Educational Development Centre

Ministry of Education

Republic of Maldives

Draft English Syllabus

Grades 1-7

Feedback Form

27-10-04

Please return by 27 January 2004

Evaluation of English Grades1-7 Draft Syllabus

Introduction

The English syllabus has been revised for Grades 1-7 and developed within the context of the National Curriculum Framework, using the EDC's syllabus development process.

This process has four phases:

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For your information

Phase 1. **Syllabus/materials review**
Phase 2. **Syllabus development**
Phase 3. **Materials development**
Phase 4. **Implementation**

The purpose of this survey is to obtain detailed comments on the strengths and the weaknesses of the Draft Revised English syllabus 27-10-2004 with a view to making improvements. The survey questions are designed to assist evaluation of the syllabus in relation to the specific criteria used for approval of EDC syllabuses.

Comments made by you, along with other data collected throughout the evaluation period, will be taken into account when compiling the syllabus evaluation report.

Please forward the completed survey form to:

The Administrative Officer
Education Development Centre
Male

OR

Fax: 323243

by

27 January, 2005

Survey Section A: General Information

Please circle the NUMBER corresponding to the most appropriate response.

1. This response is from

	Name/faculty/school	
an individual teacher		1
a faculty		2
a school		3

Number of persons contributing to the response _____

2. For school responses

a) Type of school *b) size of school*

Primary school only	1	0–150	1
secondary school	2	150–300	2
Grade 1-10 school	3	300–600	3
	4	600–1000	4
	5	More than 1000	5
	6		

d) Location of school

Male	1	atoll	2

3. For individual responses only

a)Position b)Total number of years teaching *(please state)*

Class teacher		1
HOD/Head teacher		2
Supervisor (Leading Teacher, Deputy)		3
Principal		4
Other (please specify)		5

Survey Section B: Feedback of English Grades 1-7 Syllabus

Please circle the appropriate number and provide comments

Key
1 Strongly Agree
2 Agree
3 Undecided
4 Disagree
5 Strongly Disagree

2. The Rationale for English syllabus

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. The nature of English is adequately described in broad terms	1	2	3	4	5

3. The link between Aim, Objectives, Outcomes and Content

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. The aim adequately describes the overall purpose of «Subjects» syllabus	1	2	3	4	5
b. The objectives provide an appropriate framework for the organisation of outcomes and content	1	2	3	4	5
c. The syllabus outcomes and content directly link to aim and objectives	1	2	3	4	5

4. What students learn

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
a. The outcomes and content at each stage are set at an appropriate standard	1	2	3	4	5
b. The syllabus clearly specifies content that is essential for all students studying the subject	1	2	3	4	5
c. The syllabus clearly specifies additional content that will broaden, extend and deepen students' learning.	1	2	3	4	5

5. Assessment of Syllabus Outcomes

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. The outcomes and content are sufficiently specific so that student achievement can be measured and reported	1	2	3	4	5
b. The syllabus outcomes can be assessed using a standards referenced approach	1	2	3	4	5
c. Assessment advice reflects best practice in the learning area	1	2	3	4	5

6. The relationship of English syllabus content with other syllabuses

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. The syllabus content includes areas of unnecessary overlap with other syllabuses	1	2	3	4	5
b. The syllabus includes areas that complement other syllabuses	1	2	3	4	5

7. Resource implications

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. The syllabus can be taught within the resources generally available to schools	1	2	3	4	5
b. Teachers in this learning area have the necessary training to teach the syllabus	1	2	3	4	5

8. General

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. The syllabus enables students to engage in their own learning	1	2	3	4	5
b. The syllabus establishes an appropriate core of knowledge, skills, understanding and values for all students	1	2	3	4	5
c. The syllabus establishes explicit standards that enable recognition of student achievement and planning for further learning	1	2	3	4	5
d. The syllabus is inclusive of all students attending schools Maldives	1	2	3	4	5
e. The syllabus allows teachers the flexibility to plan and deliver programs that maximise student learning	1	2	3	4	5

9. Comments

Please provide any comments you would care to make concerning the English syllabus and/or textbook materials.