Annex One: Assessment Examples

The following pages set out four examples:

- Primary 1: National Languages
- Primary 4: Social Studies
- Secondary 1: Chemistry
- Secondary 4: History

In each example, the first page sets out the Syllabus Unit from the new curriculum. The second page of each example sets out a way of establishing for that unit:

- Assessment opportunities
- Assessment Context

These examples illustrate the way in which assessing the Learning Outcomes in all the other syllabus units can be approached.

Example 1: Primary National Languages
Syllabus Unit 1: Animals Around The World

National Languages Primary 2	Unit 1: Animals Around The World
Learn about	**Key inquiry questions**
Learners should expand their vocabulary by listening to stories about famous animals around the world and participate as a group to discuss the stories and to explore the main elements. They should be given opportunity to create new endings for the story. Students should use appropriate language to compare the differences and similarities between some of the world's animals by looking at pictures of various animals and describing them. These animals can be classified into various groups, such as those with 4 legs, those with fur, those that live on land etc. Learners should be divided into teams and act out how different animals behave. The other team can guess which animal they are acting out. Learners should be given opportunity to draw an animal and use emergent writing skills to write some phrases about it.	• What are the main elements of a story? • How can you create alternative endings to a story? • How can we compare, contrast and classify animals? • Which details need to be included to represent an animal using body language?

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Understand the elements of a story such as main character, setting etc. • Express opinions about a story read in class. • Listen carefully and respond increasing appropriateness.	• Show awareness of the listener by including relevant detail. • Begin to read simple texts with accuracy and understanding. • Build words from letters • Blend 2-5 taught letters/sounds to read unfamiliar new words made up of those letters. • Form up to 5 letters taught, accurately and consistently in size, both lower and upper case • Use new vocabulary specific to the topic of animals around the world.	• Enjoy reading and writing, know that reading and writing is fun. • Value the system of their language. • Appreciate their own creativity and the creativity of others. • Enjoy seeing their own ideas expressed in written form. • Enjoy stories.

Contribution to the competencies:

Critical thinking: Comparing, contrasting, sorting and classifying information about animals of the world

Communication: Reading and comprehending a story, speak clearly and communicate about around the world, listening to and comprehending speech, using emergent writing to communicate ideas about animals around the world

Co-operation: Working collaboratively to write a story, classify and sort pictures, negotiating with each other to write a class story, contribute to environmental sustainability as they look at animals around the world

Culture: Build understanding of South Sudanese heritage in relation to the wider world

Links to other subjects:

Science: Learning about classification of animals

Example 1: National Languages Primary 2
Assessment Opportunities and Criteria

National Languages Primary 2	Unit 1: Animals Around the World
Assessment Opportunity 1	
Learners should participate in a group discussion with the teacher to explore a story and its main elements. (Conversation). They should be given opportunity to create new endings for the story by acting it out as a group (Observation).	
Learning outcomes	**Assessment context**
• Understand the elements of a story such as main character, setting etc. (K & U) • Express opinions about a story read in class. (K & U) • Listen carefully and respond increasing appropriateness (K & U). • Enjoy reading and writing, know that reading and writing is fun (A). • Use new vocabulary specific to the topic of animals around the world (S).	**Conversation:** • Who are the characters? • What happens at the beginning and the end of the story? • What was your favourite part of the story? Why? • What different endings can you create for the story? **Observation** • Are new versions of the end of the story relevant to the rest of the story? • Do learners use language and vocabulary that are appropriate for the topic of Animals Around the World?

Assessment Opportunity 2	
Learners should be divided into teams and act out how different animals behave. The other team, together with the teacher, can guess which animal they are acting out (Observation).	
Learning outcomes	**Assessment context**
• Show awareness of the listener by including relevant detail. (S) • Use new vocabulary specific to the topic of animals around the world (S).	**Observation** • Learners should show awareness of relevant details of various animals by using appropriate sounds, movements and vocabulary to portray different animals.

Social Studies Primary 4	Unit 1: Technology
Learn about	Key inquiry questions
Learners should discuss and describe the impacts of technology on the ways of life in the past and how it has shaped history. They should find out about these changes by studying a few key examples such as telecommunications, ploughs, steam engines, the printing press etc. They should explain the events that led to these advancements, considering how these technologies have improved life for people or have improved industry and agriculture. They should be able to explain to others the key benefits of these technologies that are of particular interest to them through presentations and stories. Learners should investigate life 'before and after' these technologies became regular features of life by exploring first and second hand evidence and recounts. As learners find out technological advancements, they should place the related people (inventors?) and events within correct periods of time. To begin with, this may be according to the lifespan of their families but should build towards using the correct terminology for centuries etc.	• What is technology? • What are the most important impacts of technology on the way of life of the people of South Sudan? • Are there any new machines that you believe could be developed in the future to help your community? • What can you say about when in technological advancements took place?

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Explain the meaning of technology • Describe the impact of technology on the people of South Sudan • Know how to place events, people and changes into correct periods of time	• Investigate why technological advancements took place • Explore the effects on everyday life of technology today • Correlate events , people and changes against other aspects of change in South Sudan and the continent of South Africa	• Appreciate the benefits that technology can bring • Value the importance of continuing to explore how technology can be used to improve lifestyle, industry and the economy

Contribution to the competencies:

Critical thinking: Coming to conclusions about the benefits of technology in our lives today

Communication: Sharing our learning with others and valuing the role that telecommunications and the internet have in sharing learning and information

Culture: Develop an understanding of South Sudan heritage by knowing about how things worked before technology changed the way we do things

Links to other subjects:

Mathematics: Compare and order numbers in order to place events, changes and people on a timeline

Science: Knowing about sources of electricity and how this powers technology; make simple machines such as a windmill or waterwheel

Life Skills: Talk about interests

Example 2: Social Studies Primary 4
Assessment Opportunities and Criteria

Social Studies: Primary 4	Unit 1: Technology
Assessment Opportunity 1	

Learners should investigate important technological advancements in South Sudan as set out in the 'Learn About' section. Learners should present documents and posters that describe these technologies. (Product) The teacher should ask learners to share their presentations with each other, encouraging them to explain what they believe to be the key features of technology that is of benefit to them. (Observation)

Learning outcomes	Assessment context
• Explain the meaning of technology.(K) • Describe the impacts of technology on the people of South Sudan.(K&U) • State the key benefits of technology(S)	**Product:** • Does the presentation outline features if technology clearly? • Does it identify the impacts of technology on the people of South Sudan • Does it state the key benefits of technology? **Observation** • What key words are used to define technology? • How do learners explain their choices for the key benefits of technology?

Assessment Opportunity 2

Learners should continue to investigate technology by exploring what events lead to these advancements. The teacher should observe how learners use a range of resources in pairs to investigate how technology has improved life in South Sudan in the present day. (Observation). The teacher should discuss with learners why they believe these advancements were necessary and what other technologies may need to be developed for the future. (Conversation)

Learning outcomes	Assessment context
• Explore the effects on everyday life of technology today(Skill) • Identify the events and changes against other aspect of change in South Sudan and the whole of Africa.(Skill) • Investigate why technological advancements took place (Skill)	**Observation** • How do learners select key facts and information from the resources they are exploring? • How effectively do learners explain their findings to each other? **Conversation** • What impact on everyday life does technology have in your community? • Which of these do you believe to be the most important? • What source of evidence do learners select to show the positive impact of technology on South Sudan and Africa?