

Assessment Exemplification

South Sudan



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Formative Assessment Strategies

Section One: Introduction

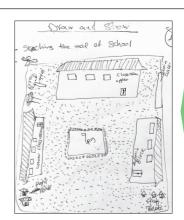
In this guide you will find two sorts of examples of how to approach formative assessment. Formative assessment is important because it is ongoing and integrated into everyday teaching, exploring learning during the course of a unit and throughout the year. If we rely on summative assessments at the end of the school year, we risk missing the point at which a learner develops misconceptions. If we miss these times when a learner is not working appropriately towards a learning outcome, they will progress with less and less accuracy and will eventually be considerably less able to achieve what is intended.

Each of the examples provided in this guide is taken directly from the new textbooks. Further descriptions of the activities in each case are provided to give teachers extra detail and ideas so that they can build and elaborate upon each of the assessment opportunities presented in the textbook activity.

By practising these two approaches to formative assessment, teachers will become more able to routinely decide what a student should learn next and adjust their teaching accordingly. This means that more students will reach more learning outcomes more often.

Examples of Learners' Work

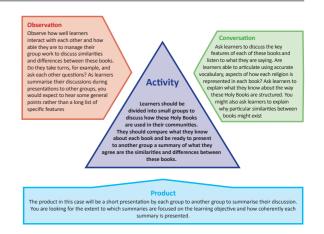
This guide provides 11 examples of work produced by learners like the one below in response to activities in the textbooks. Each example demonstrates the way in which a learner has successfully reached the learning outcome. Each example is accompanied by some annotations in green boxes which illustrate what specific aspects of the learners' work is successful, enabling them to develop new knowledge, understanding and/or skills. The annotations should be used by teachers to help them deepen their understanding of how to interrogate and explore how well a learner is working towards learning outcomes.





Examples of Triangulation

This guide also provides 17 examples of how teachers can explore learners' work through conversations and observations and by exploring what a learner has produced (a product). The activity in the central triangle explains what the learner has to do. The conversation, observation and product arrows surrounding this triangle explain how the teacher could explore how well the learner is working towards the intended learning outcome.



The pages following this introduction are taken from the overall Assessment Guidance document which sets out key features of the guidance provided for schools and teachers on making assessments in support of the new national curriculum.

School-based formative assessment

Index of Examples

This booklet gives guidance to schools and teachers on making assessments in support of the new national curriculum.

It focuses on the school-based, formative assessments that are made as part of the ongoing teaching and learning process.

The new curriculum sets out clear 'Learning Outcomes' that focus on deeper learning, higher order thinking and competencies. This booklet will help teachers make assessments in these terms.

Examples of learners' work that meet learning outcomes are provided in this guidance to help teachers identify 'successful' work. Examples are also provided of how to triangulate assessments, encouraging teachers to explore learner's work from a range of perspectives.

"Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning."

Assessing Student Learning: Huba and Freed 2000



| | English | Science | Social Studies | Maths | Religious Education |
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Section Two: New expectations for learning need new assessment approaches

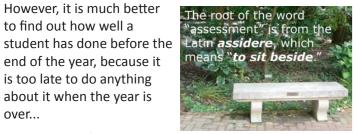
The new curriculum sets new expectations for learning. There is a shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. The new Learning Outcomes require a different approach to assessment.

Knowledge can be assessed through written tests, but the assessment of skills and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important. Their role is not to write tests for students, but to make professional judgements about students' learning in the course of the normal teaching and learning process.

What is School-Based Formative Assessment?

Assessment is the process of finding out what a student has learned. When this is carried out at the end of a year or semester, it is called "Summative Assessment" because it sums up how well the student has done.

However, it is much better to find out how well a end of the year, because it is too late to do anything about it when the year is over...



It is most helpful to the

teacher to know how the students are doing during the course of the year, rather than waiting to the end. That way, the teacher is able to use assessment to decide what a student should learn next, adjust their teaching to the students' learning, help the students as they go along, and so teach more effectively. This form of assessment is called "Formative Assessment".

Teachers carry out formative assessments all the time as a natural part of their teaching. They ask questions, mark students' work, and observe their students in the process of learning. These everyday formative assessments are not necessarily recorded, but they help teachers to understand how well students are learning and so to react to the learning needs of their students.

Formative assessments are ongoing, and part of the teaching and learning process

The most effective formative assessments are "criterionreferenced". That means that the students' learning is assessed against a specific criterion, which is usually a description of what is to be learned. This is much more valid and useful than giving a numerical mark (for example 8 out of 10), a position in the class or a grade (A, B or C etc.). These numerical marks, positions or grades are called "Norm-referenced". This norm-referenced information is useful for putting the students into rank order, but not very helpful in deciding what they need to learn next, or what they need to do to improve, or how they need to be helped. For this, we need formative assessment information that is based on clear criteria.

We talk about "School-based" formative assessment because the assessments are made by the teacher as part of their work, and do not rely upon externally set tests or examinations. They are sometimes referred to as "Assessment for Learning" (AfL) or even "Assessment as Learning". These names suggest that assessment is very much part of the learning process.

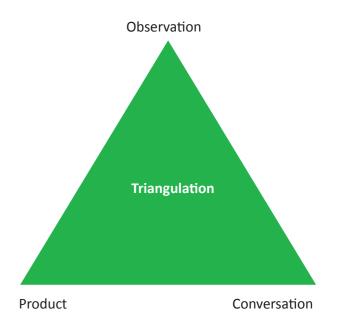
How do we find the opportunity to make formative assessments?

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms. Dr Anne Davies (Making Classroom Assessment Work 2011) called

- Observation watching students working (good for assessing skills)
- Conversation asking questions and talking to students (good for assessing knowledge and understanding)
- Product appraising the student's work (writing, science report, maths calculation, presentation, map, diagram, model, drawing, painting etc). In this context, a "product" is seen as something physical and permanent that the teacher can keep and look at, not something that the student says.

When all three are used, the information can be checked against the other two forms of assessment opportunity. This is often referred to as "triangulation".



Triangulation of assessment opportunities

Examples of Learners' Work

The examples of learners' work in this document explain to teachers how they should assess learners' work according to the learning outcome. Each piece of work provided here has been selected to illustrate a 'successful' piece of work, in other words, a piece of work that demonstrates that the learner has attained the learning outcome. Each piece of work is annotated to show the teacher a number of ways in which the learners have been successful.

It is not always necessary for the learner to demonstrate such a range of successes within one piece of work, but we are promoting the idea here that getting the 'answer right' is only half of the story when it comes to learning. The process involved in creating a piece of work is often as important as the answer itself. It is also the case that there are often a number of different products that can be produced across a class, all of which could reach the same learning outcome. There is not always only one way to be successful!

Teachers should analyse these examples of learners' work in this guidance in order to understand the detail with which work needs to be explored if we are to understand what a learner knows about, understands and is able to do. When this exploration of a product is combined with conversation and observation (as described above) then we have a powerful strategy for uncovering learning and planning for next steps in teaching.

Section Three: What Assessment Records should be kept?

Keeping detailed records of students' individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not even always necessary to keep such detailed records anyway. If feedback is give immediately and action is taken, the learning is changed and the record would soon become out of date and redundant.

Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process. Therefore detailed records of these are not appropriate.

It is possible to identify four broad groups of students in terms of their achievements:

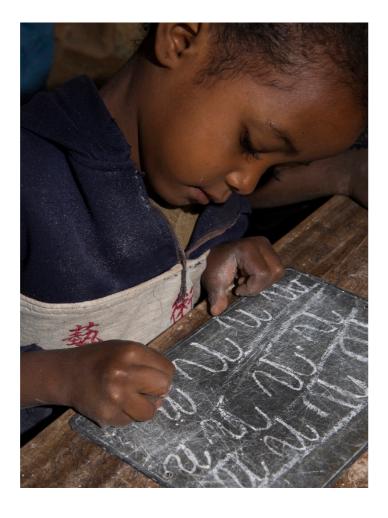
| Descriptor |
|--|
| No Learning outcome achieved |
| Some LOs achieved, but not sufficient for overall compliance |
| Most LOs achieved, enough for overall compliance |
| All LOs achieved – compliance with ease |

There is no need to set a test to find this out.

These overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the unit. If teachers have been working with the students over the course of the unit, they will be able to make a broad judgment about which students have met or have failed to meet the unit's Learning Outcomes. These "Authentic Assessments" will be more valid and valuable than a test set by the school.

Recording these overall assessments will be simple, manageable and yet valuable, and can be recorded on a sheet such as the one on the next page in which the categories are indicated with a number.

Although a very simple process, these four categories will give rich data when a comparison is made between the students in each category for different subjects and units. They will also identify easily those students who need extra support or who may not be ready to move on to the next grade at the end of a year (if this is the agreed policy).



The problem

Written tests are seldom effective for assessing the deeper understanding, skills, competencies and higher order thinking that are at the heart of the new curriculum. This is especially the case for tests made up by individual schools. It is possible to set questions that address higher order thinking and deeper understanding, but the techniques for doing so are very specialized, the questions generally require open-response answers and the marking schemes are very complex.

Written tests are popular because they are easy to administer to large groups, but they do not actually test the sort of learning that is required in the new curriculum

The solution

Building upon multiple formative assessments through triangulation and an exploration of learners' work, the teacher is able to make a summative judgement about what each learner has achieved overall within a syllabus unit (or text book chapter). If records are kept of the learning outcomes of each syllabus unit through the year then there will be no need for an end of year test. Teachers will already have a record of those students who have met the learning outcomes, and those who have not done so. Therefore teachers will know if there were any students not ready to progress to the next grade.

An overall record should be made of the individual unit assessments by subject in terms of the 4 categories in Section 8. If numbers (0-4) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each unit.

| Descriptor | Identifier |
|--|------------|
| No Learning outcome achieved | 0 |
| Some LOs achieved, but not sufficient for overall compliance | 1 |
| Most LOs achieved, enough for overall compliance | e 2 |
| All LOs achieved – compliance with ease | 3 |

In the example below, the table shows the end-of-unit assessment for six students.

| | | | | En | glish | | | | | |
|-----------|----|----|----|----|-------|----|----|----|----|-----|
| | U1 | U2 | U3 | U4 | U5 | U6 | U7 | U8 | U9 | U10 |
| Student A | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| Student B | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 |
| Student C | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 3 | 2 | 3 |
| Student D | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 |
| Student E | 0 | 1 | 2 | 1 | 0 | 1 | 0 | 1 | 1 | 1 |
| Student F | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |

It can be seen from the above table that Students A and B have performed very well (there are several 3's) and have achieved overall compliance in all the Units. Student C has achieved overall compliance in all but four Units – and has improved considerably during the year (1s at the beginning 3s by the end of the year. Students D and F have not achieved overall compliance in many Units (they have several 1's). We hope there will be no student like Student F!

If this table is kept throughout the year it will enable schools to identify students who:

- Are doing well in one subject but not another
- Are doing well in one unit but not another
- Started off well but have not maintained their progress
- Are doing very well overall
- Need extra support or guidance

Subject: English Year: P2 Textbook page: 18

Unit: My School TG page: 40

Learning Outcome - **Knowledge and Understanding**: Listen to and follow instructions about their schools.

Textbook activity description:

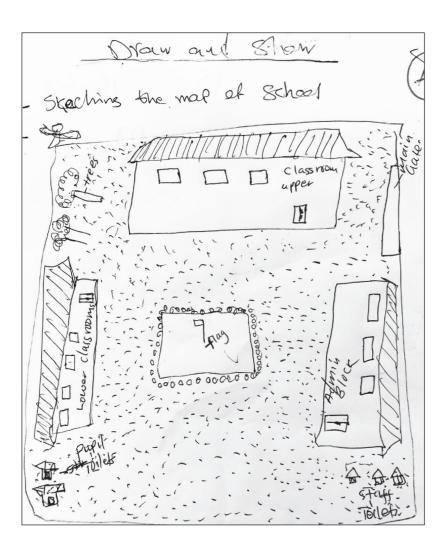
Activity 9. Draw and show. Draw your school and talk about it.

Further description of the activity:

Learners should work together, guided by the teacher to develop basic vocabulary to talk about their school. These words should be generated, for example, during the previous activity about Buwa going to school. Key words should be displayed for children to learn and refer to during this activity to draw their school. They should be encouraged to talk about their likes and dislikes and think how they would describe the school to others. Learners should be encouraged to talk about different features of their drawing, explaining to others why these have been selected.

Assessment opportunities:

The arrows below explain how this piece of work demonstrates that the learner has met the intended learning outcome. It is not reasonable to expect at P2 that all of these features of the school will be presented by learners. This example shows the range of possible features that a learner may produce to reflect their understanding of what makes up their school.



Main school buildings are represented.

Instructions followed appropriately to draw the school.

Some key features of the school compound are also identified.
(Flag and toilets etc.)

Location and positions of school buildings are reasonable.

Distinctive features of some buildings are drawn. (windows, doors etc.)

Drawing completed in the time made available to learner.

Spelling and letter formation of words in English is accurate.

Subject: Science Year: P2 Textbook page: 70

Unit: Weather

Learning Outcome - Skills: Communicating ideas in different ways.

Textbook activity description:

Activity 2. Individually.

- 1.Draw and colour the weather symbols.
- 2.Stick them on manilla paper.
- 3. Put them up in the science corner.
- 4. Copy and fill the weather journal on weather changes throughout the week.

Use weather symbols to fill the journal.

Further description of the activity:

This activity should build on prior learning from P1 where leaners explored different types of weather. This activity builds on that by asking them to record what they see, beginning to describe weather patterns and the effects of the weather. Learners should talk about what the weather is like today and yesterday and should recognise that signs and symbols can be used to represent and describe the weather also. Learners should talk about how these signs and symbols are another way of communicating information about the weather.

Learners should begin to talk about the idea that weather changes affect human and animal activities positively and negatively.

Assessment opportunities:

Symbols should clearly show different types of weather and learners should be able to talk about each symbol fluently in their mother tongue. Learners should be able to explain why symbols change or stay the same and how the table helps to organise ideas about weather, helping us to communicate to others what the weather has been like.

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------|--------|---------|-----------|----------|--------|----------|----------|
| Morning | -:0: | -)0'- | | • • • • | 8 | | |
| Afternoon | · | | 23 | | * | -0- | * |

The table has been completed.

The table uses symbols to communicate information about the weather.

Symbols accurately represent a summary of the weather status for each day.

Rows and columns in the table have been accurately interpreted by the learner.

Weather symbols are simple and clear rather than 'pictures' of the weather.

Weather symbols reflect the symbols agreed by the whole class that are now on display in the science corner.

11

Subject: Social Studies | Year: P2 | Textbook page: 51

Unit: Jobs Here and There



Textbook activity description:

Which jobs do you think people in the town or city near your village do?

Further description of the activity:

This activity must feature a discussion about jobs and products that are investigated. Learners should share what they know about jobs in their community and then talk about some other jobs that they know of. Learners should talk about any products that are the result of some of the jobs and they should talk about how important (significant) these jobs are in their locality. The pictures drawn by learners should be accurate enough to ascertain what is being described but the focus should be on why these drawings have been chosen and what they are trying to represent rather than the quality of the drawing. Any vocabulary should be written in mother tongue.

Assessment opportunities:

Ask learners about the job's learners have chosen to draw. Where have they seen or heard about these jobs? Ask learners to tell you what each job entails and whether or not they think the job is important. Observe how well learners listen to each other as they discuss jobs that are less familiar. Ask learners to talk about what jobs they would like to do.



Pictures represent different jobs.

Pictures reflect what has been discussed in the class.

Pictures show jobs that are relevant to South Sudan environment.

Pictures show jobs that are significant to South Sudan.

Vocabulary selected to help add details to pictures are relevant.



Unit: Avoiding Conflict TG page: 67

Learning Outcome - Skills: Explore strategies to resolve conflict.

Textbook activity description:

Talk about some of the common problems that the young people face.

Further description of the activity:

To begin exploring strategies to resolve conflict, learners should work in small groups to identify common conflicts in their own situations. They should discuss together the causes of these conflicts and begin to group them into types of conflict (law breaking, lies, greed, misunderstandings, individual v group etc.). Having identified some triggers for conflict, learners should be encouraged to identify ways of avoiding conflict in their situation and within societies.

As P4 is a transition year in English language instruction, learners may discuss some of their experiences in a national language but should then work together to identify the English language phrases to describe the key conflict resolution strategies that they have identified. Following this, they should draw and write these key phrases in English to summarise their thinking of conflict resolution strategies.

Assessment opportunities:

In this activity, the instruction is for learners to talk about common problems that young people face. The learning outcome requires that learning is focused on strategies to resolve conflict. So it is these two aspects that the assessment should focus on. It is sometimes useful, however, for learners to summarise in a drawing what they have learnt. The assessment descriptor below therefore shows what you might expect learners in P4 to present in order to summarise their discussions about strategies for conflict resolution.



Building on ideas of trust, the environment and working together provided in the example, learners have developed their own themes of conflict resolution.

Different tribes are represented in the picture to promote unity.

Different tribes are represented in the picture to promote unity.

Each phrase clearly articulates a strategy for conflict resolution.

Learners have followed the instructions accurately to describe conflict resolution strategies.

The drawing and phrases describe common problems as requested in the instruction, rather than conflict resolutions specific to uncommon problems.

- 1. Determine the area of class door.
- 2. Determine the area of your classroom floor.

Further description of the activity:

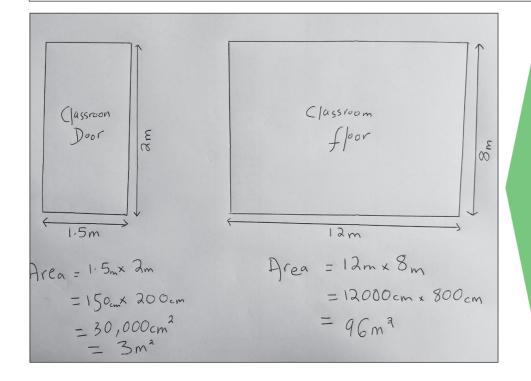
Learners should solve problems using cm and metres to consolidate their knowledge of units of measurement, of length and of the area of a square and rectangle by counting squares on a grid. They should use formulae to develop their understanding of the area of a square (side x side (s2)) and the area of a rectangle (length x width (lw)) using cm2 and m2.

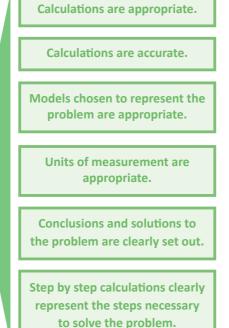
For this activity, learners should practise measuring a variety of lengths in the classroom. They should estimate the length of one side of a desk, for example, and then measure it.

Learners should practise some multiplications up to 10 x 10 to help them prepare to calculate the area of rectangles and squares. To prepare to calculate the area of the class door and the classroom floor, learners should estimate the lengths of the sides and then measure in order to make a reasonable calculation. They should present their calculations with a diagram to represent their approach to solving these problems.

Assessment opportunities:

Learners should develop their problem-solving abilities by ensuring that they are able to accurately identify key aspects of what the problem is describing. They should be able to identify what calculation is necessary and then estimate and check their work. For this activity, they need to measure the door and classroom carefully, using the ruler and meter stick accurately.





Subject: CRE Year: P4 Textbook page: 76 Unit: Annual Celebrations in Africa **Learning Outcome - Knowledge and Understanding:** State the importance of annual celebrations (e.g. Rain, Planting season, and Harvest). **Textbook activity description:**

Group Work.

1. With the help of your teacher, design posters with messages that can be used during harvesting, rain and planting festivals. 2. How would you compare harvesting, rain and planting festivals?

Further description of the activity:

This activity is an opportunity for learners to summarise what they have learnt about African annual celebrations. Before beginning to design their posters, groups of learners should talk about distinct features of the celebrations discussed and provide some examples of what happens during these celebrations in their own communities. Learners should compare each celebration to consider what is the same and what is different about them. Learners should also explain to each other why they think these celebrations are important in Africa and suggest how they reflect religious beliefs and values.

Assessment opportunities:

It is important that learners are given the opportunity to talk about their posters in order for them to explain the significance of various features of their work. Learners should also be encouraged to ask questions about posters from other groups and should equally, respond appropriately to questions about their own work. As this is P4, a year of transition into English speaking as the language of instruction, it is also important for learners to be encouraged to used accurate English vocabulary to describe celebrations. New or unfamiliar terms could be written and presented on a 'Word Wall' or within a class display of new words.



The poster presents an effective summary of each celebration.

The poster presents an effective summary of each celebration.

Images and symbols are used appropriately to help describe each celebration.

Each celebration has a clear explanation of why it is important.

Celebrations are clearly distinguishable from each other.

Each celebration is described to be important for appropriate reasons.

Subject: English Year: P5 Textbook page: 75

Jnit: Road Vehicles TG page: 7

Learning Outcome - Skills: Communicate ideas creatively and accurately in an appropriate style.

Textbook activity description:

Further Learning. In groups.

- 1. Find out about other means of transport outside your payam.
- 2. Write them down.
- 3. Discuss the advantages and disadvantages of these means of transport and write them down.

Further description of the activity:

This activity should encourage a lot of discussion between learners in relation to what means of transport they have used themselves or have seen other using. Begin by discussing this as a class and then ask learners to talk in small groups before producing their written work. Explain that the written work needs to clearly reflect the different means of transport and that it is better in this case to use a table rather than a piece of longer descriptive writing.

Assessment opportunities:

As learners work to prepare their table of information, ask them to explain what they know about different forms of transport and encourage them to be as descriptive as possible. Learners might need to work together to learn the English vocabulary to describe different means of transport that are found in their payam.

| Transport | Advantage | Disadvantage |
|--------------------|----------------------|--------------------|
| Scooter | fast | dangerous |
| bicycle | Cheap | Slow |
| bus | Cheap | busy |
| lorry | big | ROE Many People |
| Court and horse | local | Slow and bumpy |
| Erain | fast and many spaces | Sometimes |

The table is organised appropriately.

Key vocabulary is spelt correctly.

Disadvantages and advantages of each mode of transport are reasonable.

Headings for columns and rows are appropriate.

There is a range of means of transport described.

Ideas in the table overall are coherent and communicate this topic well.

Subject: Science | Year: P5 | Textbook page: 100

Unit: Tools and Materials

Learning Outcome - Skills: Observe, record and present their findings.

Textbook activity description:

Work in pairs. Materials needed. Water, juice, stone, cooking oil, book, soil, milk, methylated spirit, air in an inflated balloon.

What to do.

- 1. Try to pour things above. Which one flows? Which ones do not?
- 2. Compress the things using your hands as shown below. Were you able to compress the things? Why?
- 3.Come up with a table like the one below.
- 4. Feel the weight of each item above. Which is heavier? Why?
- 5. Discuss the findings in this activity. Write a report and present to the other class members.

Further description of the activity:

Learners should work together to organise the materials and results table so that they can work systematically through this activity. They should talk about what they find out about each material, comparing their findings as they go along. Learners should be encouraged to talk about the properties of each material using scientific vocabulary where possible. Learners should recap and build upon the work they did in P4 in relation to 'Matter and Materials' particularly in relation to concepts of matter and how materials can change.

Assessment opportunities:

Ask learners to explain what they know already about states of matter and properties of materials. Ask learners to explain the difference between materials and make predictions about what might happen to them when they are compressed. Encourage learners to compare what they find to their predictions. Observe how well learners organise their experiment and how accurately and appropriately they record what happens.

| Activity 4.10 Materials and their properties | | | | | | |
|--|-------------------------|----------------------|---|--|--|--|
| Things that flow | Things that do not flow | Things that compress | Things that do not compress | | | |
| water jnice cooking oil milk methylated spirit air | Stone book Soil | hook page | Stone Water juice cooking oil milk methylated spirit methylated spirit | | | |
| air least heavy | stone most heavy | | | | | |

All materials are listed in the results table.

All materials are correctly placed in the results table.

Items are clearly marked according to their relative weight.

A summary of what has been found is presented clearly.

Some indication of states of matter are indicated.

The table is appropriately presented so that information is communicated effectively.

Scientific vocabulary is used correctly.

Subject: Religious Education Textbook page: 20 Year: P5

Unit: Moses and the Ten Commandments TG page: 18

Learning Outcome - Skills: Reading and interpreting the Bible.

Textbook activity description:

The birth and early life of Moses. Activity 2.1

In pairs write down what happens when a new baby is born in a family.

Further description of the activity:

Learners should begin by discussing their experiences of when a baby is born. They should be encouraged to talk about who is involved and what events or celebrations occur. They should talk about the feelings that families and communities experience when a baby is born and how this contributes to a sense of belonging, their faith and citizenship.

Learners should listen to the teacher read passages from the bible about Moses being born and they should discuss how this story is relevant to their lives and how African people today are called to a religious life.

Building on their discussion, learners should create a list of key phrases and vocabulary that could provide support for the writing task. Learners should further discuss the similarities and differences between community responses to a baby being born to be able to add detail to their written work.

Assessment opportunities:

Learners should plan their writing carefully so that they include important features of events and other aspects of a baby being born in a family. As this writing is a paired task, learners should work together to refine and improve their plan so that the final piece of writing encompasses all that they believe to be important. Learners should plan to include a reference to a passage in the bible which illustrates what they have written.

As this is P5, you would expect writing in English to be fluent on familiar topics like this. Ideas should be created creatively and accurately, and adverbs and adjectives, in particular, should be used appropriately.

A baby is born.

When a baby is born in our family it is a time of great joy. All of our family come together to express their happiness that a new family It is a very busy time for the parents to ensure that the baby is Kept sake and is provided with a healthy start to life. Female friends and family members help to cook and clean. Psalm 127:3. Children are a heritage from the LORD, offsping a reward from him.

Writing is all related to the topic.

There is a clear description of both the emotional and practical response to a baby being born.

The writing explains how communities respond to a baby being born.

Spelling, grammar and punctuation are accurate and help the reader to understand the topic.

The bible passage selected is relevant to the topic and is correctly referenced.

There is a reference to health and safety which indicates an awareness of the precious and vulnerable aspects of a baby being born.



Subject: English Year: P6 Textbook page: 72

Unit: Letter Writing

Learning Outcome - Knowledge and Understanding: Know the key vocabulary for a letter of application.

Textbook activity description:

Individually. Use the outline below to write your letter.

Further description of the activity:

Students should build on what they have previously learnt from exploring a range of job application letters. Learners should be supported to think carefully about the information that their own letter should contain, ensuring that it pays close attention to the job (position, role, responsibilities etc) that they are applying for and their own related experiences and qualifications.

To help learners ensure that their application letters are suitable, they should share their letters in small groups, working together to review and refine the quality of the writing. To add further rigour to the process, groups of learners could be given a selection of letters. From this selection, learners should choose one letter that they would say is the most successful application, giving reasons for their decisions.

Assessment opportunities:

This example of a letter of application shows many features that would make it successful. It is likely that at P6, however, learners will still be developing their ability to write letters comprehensively, especially as this activity is relatively early on in the syllabus unit. The descriptors of success here are extensive, but the learning outcome is in relation to using the letter outline, so it is this that should feature in assessments. Although the learning outcome does not describe expectations relating to features of the English language such as spelling, punctuation and grammar, it is important that all learners are encouraged to adopt an 'always best' attitude to this aspect of the subject, especially as they progress through the upper end of primary education.

> Okello Gillo Obang Puchalla (Utallo Payam) South Sudan Date: 15th March, 2020

Sudek Hospital Juba, South Sudan,

Dear Sir.

Subject: Application for the vacancy of Kitchen Manager.

Referring you our vacancy posted on 22/01/20 in the Juba Monitor newspaper, I would like to apply to your esteemed office for the position of kitchen manager.

I am a graduate with a diploma in Catering from Dr John Grang Memorial University in Buma administration of Uthallo Payam.

I have been working at The Crown Hotel in Juba since 2016 and I have gained a lot of experience in catering and management.

Therefore I would be very grateful if your esteemed office would consider my application for this role.

Your usual cooperation would be highly appreciated.

Thanks.

Yours sincerely,

Okello Gillo Obang My CV is attached below. The outline provided in the textbook has been used to shape the content of the letter.

All sections of the letter have been completed.

The content of the letter in each paragraph is relevant to the job being applied for (Kitchen Manager).

Secretarial features of the letter are correct. (name and address of the recipient, date, writer's address, subject, signature).

Spelling, grammar and punctuation is generally accurate throughout the application.

Handwriting is legible.

Key phrases and sentence structures are used to formulate the letter. (eg: I wish/would like to apply for the position of...; I have worked for... for...years; I have attached my CV...; The referees who will support my application are...; I am ready for an interview at any time.)

The letter clearly explains the learners' experience and skills, explaining how this makes them suitable for this job.

Subject: Social Studies Year: P6 Textbook page: 40

Unit: What's the Difference? TG page: 33

Learning Outcome - Skills: Explore how jobs and products vary across the continent of Africa.

Textbook activity description:

Group Work.

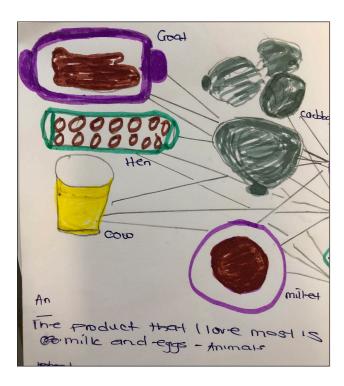
- 1) Name the animals and plants that give us each of the products on this page.
- 2) Choose two products from animals and plants that you love the most.
- 3) Write them down.

Further description of the activity:

This activity is aimed at finding out how well learners can explore where food comes from and the extent of its variation across South Sudan and Africa. As this activity is introduced, it would be useful to ask learners what foods they like and dislike and what food they eat the most often. They could explore what other people in their class like and compare this to what people like in their family. Remember that this is a P3 activity so learning will be in mother tongue. Learners should be able to speak fluently, expressing their opinions and asking questions to clarify their understanding.

Assessment opportunities:

This activity requires learners to explore and then write down the names of the animals and plants that these foods come from. They should also talk about what food they like best, exploring the ideas of others as well. It is likely that there will be much discussion around this activity, which is also a good opportunity to check understanding and skills relating to how well learners can explore where food comes from and how it varies across Africa.



Foods are related to the foods presented in the activity and the learning outcome.

A sentence is provided to explain what foods the learner loves the most.

Key words correspond accurately to each food.

Pictures represent a variety of foods from different plants and animals.

Pictures represent foods clearly.



Subject: Religious Education

Year: P6

Textbook page: 1

Unit: God the Father and our Environment TG page: 9

Learning Outcome - Knowledge and understanding: Explain the word 'environment'.

Textbook activity description:

Activity 1:1.

2) With the guidance of your teacher, go around the school compound observing both living and non-living things.

3) Write down your observations.

Further description of the activity:

In P1, learners will have looked broadly at the creation story in Religious Education. This activity builds on that understanding but as it is quite a long time since P1 for these learners, it would be useful to revisit key aspects of the creation story.

This activity is an introductory activity to the unit, so it is important to find out what learners already know about the environment and especially, how they define 'environment'. Building on what they know, the activity takes learners outside of the classroom to allow them a broader and more direct access to the whole environment. During the walk around the school compound, the teacher should begin by pointing out contrasting features of the environment, and then learners should be encouraged to work in pairs or small groups to continue their walk, identifying further features, collating these and presenting them in a written format back in the classroom.

Assessment opportunities:

Written work should be in list format rather than a narrative. You would expect at P6 to see vocabulary that refers to details of the environment, rather than only common features.

Back of the school Mango trees " · Green bushes • · Wooder gences · Latrine · Tall grass

· insects of birds of

· yellow slower . pink dowers

· small Istream .

School antrance

· Metal gates

· Office hut · Plastic chairs

· Stone piles .

Mair communal area . Large dried earth area .

· shall houshes ~

4 Brooms

concrete entrances to classroom

· Some amoss ~

· Wooden crates as seats

· insects · plastic bottles

· small hill

List is organised into different areas of the school environment.

Key (green dot) is used to distinguish non-living from living things.

All items in the list are found in the school environment.

Variations of plants are described.

Physical and man-made features are listed.

Attention to details in the environment is shown, rather than attention to only larger, common features.

Unit: Poetry

Subject: English

Learning Outcome - Knowledge and understanding: Know the vocabulary and form associated with poetry.

Textbook activity description:

Activity 15. In summary. 1. Find out about other types of poem that exist.

2. There are several other words relating to poetry. Find out what they are and write brief notes on each. Give relevant examples.

Further description of the activity:

This activity is the final activity in this unit of work, so it is an opportunity for learners to extend what they have learnt in this unit. They should be provided with a range of poetry books or online collections if possible, in order for them to explore a range of other poetic forms. Learners should be given the opportunity to share what other forms of poetry they find and be encouraged to explain why they like or dislike this form. Learners should talk in pairs about the different uses of poetry in their community and make links in particular to songs and rhymes for celebrations.

Textbook page: 7

Assessment opportunities:

Learners should use what they have learnt about particular forms of poetry discussed in the unit to investigate other forms of poetry. You are looking for them to discuss form, pattern, style, rhythm etc. To extend the assessment activity you could ask learners to create a new poem using their favourite style of poetry for a particular context, event or image.

An acrostic poem

The first letters of each line spell out a word if read vertically downwards.

Washing

Ashore,

Volumes of flowing water

Ebb and flow on the

Sandy floor.

A Haiku

A Japanese verse form most often composed of three unrhymed lines of five, seven, and five syllables. A haiku often features an image meant to depict the essence of a specific moment in time

An ocean voyage,

As waves break over the bow,

The seas welcome me.

A Limerick

Limericks have a rhyme scheme of AABBA. It has two longer lines, two short ones, and a closing longer line that makes a joke.

Beginnings

Stand by the river, examine her course Moving with steady unstoppable force As the cycle goes round The first drop can't be found

And still we expect to uncover the source.

A variety of poetic forms are described.

Each poetic form is described in some detail.

Examples of poems for each poetic form provided are appropriate.

Each poetic form is described using accurate, relevant vocabulary.

Poetic forms presented are different to the forms explored previously in this unit.

Poetic forms are presented in such a way that they are easily comparable.

Examples of learners' work

Subject: Maths Year: P7 Textbook page: 91

Unit: Business and Accounting

Learning Outcome - Skills: Solve problems about discount, simple interest, commission, hire purchase and writing bills.

Textbook activity description:

David bought the following items: A radio @ 50 000 South Sudanese Pounds, a TV set @ 80 000 South Sudanese Pounds, a fridge @ 120 000 South Sudanese Pounds, a phone @ 30 000 South Sudanese Pounds and a sofa set @ 150 000 South Sudanese Pounds. Prepare a bill for the items.

Further description of the activity:

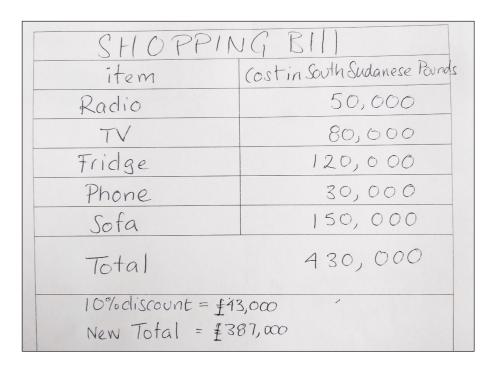
To introduce this activity, learners should talk about items that they know the price of already from their experiences in their community. They should talk about the cost of things they buy regularly compared to items that they buy less regularly. Learners should be reminded about what they have learnt previously in relation to adding numbers greater than 1000 and the importance of place value.

Learners should use their prior knowledge and understanding of business transactions to develop business terminologies in transactions and demonstrate how to estimate, measure and calculate.

To make this activity more complex, learners could be challenged to calculate a 10% discount on one or two items as well as calculating the change required from a variety of payments given.

Assessment opportunities:

Observe how well learners are able to organise this calculation and how accurately they work to find the total. Ask learners to estimate the total in the first instance. How reasonable is this estimate?



A clear and relevant record structure is used to organise the bill.

Columns are headed appropriately to explain to the reader what the bill is showing.

Calculation is accurate.
The total is correct.

Individual amounts are presented accurately in relation to the problem presented to learners.

Place value is maintained accurately in the way that the bill is presented.

Units of measurement are correct for this context.

Subject: Social Studies Year: P1

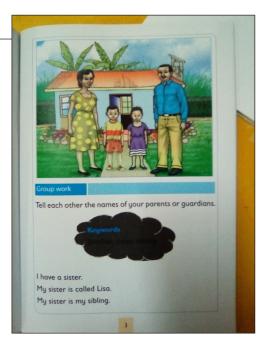
Unit: Now and Then

Textbook page: 3 TG page: 1

Learning Outcome - Knowledge and understanding:Describe family members and their relation to each other.

Textbook activity description: Group work.

Tell each other the names of your parents or guardians.



Observation

Ask learners to practise in pairs descriptions of their family members.

Observe how well learners conduct this practice independently of the teacher and how fluently they are able to describe their family.

Activity

at the beginning of the P1 textbook, so learners are only just starting school!

This activity should therefore be used to help learners begin to feel safe and happy at school. The discussion will be in mother tongue and should allow learners to talk about what is familiar to them.

The teacher should model sentences about family members and repeat, clarifying, if necessary, statements from a few learners in the class. As learners develop their confidence through the activity, they could be challenged to ask each other questions.

Conversation

Ask learners to state who is in their family. Ask direct questions such as 'What is the name of your brother?' and 'Are you older or younger than your brother?' Then ask learners to explain and compare the relationship between family members. Learners should be encouraged to listen to what others say about their family, answering questions about other families as they become more confident. You are listening for accurate vocabulary and some fluent sentences about relations. More confident learners could be encouraged to talk about the roles of people in their family.

Product

There is no product for this activity, unless learners are asked to draw people in their family. Their pictures are likely to be bold representations of people rather than detailed drawings. There is no need for any writing at this stage.

Section Five: Triangulation Examples

Subject: Maths Year: P1

Unit: Measurement Textbook page: 69

Learning Outcome:

Estimate and compare length, capacity, and weights using arbitrary units

Textbook activity description: In small groups, walk to the following places, Headteacher's office, toilet block and school gate. How many steps did you take to reach?

Length In small groups, walk to the following places, Headteacher's office, toilet block and school gate. How many steps did you take to reach?

Observation

Observe how well learners count their steps. Is their counting fluent? Do they miss numbers out or make mistakes so that there is not a 'one-to-one' relationship between their steps and their counting? Observe how well learners use steps to measure length by ensuring that they start at the extreme end points of a distance to be measured and then finish counting at the furthest point.

Activity

As this is P1, learners are likely to be exploring length in this way for the first time. Previous units in P1 relating to number will help with their counting, but it is important to use this unit to explain to learners about the ways in which we use mathematics in our everyday lives. To introduce this activity, learners should walk down one side of their classroom, counting their steps as they go. They should then be challenged to predict how many steps they would take to walk down another side of their classroom. After walking down this other side and then comparing their prediction to their actual walking steps, the teacher can explain that walking steps in this case are being used to measure the sides and length of the classroom. Learners should then work as a whole class to predict and then count the steps to the other places listed in this activity.

Conversation

Ask learners to tell you about other things that they count. Do they count, for example, how many plates are used at breakfast or how many friends they play games with? Ask learners to count other objects in the room and listen to how fluently they are able to count up to each total. In conversation, ask learners to make predictions about the number of steps they think will be required to get from one place to another. Ask learners to explain the difference between their predictions and the measurement that they make.

Product

There is no product for this activity, although you might ask learners to write the number of steps they have taken.

These could be displayed individually or on a whole class chart.

Subject: English Year: P3 Unit: Health and Hygiene

Textbook page: 67 TG page: 114

Learning Outcome - Skills:

Speak clearly, fluently and confidently, expressing opinions and answering questions about health and hygiene using a variety of structures.

Textbook activity description: Activity 4.

a) Listen and read the story.



Conversation

the text.

Remember that

this lesson is in

English! Learners are

Observation

During discussions, observe how well learners listen to each other and respond appropriately to questions from their peers as well as from the teacher. Listento how fluently learners talk about health and hygiene – this will demonstrate their understanding of key concepts.

Activity

This activity is part way through the syllabus unit, so learners will have some ideas already about important aspects of health and hygiene. The activity is to read the story together, so the teacher should use the opportunity to discuss different aspects of what Nelly does in order for her to stay 'a healthy girl'. Learners should talk about which of the things in the story they do easily and what they find harder to do. They should discuss in groups their opinions about which of the things Nelly does are the most important for healthy living.

still experiencing teaching in their mother tongue in other lessons, so assessment here needs to focus on the development of the English language in relation to this topic. Ask learners to explain why they think Nelly is healthy and to identify what she does that is just like the things they do. Challenge learners to explain why they think each of the things Nelly does keeps her healthy. Can learners make links to what they have learnt in Science? Ask a range of questions (how, what, why, when etc) about the piece of writing so that you can explore the extent to which learners have understood

Product

There is no product from learners in this activity other than any oral presentations they give about health and hygiene. In this case the teacher should pay attention to how confidently and clearly the learner communicates in this context.

Triangulation Examples

Subject: Science Year: P3

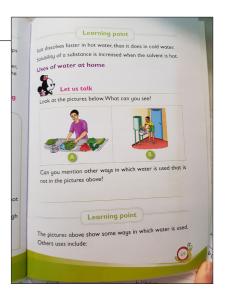
Unit: Water

Textbook page: 69

Learning Outcome:

Investigate water, solubility, and the ways of conserving water.

Textbook activity description: Uses of water at home. Look at the pictures below. What can you see? Can you mention other ways in which water is used that is not in the pictures above?



Observation

Watch how learners engage with the pictures in the textbook. Do they point out specific features of the pictures, comparing them to what they know about? Watch how well learners take it in turns to talk to each other about water uses.

Conversation

Ask learners to tell you about the pictures that they have drawn. Ask them to explain how the water is used and what difference the water makes to each activity. Learners should tell you also about how the water changes and how it changes different substances that it mixes with. What happens to rice, for example, when it is cooked in water? And what happens to sugar when it is put into tea?

Activity

Learners should discuss what they know about water. They should discuss where and how water is used in their home and in the community. They should talk about where water comes from and how it can be stored and saved. Learners should build upon their knowledge from P2 where they learnt about safe water and health and hygiene. Learners should think about the way water changes as it is used in different ways and importantly, think about the effects water has on other substances as they begin to learn about solubility. Learners should draw some pictures of the uses of water in their homes and use these as prompts to talk about water.

Product

For this activity, you are looking for a variety of pictures that show different uses of water in the home. This is not an art lesson, however! The pictures need to illustrate scientific aspects of water, rather demonstrate high quality art skills. At least 4 pictures should be drawn, and these should provide a description of a range of water uses, rather than all the pictures showing how water is used for cooking, for example. You are looking for descriptions of water being used for: cleaning, gardening, washing clothes, drinking etc.

Subject: Maths Year: P3

Unit: Measurement & Money

Textbook page: 45

Learning Outcome - Knowledge and Understanding:

Operations on currencies

Textbook activity description: Activity 38.

In groups visit a nearby shop. Find out the prices of the various items sold in the shop. Record your data in a table and present it to the whole class.

Observation

Observe how well learners are able to talk about different costs and prices of a variety of products in the shop. Listen to how fluently they are able to describe how much money they need to buy certain items.

Activity

It may not be possible
to visit a shop as a whole
class so if this is the case, try
to arrange a visit to a local shop
in groups or ask learners to visit a
shop as Homework, preparing them
with some questions to take with them. The
focus of this activity should be to determine the
relative cost of different items and the way that the
value is described in monetary terms, in a particular
currency. Learners should build on what they learnt in P2
about carrying out simple operations involving money. In P3
they should think about change given from larger amounts given to
shop keepers using their understanding of subtraction by finding the
difference.

2.9 Money Activity 38 Activity 38 In groups, visit a negroy shop, find out the prices of the

In groups, visit a nearby shop. Find out the prices of the various items sold in the shop. Record your data in a table and present it to the whole class.

- . What is the cheapest item in the shop?
- . What is the most expensive item in the shop? . Which item in bought the most at the shop?
- How does the shopkeeper determine the price

Ask learners to tell you about a

.....

Conversation

range of situations where money is used. Ask learners to talk about how much money they think is needed to buy common items such as mangoes, flour, corn and groundnuts. Challenge learners to add two amounts of money together as if they are buying two items from a shop. Ensure they use full sentences in their answers including the correct use of 'South Sudanese Pounds'. Ask learners to tell you about the prices of different items in the shop. Ask them to tell you which is the most expensive and which is the least expensive. Ask learners to compare the prices of similar items and explain which items are possible to buy within a certain budget.

Product

Learners should produce a table to represent what they found out about the prices of different items at the shop that they visited. The table should be well organised and should display monetary amounts correctly. The table should clearly compare the cost of items and units of measurement should be accurate also.

Triangulation Examples

Subject: Science Year: P4
Unit: Seeds and Germination

Textbook page: 69

Learning Outcome:

Understand the structure of a seed and the process of seed germination

Textbook activity description: Collect as many fruits as possible and bring them to the classroom. Take one fruit at a time and carefully cut it open. Observe what you see inside each fruit. Count the number of seeds you see inside each fruit and record the number.

Observation

Observe how carefully learners dissect and cut open the seeds. In order to be able to compare seeds scientifically, learners should organise their seed inspections systematically. Observe how learners compare what they find and to what extent they make any recordings of their observations.

Activity

As this is the introductory activity to this unit, learners should talk about what they already know about seeds and fruit, building on what they learnt in P3 about plants and animals. They should predict what they think the seed will look like before they cut open the fruit and then compare their predictions to what they observe inside the fruit. Learners should compare the seeds and tell each other about the seeds that they can eat and the seeds that they cannot eat. With the help of the teacher, learners should begin to think about how seeds transform into a plant, flower, fruit etc through the process of germination. Learners should also cut open a few seeds to begin to explore and understand the way a seed is structured.

Words to learn: Copyledon, embryx, plumule, radicle, hlum, micropyle, endosperm, monocotyledon, dicotyledon and germination. 3.1 Structure of the seed Activity 3.1 Fi As a class Materials needed Different kinds of fruits Magnifying glass Warning! Be coreful when using shorp kinds or rezor blade To make the first with fresh blood can transmit HIV. What to do Collect as many fruits as possible and bring them to the classroom. To be one fruit or a time and carefully cut it open. Observe what you see inside each fruit What do you see? Count the number of seeds inside each fruit and record the number.

Conversation

Ask learners what they notice about the structure of each seed and how many seeds are contained within each fruit. Ask them to comment on any similarities and differences. Ask learners to explain if they can see any relationship between what the seed looks like and the type of plant/flower/fruit etc it grows. In conversation, ask learners what they know about what a seed needs to grow. What do they know about germination? Ask learners to explain what they know about roots and shoots and what conditions (wet and warm etc) they think are conducive to germination.

Product

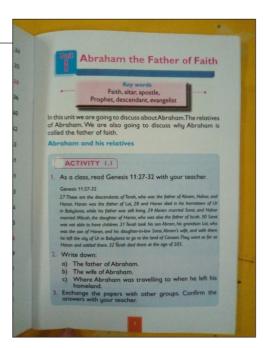
Learners should record how many seeds they find in each fruit systematically – possibly in a table or using pictogram. Their work should clearly represent their scientific enquiry and should accurately state how many seeds were found in each fruit.

Subject: Religious Education Year: P5 Unit: Abraham the Father of Faith

Textbook page: 1 TG page: 9

Learning Outcome - Knowledge and understanding: Understand who Abraham was.

Textbook activity description: Activity1:1. As a class, read Genesis 11:27-32 with your teacher.



Conversation

Through listening

to this passage

from the Bible about

Abraham and his family,

Abraham to the

Christian faith and

the roles that

religions play

in society.

learners should be able to

talk about the relationship

Observation

As learners discuss together different aspects of this bible passage, check that all learners are participating and that they respond to questions appropriately. When they design their family tree, observe how well they plan the structure of the diagram, anticipating the size and extent of what needs to be represented.

Activity

Reading together this passage from the bible is an opportunity for the teacher to explain and explore what learners already know about the people referenced in this passage. It is particularly useful, of course, to discuss Abraham. The teacher should challenge learners to create a family tree to represent Abraham and his family as described in this passage. This will be a useful assessment of the extent to which learners understand these relationships. Learners should also prepare a short oral explanation of what they know about Abraham.

between these people. They should reflect on and discuss the importance of Abraham's faith to Jewish people and to Christians today. What can they say already about God's promise to Abraham? Ask learners to explain how they have organised their family tree. Check through questioning, that learners understand the basic principles of the importance of

Product

Check that the family tree is accurately organised, and that each member of Abraham's family is represented.

Triangulation Examples

Subject: Science Year: P6

Unit: Keeping Ourselves Healthy

Textbook page: 17

Learning Outcome - Knowledge and Understanding: Explain the causes of drug abuse and its impacts on life.

Textbook activity description: Activity 1.1

- 1. Observe the pictures below. Can you identify the drugs? Where have you seen them? Are they good or bad for your health? Are they legal or outlawed?
- 2. Discuss in groups the meaning of drug, types of drug and drug
- 3. Make a list of some other drugs that you know are being abused in society.

Observation

Observe how well learners engage with the details in the picture and the questions relating to this topic. During their presentation, observe how fluently they are able to describe different influences and behaviours that lead to drug abuse. Listen carefully to responses from other groups to presentations – are their questions relevant?

Activity

In this activity, learners should discuss what they already know about heath, including what they learnt in P5 during their topic on health and hygiene. Learners should talk about the drugs represented in the picture and explain to others what they already know about the effects of these drugs and their uses. Learners should talk about how drugs can be abused, what the common causes are of drug abuse and how drug abuse could be prevented. Learners should read what they can access on the internet about the impacts of drug abuse on health, well-being and communities. They should speak with a health visitor, nurse or doctor, if possible, to gain a deeper understanding of the impacts of drug use and drug abuse on the body.

1.1 Drugs and drug abuse

Conversation

Ask learners to explain which drugs they think are represented in the picture. Ask them to explain what they think the effects of these drugs are on the body and how they can be harmful and/or helpful. In conversation, ask learners to describe why they think knowing about drug abuse is important. Ask them to explain what they think the key messages should be in their community to help people avoid drug abuse. Ask learners to prepare a short presentation in pairs to explain what they think leads to drug abuse. Responses from other pairs of learners should focus on how this abuse could be avoided.

This topic requires some sensitivity from the teacher, but at the same time, the teacher should explain that legal and health issues associated with drug use and drug abuse should not be underestimated.

Product

Learners could produce a leaflet or poster in relation to this topic for the school and/or community. Assess the clarity of their message and the use of key vocabulary. Does the poster or leaflet provide useful, accurate and relevant advice?

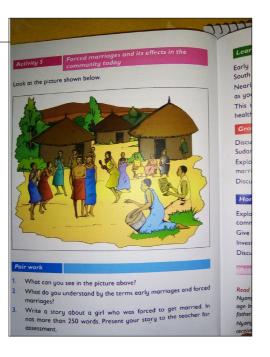
Subject: Social Studies Year: P6

Unit: Valuing One Another

Textbook page: 57 TG page: 58

Learning Outcome - Knowledge and understanding: Understand where human rights sit within the context of forced marriages.

Textbook activity description: Write a story about a girl who was forced to get married. In not more than 250 words. Present your story to your teacher for assessment.



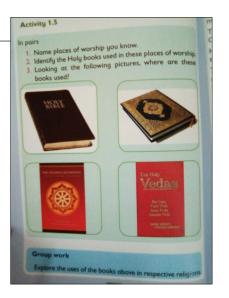
Triangulation Examples

Subject: Religious Education Year: P7

Unit: The Origin of the Bible Textbook page: 17 TG page:

Learning Outcome - Skills: Discussion on the similarities and differences of the various Holy Books.

Textbook activity description: Activity 1.1. Group work Explore the use of the books above in respective religions.



Observation

Observe how well learners talk in pairs and listen to each other. They should ask each other relevant and critical questions to expand their understanding of key issues associated with forced marriage.

Activity

Learners should begin by explaining what they already know about Human Rights, discussing how respect and trust lead to peace and democracy. Learners should explore the history of forced marriage, using the picture and other texts provided by the teacher to help. They should discuss how people in their own community feel about forced marriage and debate this issue once again within the context of human rights. The story learners write should reflect some of the feelings potentially experienced by a girl who is forced to get married. The story should also describe some of the attitudes and challenges she faces in the community. This is potentially a sensitive subject so should be treated with care. Learners should be encouraged to share their feelings about the subject, but not so that they feel too uncomfortable.

Conversation

Ask learners to talk in pairs to begin with about the subject of forced marriage. Ask them while they are still in their pairs to tell you about some of the key features of forced marriage in their community. Return learners to a whole class discussion to tell you about some of the challenges that forced marriage presents to the promotion of Human Rights. Ask learners to explain why they think forced marriage still occurs in South Sudan today and for some suggested solutions and strategies to prevent it.

Observation

Observe how well learners interact with each other and how able they are to manage their group work to discuss similarities and differences between these books. Do they take turns, for example, and ask each other questions? As learners summarise their discussions during presentations to other groups, you would expect to hear some general points rather than a long list of specific features

Ask learners to discuss the key features of each of these books and listen to what they are saying. Are learners able to articulate using accurate vocabulary, aspects of how each religion is represented in each book? Ask learners to explain what they know about the way these Holy Books are structured. You might also ask learners to explain why particular similarities between books might exist

Conversation

discuss how these Holy Books are used in their communities. They should compare what they know about

each book and be ready to present to another group a summary of what they agree are the similarities and differences between these books.

Activity

Learners should be

divided into small groups to

Product

Learners should produce a piece of writing that is less than 250 words. Their writing should be in story form but should capture some of the key issues of forced marriage, particularly in relation to the obstruction of Human Rights. Their writing should communicate ideas creatively. Grammar and punctuation should be effective and spellings of key words relating to forced marriage should be accurate.

Product

The product in this case will be a short presentation by each group to another group to summarise their discussion. You are looking for the extent to which summaries are focused on the learning objective and how coherently each summary is presented.

Subject: English Year: P7

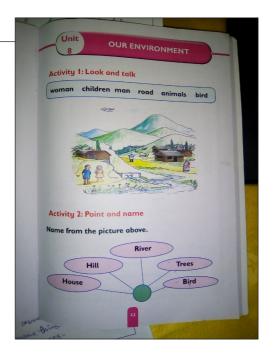
Unit: Our Environment

Textbook page: 43 TG page: 97

Learning Outcome:

Understand the main points and some details from a spoken passage about animals, birds, insects and plant found in our environment.

Textbook activity description: Activity 1. Look and talk.



Observation

Observe how well learners talk in pairs about what is in the picture and the environment. Do they use English vocabulary accurately and are sentences correctly formed?

Activity

Learners should develop basic vocabulary to talk about the environment. They can begin to do this by listening to the teacher talk about what is shown in this picture. The teacher should be clear to mention specifically the words highlighted in the textbook activity heading: woman, children, man, road, animals, bird. The teacher should give learners the opportunity to copy these words orally and then direct them to use these in paired conversations to practise using them. The teacher should point out these key words in the textbook and also write them on the board to model writing them. The teacher should describe different aspects of the picture and then ask questions about what has been said.

The teacher could also challenge learners to talk about the picture too, so the teacher can ask questions about that as well. If talking is reasonably confident and clear, learners could be encouraged to talk about the environment outside their classroom, in addition. To build on what has been learnt, the class could sing together a familiar song, adapting words to include key words from this activity.

Conversation

Ask learners to tell you what parts of this picture they see on their way to school or around their homes. Describe what is in the picture and then ask learners to answer a variety of questions in relation to what you have said to check understanding. Talk more broadly about the environment using these key words, and asking further questions. Ask learners to name what is in the picture.

Product

There is no product from this activity unless learners are asked to write initial letters for example from each of the key words.

Triangulation Examples

Subject: Social Studies Year: P7 Unit: A Just and Fair Society

Textbook page: 102 TG page: 7-8

Learning Outcome - Knowledge and Understanding:

Investigate principles of justice and fairness in South Sudan.

Textbook activity description: Activity 3. Pair work. Do you think justice and fairness can be promoted in South Sudan?

Activity 3

Ways of promoting justice and

Group work

- (a) Do you think justice and fairness can be promoted in South Sudan?
- (b) Discuss the ways in which people in South Sudan are treated in just and fair manner.
- Discuss how the following acts could promote just and fair treatment for the people of South Sudan.
- (i) Gender balance in government employment.
- (ii) Equal distribution of resources

Prepare a presentation for the class

Learning point

It is important for people in a country to be treated in just and fair way. Let us find out how people in South Sudan can be treated in just and fair way.

Both girls and boys are taken to school in South Sudan.

Both men and women are given equal job opportunities irrespective o where they come from.

Everyone including leaders face the law equally.

Government resources are distributed equally to all people whether in towns or remote areas.

Observation

Learners, in pairs, should be talking about justice and fairness. Learners should be asking each other questions to clarify views and responding appropriately.

Activity

Learners should
discuss what they have
learnt previously in this unit
and reflect upon key issues such
as gender equity, conflict resolution
and resource distribution.

They should draw upon their research to formulate an answer to the question posed in this activity, ensuring that they are able to explain their reasons for coming to this conclusion. Learners should think carefully about questions that could be asked in response to their answer and prepare some questions for other groups also.

Conversation

Learners should discuss what they have learnt previously in this unit and reflect upon key issues such as gender equity, conflict resolution and resource distribution. They should draw upon their research to formulate an answer to the question posed in this activity, ensuring that they are able to explain their reasons for coming to this conclusion. Learners should think carefully about questions that could be asked in response to their answer and prepare some questions for other groups also.

Product

As this is a discussion, the product will be a short oral presentation of what learners believe to be the answer to the question about justice and fairness in South Sudan. You would expect in their presentation to hear a range of examples from their investigations that illustrate where justice and fairness have been effectively promoted in their community and more widely across South Sudan. You would also expect to hear a description of where this has not been the case, with some possible explanations for the causes of this conflict.

Subject: English Year: P8

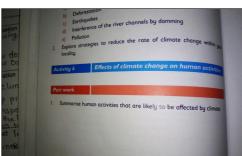
Unit: Climate Change

Textbook page: 24 TG page: 34

Learning Outcome - Skills: Write extended text about climate change, using a wide range of language and variety of register covering more specialised context (e.g. work related or in specialised area of study).

Textbook activity description: Activity 4. Pair work. Summarise human activities that are likely to be affected by climate change.





Conversation Ask learners to explain

the relationship between

climate change and carbon

emissions. What activities have

climate on human

activity.

they selected to demonstrate

how human activity is responding

Observation

Observe learners during initial discussions about climate change. Do they ask relevant questions and are they able to respond to challenging questions appropriately?

Activity

and adapting to climate change? Can This unit builds they explain how these activities on work about the represent key issues rather than environment and climate more obscure practices? Ask change in Social Studies and learners to explain what they English in previous years. In this believe to be the most unit, learners are asked to think more significant impacts of critically about the causes and effects of climate change and how communities might adapt to the consequences. This writing activity should stem from extensive discussion about climate change, ensuring that learners are clear about the science behind climate change as well as the related environmental, social and economic impacts. This will give them the key vocabulary and themes to write about the extent to which human activities are able to adapt to climate change.

Product

Final pieces of writing should include an evidence-based explanation of why climate change occurs and what the impacts are, especially in South Sudan. From this explanation, writing should explain a variety of strategies for adapting to climate change. These examples could be drawn from local and national knowledge or could result from research into practices and adaptations in other parts of the world. As this is an English lesson rather than a social studies lesson, keen attention should be paid to the quality of learners' writing, including their use of complex language and a full range of punctuation to clarify meaning and aid cohesion.

Triangulation Examples

Subject: Maths Year: P8

Unit: Geometry Textbook page: 46

Learning Outcome:

Constructing, inscribing and circumscribing triangles of given sides and

Textbook activity description: In groups, do the activity.

- 1. Draw a triangle and construct the angle bisector of 2 of its angles.
- 2. Continue with your triangle from #1. Construct a line perpendicular to one side of the triangle that passes through the incentre of the triangle.
- 3. Continue with your triangle from #1 and #2. Construct the inscribed circle of the triangle.
- 4. Why is it not necessary to construct the angle bisector of all three of the angles of the triangle?
- 5. Explain why the incentre is equidistant from each of the sides of the triangle.

Observation

Observe how well learners use mathematical tools to correctly construct these shapes.

Activity

Learners should use their understanding of triangles to distinguish between equilateral, isosceles and right-angled triangles. They should know how to construct them and investigate inscribing and circumscribing of triangles and circles and apply this learning to solving complex problems. This activity is to help learners develop the knowledge, understanding and skills associated with constructing an inscribed circle. They should measure and draw accurately and relate what they learnt previously in P7 about different types of triangles to help them explain different geometrical features of the inscribed circles they create.

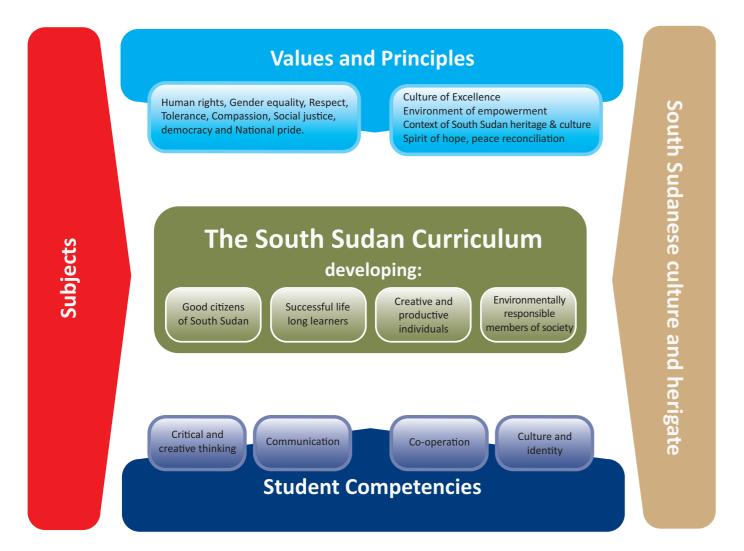
Conversation

Ask learners to explain how they have constructed their triangle, paying particular attention to the vocabulary they use to describe angles, lines of symmetry and bisecting lines. Ask them to explain the meaning and process involved with circumscribing triangles. Ask learners to ask each other questions about what triangles have been constructed, to see if they can apply language correctly.

Product

Each triangle should reflect the stated lengths of each side provided by the teacher. The angles in each triangle should be measured and recorded accurately. The circle in each triangle should touch exactly each side of the triangle and each bisecting line should also be accurate.

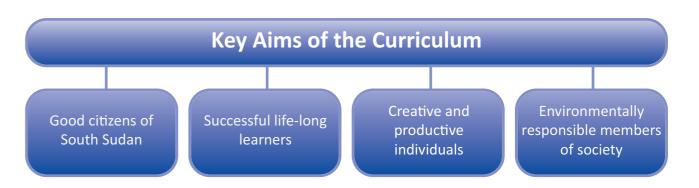
Section Six: The Overall Framework Model



This Curriculum Framework applies to all education from the Early Childhood
Development Curriculum to S4. In combination with the subject syllabuses, it will lay
the foundation for all young people of South Sudan to become Good Citizens,
Successful Life-long Learners, Creative and Productive Individuals and
Environmentally Responsible Members of Society.

The Key Aims

This vision provides the key aims for the curriculum. These define what the nation wants its young people to be by the time they leave education.



These four key aims will underpin all learning in the curriculum and provide its purpose and direction.

Good citizens of South Sudan

Good citizens of South Sudan who are:

- Patriotic and proud of their rich culture and heritage
- Active participants in society for the good of themselves and others
- Committed to unity, democracy, human rights, gender equity, peace and reconciliation
- Ready to take their place as global citizens, proud of South Sudan's role and position in the world.

Successful life-long learners

Successful life-long learners who are:

- · Literate, numerate and keen to learn
- Able to learn independently and with others
- Proficient in the key competencies
- Committed to life-long learning

Creative and productive individuals

Creative, confident and productive individuals who are:

- Enterprising and creative problem-solvers
- Willing to exert the effort that is necessary to success
- Able to relate well to others, and understand others' concerns and needs
- Diligent, resilient and persistent in their attitude to work

Environmentally responsible members of society

Environmentally responsible members of society who are:

- Committed to sustainable forms of development
- Aware of the fragility of the environment, and the importance of environmental sustainability to life and prosperity
- Appreciative of the need for everyone to work together to preserve the environment for the common good and for future generations

These aims form the four key themes of the curriculum: citizenship, literacy and numeracy, enterprise and the environment.

