

• understand ICTs and know the equipment associated with it	• identify different storage devices
	• organise and manage documents, files and folders using a range a storage devices
	• access documents on a network
		• identify the functions of basic computer and other ICT equipment and use them effectively:
		  - PC/laptop
		  - server
		  - client

• understand the use of appropriate technology for educational and personal goals	• demonstrate the procedures to create, format, edit and print a word processing document using:
	  - the thesaurus
	  - columns
	  - bullets and numbers
	  - word art
	  - headers and footers
	• demonstrate the procedures to use presentation software to create, format, edit and print a presentation file
	• use the following e-mail features:
	  - reply all
	  - carbon copy (cc) and blind carbon copy (bcc)
	  - send an e-mail with an attachment
	  - open an e-mail attachment
	  - add a signature
	  - send a delivery/read request
	• apply e-mail etiquette when sending an e-mail
		• demonstrate the procedures to create, format, edit and print a word processing document using:
		  - tables
		  - foot notes and end notes
		
		• demonstrate the procedures to use publishing software to create, format, edit and print a document
		• distinguish between a browser and a search engine

GENERAL OBJECTIVES *Learners will:*	GRADE 8 SPECIFIC OBJECTIVES *Learners should be able to:*	GRADE 9 SPECIFIC OBJECTIVES *Learners should be able to:*
2.9 Social implications of using ICTs		

• identify security issues	• define the following terms:
	  - virus
	  - malware
	• discuss the consequences of the above
	• devise methods to combat the possible negative effects of the above
		• identify and explain various methods of cyber fraud:
		  - piracy
		  - hacking
		  - cracking
		  - phishing
		  - other digital scams

10.   Assessment

A learner-centred curriculum and learner-centred teaching encompass a broad range of knowledge and skills which are relevant to the knowledge-based society.   The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of this teaching-learning process, and which objectives will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning.

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 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 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 a given subject, together with any end-of-year tests or examinations. The result of summative assessment is a single end-of-year 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. **No end-of-term examinations may be written**.

10.4 Evaluation

Information from informal and formal 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.

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 specific 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 class activities, practical activities, project work, assignments, homework and short tests may be recorded for continuous assessment.

10.8 Continuous assessment: detailed guidelines

For Information and Communication in Grades 8 and 9 continuous assessment contributes 100% to the final mark.

Types of continuous assessment tasks
In Information and Communication in the Junior Secondary phase the continuous assessment tasks are as follows:

Projects: A project gives learners an opportunity to complete an investigation into one of the themes /topics outlined in the syllabus. This type of investigation will enable the teacher and learner to pursue a topic in greater depth and in a more lively and creative way.

Topic tests: Completed topics should be concluded with a test indicating the achievements of the learners in these topics.

Summary of continuous assessment tasks

Continuous assessment Grade 8						
	Term 1		Term 2		Term 3	
Components	**Number & Marks**	**Total**	**Number & Marks**	**Total**	**Number & Marks**	**Total**
Topic test	1 x 30	30				
Project			1 x 40	40	1 x 40	40
Term marks		30		40		40
Weighted term marks (report marks)		(30 x 3.33) 100		(40 x 2.5) 100		(40 x 2.5) 100

Continuous assessment Grade 9				
	Term 1		Term 2	
Components	**Number & marks**	**Total**	**Number & marks**	**Total**
Topic test	1 x 30	30		
Project			1 x 40	40
Term marks		30		40
Weighted term marks (report marks)		(30 x 3.33) 100		(40 x 2.5) 100

The assessment tasks aim to test knowledge with understanding as well as application of knowledge (especially in computer skills).

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

Information and Communication syllabus Grades 8 - 9, NIED 2015

Annexe 1: Glossary of terms

APA	a style in which to acknowledge the sources used to write an essay or assignment paper (American Psychological Association)
bias	an unfair dislike of something or somebody; an unfair preference for something or somebody
browser	a software application enabling a user to access the Internet
cite	recognising a source of information or of a quoted passage
client	any computer that is hooked up to a computer network
communication software	a program that makes it possible to send and receive data in a multitude of formats and using various channels (e.g. telephone lines or satellite transmission)
copyright	the legal right of creative artists or publishers to control the use and reproduction of their original works
end note	a note of comment or reference placed at the end of an article, chapter, book, or essay instead of at the bottom of a page
foot note	a note at the bottom of a page, giving further information about something mentioned in the text above. A reference number or symbol is usually printed after the relevant word in the text and before the corresponding footnote
footer	automatically inserted text that appear below the main text on each page of a computer-generated document; can include a page number
genre	a classification of literature according to the style of writing: it can be fiction, non-fiction, prose, poetry or media
genre	one of the categories, based on form, style, or subject matter, into which artistic works of all kinds can be divided. For example, the detective novel is a genre of fiction
header	automatically inserted text that appear as a heading on each page of a computer-generated document; can include a page number
ICT	Information and Communications Technology
ICT literacy	the ability to effectively use computers and other digital devices
information literacy	the ability to find and use information effectively and appropriately
internet	a computer network consisting of a worldwide network of computer networks to facilitate data transmission and exchange

media	the means to communicate information
media literacy	the ability to understand how media work, how they produce meanings, how they are organised, and how to use them wisely
network	a system of two or more computers/devices linked together to exchange data
plurality	the existence of groups with different ethnic, religious, or political backgrounds within one society
presentation software	a computer software package used to display information, normally in the form of a slide show – which typically consists of a combination of text and graphics
primary source	an original source of information
search engine	a software system that is designed to search for specified key words and retrieves documents or files or data from a database or a network (especially the World Wide Web)
server	a computer that provides client nodes with access to files and shared hardware resources on a computer network
social networks	materials used to support education that may be freely accessed, reused, modified and shared by anyone.

Annexe 2: Assessment record sheet for Grade 8

Name of Learner	Term 1			Term 2			Term 3			Total of Term marks	Total CA (110÷11x10)
	Topic Test	Term mark	Weighted Term Mark	Project	Term mark	Weighted term mark	Project	Term mark	Weighted term mark		
	30	30	100	40	40	100	40	40	100	110	100

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Annexe 3: Assessment record sheet for Grade 9

ASSESSMENT RECORD SHEET: INFORMATION AND COMMUNICATION   Grade:………..   Year…………..

School……………………………………………...…….………   Teacher…………………………...…………………………………..

Name of Learner	Term 1			Term 2			Total of Term marks	Total CA (70 x 10 ÷ 7)
	Topic Test	Term mark	Weighted Term Mark	Project	Term mark	Weighted term mark		
	30	30	100	40	40	100	70	100

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