



Republic of Namibia

MINISTRY OF EDUCATION

UPPER PRIMARY PHASE

SOCIAL STUDIES SYLLABUS

GRADES 5 - 7

2007

Ministry of Education
National Institute for Educational Development (NIED)
Private Bag 2034
Okahandja
Namibia

© Copyright NIED, Ministry of Education, 2005
Social Studies Phase Syllabus Grades 5 - 7

(This document is also available on the NIED webpage: [http:// www.nied.edu.na](http://www.nied.edu.na))

ISBN: 99916-69-26-4

Printed by NIED

Publication date: December 2006

TABLE OF CONTENTS

1.	Introduction	1
2.	Rationale	1
3.	Aims:	1
3.1	Knowledge with understanding.....	1
3.2	Values and Attitudes.....	2
3.3	Skills.....	2
4.	Competencies and Learning Outcomes:	2
4.1	Competencies	2
4.2	Learning Outcomes	2
5.	Particular Features of the Subject at this Phase	2
6.	Links to Other Subjects and Cross-Curricular Issues	3
7.	Gender Issues	3
8.	Local Context and Content	3
9.	Approach to Teaching and Learning	3
10.	Summary of Learning Content	4
11	Learning Contents	
11.1	Grade 5 Learning Content.....	6
11.2	Grade 6 Learning Content.....	15
11.3	Grade 7 Learning Content.....	25
12.	Assessment	36
1	Introductory Remarks.....	36
2	Assessment Objectives.....	38
3	Continuous Assessment.....	39
4.	Term Marks and Promotion Marks.....	40
5.	End –of-Year Examinations.....	42
6.	Grade Descriptors.....	44
13.	Annexes	
A1	Terms used in Teaching and Assessment.....	45
A2	Record Forms for Grade 5.....	46
A3	Record Forms for Grade 6 & 7.....	48

1. INTRODUCTION

This syllabus describes the intended learning and assessment for Social Studies in the Upper Primary Phase. The aims, learning objectives and basic competencies, which overlap between subjects, are amongst the essential learning within the curriculum as a whole. Furthermore, the Social Studies Syllabi was developed in a clear and simple style in order to convey the ethos of learner-centred education. Learner-centred education presupposes that teachers must have a holistic view of the learner, valuing the learner's life experience as the focal point of learning and teaching. Teachers should therefore select learning content and methods on the basis of the learner's needs within their immediate environment and the community. The themes and topics in the Social Studies curriculum embrace content matter in all other subjects across the curriculum.

2. RATIONALE FOR SOCIAL STUDIES

Social Studies content integrates History and Geography with some Economics and Sociology. The subject is an important place in the primary school curriculum. It lends itself to inculcating in the learners from a very early age a sense of belonging to the community and country: and cultivating the right instincts for reinforcing social cohesion. The Social Studies curriculum aims to enable learners to have a better understanding of their social world. This will help them to participate effectively in the society and the environment in which they live. The aims of the Social Studies Syllabus can be achieved by developing learners in the domains; namely knowledge, skills, values and attitudes. Specific objectives have been identified for each of these domains.

Social Studies as an integrated subject helps learners understand the relationships between people and their environments. It deals with the interaction within the social, civic, political, economic, cultural and natural environment. It helps learners to become responsible citizens in their community, country, continent and the world through the development of essential knowledge, understanding, skills and attitudes. With its emphasis on geographical and historical themes, topics, concepts and methods, Social Studies lays the basis for further specialised studies in History, Geography and Economics at secondary level.

3. AIMS

The aims of Social Studies are realised in the learning content and the various methods. Through them, the learner will obtain knowledge (content) and gain valuable experience in developing practical skills and positive attitudes. The aims of Social Studies for grades five to seven are described under the following headings:

3.1 Knowledge and understanding

Learners will develop knowledge and understanding of :

- local, national, sub-regional, African and world history, and shared elements of a culture relationships between people and their physical and cultural environment locally and globally, and how they organise, adapt to and change their environments how people meet basic needs, how they organise their economic activities, and how they are connected to and interdependent in communities, countries, continents, and the world.
- social organisations and social functions, such as family life, religion, civic groups and associations, government, communication and transportation national identity, constitutional guarantees, traditional and modern government, civic values, rights, and responsibilities.
- the impact of technology and science on human activities and society causes of change and development that influence a peaceful and harmonious life in the family, community, country and the world factors that influence and shape the quality of life of citizens.

3.2 Values and attitudes Objectives

Learners will develop informed and responsible values and attitudes towards:

- the need for co-operation and interdependence among people and among countries.
- tolerance of other social, cultural and political values and beliefs
- sensitivity towards issues of poverty, race, inequality, gender, disability and such challenges such as HIV and AIDS
- commitment to human values such as justice, equality, truth, freedom, diversity, and human rights
- appreciation of our Constitution and democratic behaviour
- critical awareness of our society in order to become a truly democratic citizen
- making responsible judgments in terms of justice, equality and other democratic values
- commitment to sustain a balance between people and their natural environment (ecological sustainability)

3.3 Skills Objectives

Learners will develop skills to:

- gather , organise, and present information effectively and creatively
- make considered and responsible decisions and sound judgments as well as solve problems
- use Information and Communication Technology (ICT) as a tool to enhance understanding of the learning content

4. COMPETENCIES AND LEARNING OUTCOMES

Basic competencies are essential competencies. They are the essential cognitive operations, skills, attitudes and values that all learners in Namibian schools should be able to demonstrate, and which can be assessed. The Basic Competencies specified in the Social Studies syllabuses are intended to help teachers identify the normal progress and all-round development of the learners at each stage. The expectation from the Ministry is that most learners in the Upper Primary Phase will achieve the Basic Competencies, some very well or exceptionally well, and will progress from one grade to the other. Learners who partly achieve the Basic Competencies will also be able to progress on to the next year with compensatory teaching. It is important to know that entry to the Upper Primary Education will depend on the learner's performance in the summarise assessment at the end of Lower Primary Education. Likewise promotion through grades 5-7 will depend on the performance of learners from one grade to another as per criteria stipulated on page 36 of the Pilot Curriculum for Formal Basic Education of 1996.

5. PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE

Social Studies are based on content drawn from various sciences. Geography, History, Economics and Civics has a central place. These sciences are connected through their focus on human relationships, their concepts and their methods of enquiry. While the focus of History lies on human actions in the past, Geography centres on relationships between people and their physical environment. Thus Geography also bridges the Social and the Natural sciences. Economics and Civics focus on processes and decision making in the areas of economic activities, human rights and responsibilities, and government. Social Studies also draws content from Cultural Studies, Sociology and Psychology, and refers to areas such as current affairs, special events, gender equality, health education, multicultural education, law-related education, global education, environmental, population and human rights education. It thus has natural links to the areas of natural sciences, humanities and languages.

6. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

Social Studies foster the highest moral, ethical and spiritual values such as integrity, responsibility, equality and reverence for life. It also fosters and promotes the spiritual and religious well being of the learner, with due regard to the diversity and freedom of beliefs. Social Studies play a positive role as a carrier subject for Environmental Education, Human Rights Education, Population Education, and HIV and AIDS Education. In addition, the whole subject area lends itself to cross-curricular work and can provide content for other subject areas.

7. GENDER ISSUES

Including gender perspectives in the curriculum is important in order to raise awareness of gender stereotyping (e.g. Gender roles associate with doctors, nurses, farmers, artisans, mechanics and lawyers). Teachers are obliged to promote gender equity in all spheres of life. Learners will do the same activities together, and activities should be organised so that all aspects of cognitive, affective, psychomotor and interpersonal development are taken into account. In this way, Social Studies will be an all-round subject and not one where, e.g. girls do more or better than boys will.

8. LOCAL CONTEXT AND CONTENT

The Learning content in this syllabus is based on a variety of themes and topics to meet international standards. Teachers are therefore urged where appropriate to use local examples to illustrate issues, concepts and processes.

9. APPROACHES TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of learner-centred education described in Ministry policy documents, curriculum guides, and the conceptual framework. The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. Thoughtful learning can occur through various learning approaches such as inquiry, constructivism, contextual learning, and mastery learning. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience. Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities.

The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons. In Social Studies, the teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content. Work in-groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand.

Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it; otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

10. SUMMARY OF LEARNING CONTENT

Teachers should realise that there are certain aspects of the syllabus that should not be taught as separate entities and at fixed times during the school year. These include incidental topics issues such as general knowledge, field trips, project work, investigations and observations including social events etc.

11. LEARNING CONTENTS

NOTE:

1. The learning content outlined below is designed to provide guidance to teachers as to what will be assessed in the overall evaluation of learners. They are not meant to limit, in any way, the teaching program of any particular school.
2. The learning content is set out in THREE columns.
 - (a) **Themes and Topics**
 - (b) **Learning Objectives**
 - (c) **Basic Competencies**
3. **Themes and Topics** refer to those components of the subject which learners are required to study.

The **Learning Objectives** are derived from the topic and are the general knowledge, understanding and demonstration of skills. The **Basic Competencies** are the detailed and specified content of the syllabus, which will be assessed

11. Table: SUMMARY OF LEARNING CONTENT FOR GRADES 5-7 SOCIAL STUDIES

GRADE 5	GRADE 6	GRADE 7
1. Orientating Ourselves in Space	1. Orientating Ourselves in Space	1. Living in Neighbourhoods
2. The Geography of Our Country	2. Historical Changes in Southern Africa	2. Our Shared History
3. Time and History	3. How Countries are Governed	3. Map Work
4. How Our Communities Developed	4. The Geography of Our Continent and its People	4. Exploring World Geography
5. How Our country Became Independent	5. Economic Development in Southern Africa	5. Technology for Development and Welfare
6. We are Citizens of Our Country	6. Our People and our Cultures	6. Revolution in Communication
7. Our Resources and Economic Activities	7. Fighting HIV and AIDS	7. Managing Economic Development
8. Communication and technology		8. Population
9. Caring For the Health of Our Community		9. Searching for Peace in the World
		10. Fighting HIV and AIDS

11.1 OUTLINE OF GRADES 5 LEARNING CONTENT

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1. Orientating ourselves in space		
1.1 What is a map	<ul style="list-style-type: none"> • examine maps by using symbols to identify basic characteristics of a map 	<ul style="list-style-type: none"> • identify parts of a map using symbols (title, map key) • use symbols to identify basic characteristics of a map • identify symbols used in different kinds of maps • draw a simple map of their classroom using symbols • Identify basic features of a classroom on a map
1.2 From picture to map	<ul style="list-style-type: none"> • know the eight main directions to locate information on a map of a settlement 	<ul style="list-style-type: none"> • indicate direction on a map using a map key and eight direction pointer • compare a picture of a settlement with a map of the same settlement • read a map by using a map key and direction pointer
1.3 Looking beyond our borders	<ul style="list-style-type: none"> • use map skills to locate Namibia's position on a map or atlas as well as those of its immediate neighbours 	<ul style="list-style-type: none"> • give examples of different kinds of borders (e.g. natural and man made) • identify Namibia's neighbouring countries, their capital cities and their borders on a map • compare the neighbouring countries to Namibia with regard to size and position • use a wall map or atlas to locate the position of Namibia and its neighbouring countries

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
2. The geography of our country		
2.1 Physical features of Namibia	<ul style="list-style-type: none"> • understand how the natural environment influence human settlement • the physical features of Namibia and demonstrate how to locate physical features on a map 	<ul style="list-style-type: none"> • name the main physical features found in Namibia (coastal plain, escarpment, central plateau, sandveld plains and Northern plains) and locate them on a map • explain the importance of the physical features (provide water, attract tourists etc.) • explain how physical features affect population distribution
2.2 Rainfall and natural vegetation	<ul style="list-style-type: none"> • understand of the relationship between rainfall and natural vegetation 	<ul style="list-style-type: none"> • explain the interdependence between rainfall and natural vegetation • compare the vegetation and rainfall of their region to those of another region in Namibia • draw in and indicate through a map key the types of vegetation found in Namibia on a given outline map • read and compare a rainfall graph of the average yearly • rainfall for different areas of Namibia • draw a bar graph showing the total yearly rainfall for different areas of Namibia • participate in water awareness activities (e.g. draw a poster on saving rainwater, keep record of rainfall, harvesting rain water)
2.3 The distribution of our population	<ul style="list-style-type: none"> • realise that population distribution are influenced by physical contexts 	<ul style="list-style-type: none"> • explain why the population is unevenly distributed in Namibia (e.g. physical features) • make a population distribution map of Namibia

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
3. Time and History		
<p>3.1 Time can be measured</p>	<ul style="list-style-type: none"> • use dates and the terms relating to time, place and events and arrange them in order • understand aspects of the past using historical sources 	<ul style="list-style-type: none"> • name different ways in which time can be measured (BC and AD) • draw a time line and place events and changes which include terms such as BC and AD • explain the meaning of historical sources • use appropriate vocabulary (e.g., sources, arte facts) to describe their inquiries and observations • locate information from primary sources (e.g., interviews, eyewitnesses, class trips) and secondary sources (print material) • interview people in the community about the founding of a local institution (school, hospital, church, sport club) • gather and process information from photos, documents, drawings other sources to find out about important events that influenced this institution over time • develop a time line and make a display of the history of the institution with photos, own drawings, written documents and arte facts • visit local historical places to get a sense of Namibia's past

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
4.How our communities developed		
4.1 Looking for Evidence	<ul style="list-style-type: none"> • understand the concept archaeology as a means to obtain evidence about people's lives and times • apply enquiry skills to investigate the past 	<ul style="list-style-type: none"> • use appropriate vocabulary (e.g., archaeology, archaeological evidence) to describe their inquiries and observations • list three types of archaeological evidence (remains of buildings, pottery, human skeletons) which tell us about how people lived • discuss what we can learn from the past from archaeological evidence • visit archaeological sites to get a sense of Namibia's • use films, books, internet to obtain information on archaeology
4.2 Life in our early communities	<ul style="list-style-type: none"> • learn how communities lived and had contact with one another 	<ul style="list-style-type: none"> • describe the economic and cultural activities of women and men of stock herding and crop farming communities • gather information on the economic and cultural activities of women and men of stock herding and crop farming communities
4.3 Newcomers bring changes	<ul style="list-style-type: none"> • learn about changes brought about by the arrival of European explorers, traders, hunters and missionaries, and of the Oorlam people and Basters in Namibia 	<ul style="list-style-type: none"> • explain the reason why European explorers, traders, hunters and missionaries came to Namibia around 1800 • describe changes brought about by these newcomers regarding agriculture, trading, education and religion • list the advantages encountered due to contact with the newcomers • locate and label the newcomers' countries of origin on a world map sources

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
5. How our country became independent		
5.1 Life under foreign rule	<ul style="list-style-type: none"> • understand how Namibia came under foreign rule as German colony and a South African mandate • understand how the lives of Namibians were affected by foreign rule • appreciate the contribution that women have made in our history 	<ul style="list-style-type: none"> • describe how Namibia became a German colony (1884) and fell under the rule of South Africa (1919) • give an example of the way in which foreign rule affected the Namibian people • give an example of how people in Namibia resisted foreign rule • give examples of ways in which women contributed to the development of our country in the past • gather information through interviews, books on how women contributed to the development of our country

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
6. We are citizens of our country		
6.1 Rights and responsibilities	<ul style="list-style-type: none"> • understand people’s rights and responsibilities • understand the rights and responsibilities of children 	<ul style="list-style-type: none"> • give examples of children’s rights (e.g. to be cared for by adults, to go to school), and the corresponding responsibilities of children • identify people and institutions that protect children’s rights (nurses, social workers, police, churches) • participate in creating and observing rules to protect their rights and the rights of others
6.2 Our National Assembly and National Council	<ul style="list-style-type: none"> • know and understand the components of Namibia's government 	<ul style="list-style-type: none"> • identify the components of Namibia's government • describe the composition of the National Assembly and the National Council • gather information and write a short report on the duties and functions of both the National Assembly and the National Council • explain why laws are important and the consequences for breaking the laws. • visit the National Assembly and the National Council to familiarise themselves with the duties and functions of both bodies
6.3 Our President, Prime Minister and Ministers	<ul style="list-style-type: none"> • know that the President is the head of the nation and has certain duties and responsibilities • understand the responsibilities and duties of the Prime Minister and ministers 	<ul style="list-style-type: none"> • identify the duties and responsibilities of the President as Head of the nation • name the duties and responsibilities of the Prime Minister • write a short report about the present ministries and the services they render

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
7. Our Resources and economic activities		
7.1 Our natural resources	<ul style="list-style-type: none"> • understand relationship between natural resources and economic activities in Namibia • appreciate the importance and sustainable use of natural resources 	<ul style="list-style-type: none"> • describe the relationship between natural resources and economic activities in Namibia (e.g. mining and manufacturing) • explain the importance of natural resources and why it should be protected • draw a poster to raise awareness about the importance of our natural resources for future sustainability and survival • show the relationship between natural resources and economic activities
7.2 Tourism and the environment	<ul style="list-style-type: none"> • realise that Namibia's physical features has a special attraction for tourist • understand the impact of benefits of preservation and conservation of tourist attractions 	<ul style="list-style-type: none"> • give reasons why Namibia is attractive to tourists • explain the benefits of tourism to the people and the economy of Namibia • name some of the laws government passed to protect the environment • design a display with pasted pictures of different conserved animals and identity places where they can be found • draw a pro wildlife poster of conserved animals in Namibia • give examples of a tourist attraction that is in danger of deterioration and suggest how it can be protected and conserved • state the importance of the preservation and conservation of tourist attractions

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
8. Communication and Technology		
8.1 Communication long ago	<ul style="list-style-type: none"> • realise that in the past people used many forms of long distance communication without use of modern technology 	<ul style="list-style-type: none"> • explain how people communicated in the past without use of modern technology (e.g. smoke signals, messengers, drums) • design a display with pasted pictures of how people communicated in the past • draw two examples of long distance communication in the past (e.g. drums, messengers, smoke signals)
8.2 Modern technology and communication	<ul style="list-style-type: none"> • become aware of the latest technological developments 	<ul style="list-style-type: none"> • explain some of the latest technological developments e. g. the cellular phone, fax and internet • design a display with pasted pictures of the cellular telephone as the most modern technical achievement

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
9. Caring for the health of our people		
9.1 Caring for people infected and affected by HIV and AIDS	<ul style="list-style-type: none"> • show respect for people living with HIV and AIDS 	<ul style="list-style-type: none"> • discuss the rights of HIV and AIDS infected and affected people • explain the rights of an HIV and AIDS positive person • explain how prejudice affects the lives of people living with HIV and AIDS • design a poster for display in the school about caring for people with HIV and AIDS • plan and participate in HIV and AIDS activities at school during AIDS Awareness Week or to commemorate World AIDS Day • use role-play and simulation games to show respect and care for people living with HIV and AIDS
9.2 HIV and AIDS in Namibia	<ul style="list-style-type: none"> • understand the situation of HIV and AIDS in Namibia 	<ul style="list-style-type: none"> • describe the HIV and AIDS situation in Namibia • gather facts and figures on the situation of HIV and AIDS in Namibia

11.2 OUTLINE OF GRADES 6 LEARNING CONTENT

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1. Orientating ourselves in space		
1.1 Locating southern Africa	<ul style="list-style-type: none"> • know and locate the countries of southern Africa on a map or an atlas 	<ul style="list-style-type: none"> • identify and locate southern Africa (SADC countries) on a political map of Africa and its location locate in relation to the world • complete a blank political map of Africa by locating SADC countries on it
1.2 What is a map scale	<ul style="list-style-type: none"> • know the different types of map scales 	<ul style="list-style-type: none"> • explain what is a map scale • name the different types of map scales • draw a map of their school grounds or classroom by using one type of scale
1.3 Finding direction	<ul style="list-style-type: none"> • be familiar with methods of determining directions 	<ul style="list-style-type: none"> • identify different methods of determining direction • determine direction by using a compass, a shadow stick, a watch, the sun and the stars
1.4 The solar system and seasons	<ul style="list-style-type: none"> • understand how the earth's rotation around the sun results in seasons 	<ul style="list-style-type: none"> • explain what is meant by the following concepts: rotation of the earth • explain how the rotation of the earth around the sun results in seasons • use a sketch to indicate and explain four important positions the earth takes up in its orbit around the sun • observe and record the effect of the seasons on the plants and animals

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
2.1 Historical changes in Southern Africa		
2.1 How communities changed and developed	<ul style="list-style-type: none"> • understand how communities have changed, developed and over time 	<ul style="list-style-type: none"> • describe how a community in southern Africa contributed to change and development by using great Zimbabwe as an example • discuss the effects of changes and development on some communities
2.2. Colonialism in southern Africa	<ul style="list-style-type: none"> • know the reasons why countries were colonised and the consequences of colonialism on African countries 	<ul style="list-style-type: none"> • explain why countries were colonised • complete a map of southern Africa by indicating the names of colonised countries and the names of their colonisers
2.3 Slavery and our human rights	<ul style="list-style-type: none"> • understand slavery, reasons for slave trade and what lead to its abolition 	<ul style="list-style-type: none"> • discuss when slavery began and give reasons why people from Africa were sold as slaves • draw a map to indicate the route of slave trade between Europe, Africa and the Americas • describe how the concept of human rights developed with the activities of people who opposed slavery and which led to the abolition of slavery • collect information about what the Namibian Constitution say about and human rights
2.4 Freedom and equality	<ul style="list-style-type: none"> • analyse how countries in southern Africa gained political freedom and equality 	<ul style="list-style-type: none"> • explain the concepts freedom and equality • describe why and how a country in southern Africa gained political freedom and equality (e.g. Zimbabwe, Mozambique)

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
3. How countries are governed		
3.1 How democracy works	<ul style="list-style-type: none"> • understand how democracy works and why political parties are important • know the rights of the citizens to vote for the party of their choice • understand of how governments are elected 	<ul style="list-style-type: none"> • explain what a political party is and name the different political parties in Namibia and southern Africa • identify the characteristics of different systems of government (e.g., democracy, dictatorship) • describe how democracy works by organising and election for a class captain to demonstrate democracy where each has to vote for the leader of his/her choice
3.2 One party or many parties	<ul style="list-style-type: none"> • understand that countries can be governed by either a one or a multi party system 	<ul style="list-style-type: none"> • explain why a one party system can lead to dictatorship • list the advantages of a multi party system • discuss or debate the advantages and disadvantages of a one party and multi party system

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
4. The Geography of our Country		
4.1 Physical features of Africa	<ul style="list-style-type: none"> • understand the physical features of Africa and its representation on a map 	<ul style="list-style-type: none"> • locate the main physical features of Africa on a given physical map of Africa • draw a map of Africa and indicate the main physical features on it
4.2 Climate and natural vegetation of Africa	<ul style="list-style-type: none"> • know the major climatic and natural vegetation zones of our continent 	<ul style="list-style-type: none"> • explain what “natural vegetation “is • describe the major vegetation types of Africa • describe the major climatic and natural vegetation zones of our continent • draw a map showing major climatic zones and its vegetation of Africa
4.3 Population distribution and density are influenced by natural and social factors	<ul style="list-style-type: none"> • understand how natural and social factors affects population distribution and density 	<ul style="list-style-type: none"> • distinguish between population distribution and density • explain the natural and social factors affects population distribution and density • read and analyse a population distribution and density map
4.4 Our growing population and its limited natural resources of Southern Africa	<ul style="list-style-type: none"> • realise how the population of Africa has grown from past to present • understand the relationship of population and natural resources 	<ul style="list-style-type: none"> • discuss the relationship of population and natural resources • list ways in which excessive population growth can be controlled • read and analyse a population growth table of Africa • State the importance of the preservation and conservation of our natural resources • describe ways in which our natural resources should be conserved and protected • have a class discussion on the problems resulting from over population • design a poster on ways in which our water supply, animal and plants should be conserved and protected

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
		<ul style="list-style-type: none"> • discuss how high population growth influences our water supply, animal and plant usage

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
5. Economic Development of Southern Africa		
5.1 Resources and economic activities	<ul style="list-style-type: none"> • understand the relationship between resources and economic activities in southern Africa • realise the impact of economic activities on natural resources 	<ul style="list-style-type: none"> • describe the relationship between resources and economic activities in southern Africa • explain the impact of one economic activity on our natural resources (e.g. mining, farming, manufacturing)
5.2 Trade, transport and communication	<ul style="list-style-type: none"> • realise that trade is influenced by transport and communication links 	<ul style="list-style-type: none"> • differentiate between import and export • make a list of goods Namibia imports and exports • identify the routes used to bring in and send out the imports and exports respectively • draw a map showing the major road, rail, air and sea routes of southern Africa • compare and discuss the advantages of road, rail, air and sea transport • discuss how new technology in communication contributes to economic development
5.3 People and nature influences economic development	<ul style="list-style-type: none"> • understand how people and nature influences economic development 	<ul style="list-style-type: none"> • differentiate between natural and human factors and explain how it can influence economic development • discuss the effects of diseases on human resources and economic development (e.g. HIV and AIDS, TB, malaria)
5.4 Namibia as part of SADC	<ul style="list-style-type: none"> • realise that Namibia is part of SADC 	<ul style="list-style-type: none"> • list the member countries of SADC • explain the purpose for which SADC was established

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
6. Our people and our cultures		
6.1 Growing up brings new responsibilities	<ul style="list-style-type: none"> • recognise the importance of their growing responsibilities in their family, school and society • appreciate that cultures have different ways of preparing children for their roles as adults and that these ways are changing over times • understand that marriage and family life bring new responsibilities, and that there are different types of marriage and families 	<ul style="list-style-type: none"> • list their present responsibilities in the family, school and community • describe and explain the importance new responsibilities will have in the coming years • describe and discuss different types of families (e.g. nuclear family; extended family; single parent family; family with adopted child; children's home; foster home) • discuss different types of marriages found in Southern Africa (e.g. monogamy, polygamy, marriages under customary law, marriages under general law)
6.2 The work of women and men in our countries	<ul style="list-style-type: none"> • critically analyse the differences between women's and men's roles in the world of work 	<ul style="list-style-type: none"> • list all work to be done in a household including child care and fill in and compare the work mostly done by women and the work mostly done by men • use statistics from to compare numbers of women and men in different trades and professions, including political leaders • give reasons why more men work in some professions and why more women work in other professions • suggest how this inequality could be changed (e.g. more technical and leadership education for girls; shared child care with fathers; more crèches; changing gender discriminating laws) • write a paragraph to express their own opinion on the sharing of work in the home and give

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
		reasons for their opinion <ul style="list-style-type: none"> • investigate through interview and compare attitudes among men and women in the community about sharing of work in the home or in the school and hostel • investigate stereotypes about women's and men's work in the community
6.3 Adornments, our pride	<ul style="list-style-type: none"> • understand that each culture o has its own ways to express identities of its members • appreciate and respect the rich variety of ways in which cultures and groups express their identity with pride • recognize some of the major components of a culture 	<ul style="list-style-type: none"> • give examples of how clothing and adornments are used to express aspects of the identities of people (e.g. tribe, sex, age, profession, ceremonial role, status) • collect or draw pictures of different clothing, hairstyles and body adornments found in Southern Africa • discuss how they express aspects of their own identities through clothing and adornments • seek opportunities opportunities to talk and interact with people from different cultures • perform or listen to music from different cultures • plan a cultural food fair bringing in recipes and/or food items from various cultures
6.4 Gender equity	<ul style="list-style-type: none"> • understand the difference between men's and women's role in the world of work 	<ul style="list-style-type: none"> • list and compare all the work done in a household mostly done by men and done by women • discuss some professions and why more women work in other professions and suggest how this inequality could be changed

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
7. Fighting HIV and AIDS		
7.1 Myths and facts about HIV and AIDS	<ul style="list-style-type: none"> • be aware of the myths and facts about HIV and AIDS 	<ul style="list-style-type: none"> • differentiate between myths and facts about HIV and AIDS • identify and discuss beliefs and practices which promotes the spread of HIV and AIDS in our communities • collect data on myths about HIV and AIDS in our communities • use role-play and simulation games to show beliefs and practices which promotes the spread of HIV and AIDS in our communities
7.2 Living in the era of HIV and AIDS	<ul style="list-style-type: none"> • understand the impact HIV and AIDS on society 	<ul style="list-style-type: none"> • describe the impact HIV and AIDS on society • have a class discussion on the impact of HIV and AIDS on society and how we could deal with it
7.3 HIV and AIDS in Southern Africa	<ul style="list-style-type: none"> • analyse the trends of HIV and AIDS in southern-Africa 	<ul style="list-style-type: none"> • gather information on the trends of HIV and AIDS in southern –Africa • compare the trends of HIV and AIDS in Namibia and Botswana

11. 3 OUTLINE OF GRADES 7 LEARNING CONTENT

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1. Living in neighbourhoods		
1.1 Our local and global neighbourhoods	<ul style="list-style-type: none"> • understand how international trade and electronic communication, brought people together 	<ul style="list-style-type: none"> • identify products or services where people are linked locally and globally • collect and display some products or services linking them to their neighbourhood • explain the benefits <i>and</i> problems which could arise from closer links between the people of the world • identify one global problem and inquire about ways to deal with it, and report to class
1.2 Moral values and rights	<ul style="list-style-type: none"> • understand that moral values and rights can only be preserved if they are also respected as values and rights of others 	<ul style="list-style-type: none"> • name moral values and describe a situation in which the moral value plays a role • discuss examples of violations of rights and what a citizen can do to help protect the rights of others • act out a scene of an example of a violation of human rights and what a citizen can do to help protect the rights of others • discuss the moral values and human right that play a role where a small child was sexually molested

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
2. Our shared history		
2.1 Early world civilisations	<ul style="list-style-type: none"> understand the features of an early world civilisation 	<ul style="list-style-type: none"> describe features of an early world civilisation from Africa (<i>Egypt, Khoisan,</i>) and one from another continent (<i>Aztec empire, Inca</i>) by referring to aspects such as arts, customs, world of work and form of government do a project on an early world civilisation from Africa (<i>Egypt khoisan,</i>) or one from another continent (<i>Aztec empire, Inca</i>) by referring to aspects such as arts, customs, world of work and form of government
2.2 Old, middle and modern times	<ul style="list-style-type: none"> understand that history can be divided into old, middle and modern times 	<ul style="list-style-type: none"> explain the development and changes which occurred through the old, middle and modern times draw a time line to explain the development and changes which occurred through the old, middle and modern times
2.3 Using primary and secondary sources	<ul style="list-style-type: none"> differentiate between a primary and a secondary source in history 	<ul style="list-style-type: none"> differentiate between a primary and a secondary source collect and present a short report given by a person who took part in an event

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
3. Map work		
3.1 Determining location	<ul style="list-style-type: none"> • know the different lines of latitude and longitude • become familiar with grid references as a method to determine location on a map 	<ul style="list-style-type: none"> • differentiate between lines of latitude and longitude on a map • name and identify different lines of latitude and longitude on a map • draw in different lines of latitude and longitude on a map • locate on a map specific lines of longitude and latitude • explain what is meant by “grid references” • locate places on a map using a simple grid reference to determine location
3.2 Types of maps, charts and graphs	<ul style="list-style-type: none"> • become familiar with different types of maps and their uses • use the basic elements of maps and mapping 	<ul style="list-style-type: none"> • distinguish between different types of maps (i.e. political maps, resource maps, physical maps) • identify different maps and what they are used for • name the characteristics of contour lines • extract and analyse information from maps • conduct a survey and present the information obtained on one kind of graph (<i>e. g. a water audit on the usage of water at a school transport use to school</i>) • use a topographical map to illustrate contours
3.3 Representation of height	<ul style="list-style-type: none"> • understand height representation on maps • be able to convert a contour drawing into physical features 	<ul style="list-style-type: none"> • name ways in which height can be represented on maps and define contours as a means of representation of height on maps • demonstrate contours practically (<i>using a rock as an island in a glass bowl with changing water levels to draw the lines</i>) • convert a contour drawing into a physical

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
		features and vice versa
3.4 The weather forecast	<ul style="list-style-type: none"> • interpret weather forecasts 	<ul style="list-style-type: none"> • explain weather conditions from a recorded forecast by using a given chart key which shows weather observation at a weather station • explain the concepts synoptic weather chart and weather station • interpret recorded weather (rainfall, wind speed, temperature and direction) for their areas on the basis of a weather report on the radio, TV or in a newspaper

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
4. Exploring World Geography		
4.1 Physical features of the world	<ul style="list-style-type: none"> • know the main physical features of the world, their importance and our duty to protect them 	<ul style="list-style-type: none"> • identify the main physical features of the world their importance for a country and our obligation to protect them • list and locate on a map main physical features of the world (the oceans, two major mountains or mountain ranges and two important rivers per continent) • discuss how they would protect a physical feature if they were a conservation officer
4.2 Climate and natural vegetation of the world	<ul style="list-style-type: none"> • understand how climate influences the natural zones of the world 	<ul style="list-style-type: none"> • name and locate different vegetation zones on a map of the world • explain how climate influences the vegetation, living conditions and agricultural activities by using the example of people living in <ol style="list-style-type: none"> a) an ice cap (<i>North and South pole</i>) b) a semi-desert climate c) a mountain climate d) tropical rainforest • draw in and indicate through a map key the different vegetation regions on a map of the world
4.3 Natural disasters	<ul style="list-style-type: none"> • understand the impacts of natural disasters and how people deal with them • understand the impact of natural disasters on people and the environment 	<ul style="list-style-type: none"> • list the different types of natural disasters, and how it occur and impact on human lives (floods, droughts, tornadoes, earthquakes) • discuss the effects of natural disasters on human lives • use a map to indicate where the major natural disasters occur (droughts, tornadoes, earthquakes)

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
5. Technology for development and welfare		
5.1 What is technology?	<ul style="list-style-type: none"> • know and understand the meaning of technology • analyse the advantages and disadvantages of technology 	<ul style="list-style-type: none"> • explain the meaning of technology in a modern world • compare the advantages and disadvantages of technology for humans and the environment • inquire about three professions in technology and report back to class • collect pictures from magazines of the latest technological inventions (computers, CDs, digital cameras, fax machines, cell phones etc.) and have a class display
5.2 New technology for the production of energy	<ul style="list-style-type: none"> • understand advantages and limits of new energy sources 	<ul style="list-style-type: none"> • name three alternative sources of energy and explain advantages and limits of one (<i>e.g. wind energy, solar energy, tidal energy, hydro energy</i>) • gather, display and present information on new sources of energy (<i>e.g. wind energy, solar energy, tidal energy, hydro energy</i>)

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
6. Revolution in communication		
6.1 The world of information	<ul style="list-style-type: none"> • understand the concept of information and know sources of information 	<ul style="list-style-type: none"> • list five sources of information and discuss where they can be found in the community (<i>e.g. natural environment, people, print media, radio television</i>) • describe how communication links communities • collect and display different sources of information and discuss where they can be found in the community (<i>e.g. natural environment, people, print media, radio television</i>)
6.2 Technologies for Mass communication	<ul style="list-style-type: none"> • realise that forms of communication have changed over time with the development and need for new technologies 	<ul style="list-style-type: none"> • list through examples the major technological developments in communication (<i>e.g. printing technology, audio technology, visual technology and , space technology</i>) • explain what the internet is and give one example of a service available on the internet • use a computer to find out what services are available on the internet • plan a project or class assignment on mass communication

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
7. Managing Economic Development		
7.2 From the Industrial Revolution to a modern economy	<ul style="list-style-type: none"> • understand that the development of our modern economy began with the Industrial Revolution in Great Britain 	<ul style="list-style-type: none"> • compare the main features of the Industrial Revolution with the modern economy stating the major changes in technology and in worker's lives • make a display to compare the main features of the Industrial Revolution with the modern economy stating the major changes in technology and in worker's lives
7.2 What helps countries to develop	<ul style="list-style-type: none"> • analyse the factors which help countries to develop: 	<ul style="list-style-type: none"> • list and explain the factors which help countries to develop • differentiate between human and natural resources • discuss the importance of rules and laws and identify duties and rights of employees and employers • act out scene role play the importance of rules and laws and identify duties and rights of employees and employers

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
8.1 Population growth and change	<ul style="list-style-type: none"> • analyse the factors and processes affecting population growth and change of a country 	<ul style="list-style-type: none"> • identify factors and processes that affect population growth and change • read and analyse the population growth, fertility and life expectancy on a population map/chart/graph and report on the findings
8.2 Collecting population data	<ul style="list-style-type: none"> • know the different sources of population data 	<ul style="list-style-type: none"> • explain the main sources of population data (<i>population census, vital registration, migration records</i>) • discuss the importance of population data • plan, carry out and analyse a census on how many boys and girls between the age group 6-12 are in school

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
Searching for Peace in the World		
9.1 Conflicts and violence in our society	<ul style="list-style-type: none"> • understand what is meant by conflict, why conflicts occur and how to deal with them • learn that the best way towards peace in a country is to deal with conflicts at an early stage 	<ul style="list-style-type: none"> • identify the causes of conflicts and violence in a society • describe social and environmental conflicts • collect newspaper articles on conflict and violence, analyse it and give feedback on the nature of the conflicts or violence • discuss ways society could deal with conflict and violence in their societies

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
10. Fighting HIV and AIDS		
10.1 AIDS in Africa and the World	<ul style="list-style-type: none"> • realise the HIV and AIDS is a problem worldwide 	<ul style="list-style-type: none"> • compare the trend of HIV and AIDS in Africa and the world using facts and figures • gather facts and figures on HIV and AIDS in Africa and the world and present the findings in class
10.2 Our values shape our lives	<ul style="list-style-type: none"> • understand how cultural values may protect or put someone at risk for HIV infection 	<ul style="list-style-type: none"> • give examples of cultural values regarding sex and sexuality • describe how cultural values may protect or put someone at risk for HIV infection • discuss and explain how they can enhance responsible choices for a healthy lifestyle
10.3 A society of caring	<ul style="list-style-type: none"> • demonstrate support and care for people infected and affected by HIV and AIDS in a respectful way 	<ul style="list-style-type: none"> • describe various needs of people living with HIV and AIDS and how we can support the them

12 ASSESSMENT

12.1 Purpose of assessment

In learner-centred education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process. The main purpose of assessment is to get as reliable a picture as possible of the progress of the learner in terms of achieving the Basic Competencies of the syllabus and Life Skills. Information gathered through assessment will be used to:

12.1.1 Information to the learner

The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well, and why, and where they need to try more, how, and why.

12.1.2 Information to the parents

The parents should be regularly informed about the progress of their child, be encouraged to reward achievements and given suggestions as to how they can support his/her learning activities.

12.1.3 Evaluating the teaching/learning process

The progress and achievements of the learners can be used by the teacher to evaluate the teaching and learning process in terms of relevance of content, learner participation, and appropriate methods of teaching, optimal use of group work, individual work, and teacher directed teaching etc. Assessment will inform the teacher of problems and guide ensuing compensatory teaching and inform whether learners are ready to move on to other objectives and competencies; or if they are ready to move on to the next skill

12.1.4 Formative assessment

Assessment of this type is formative because the observations made and information collected are used both to guide the learner and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it motivates them to extend their knowledge and skills, and establish sound values;
- it promotes healthy habits of study;
- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems intelligently by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials.

12.1.5 Summative assessment

At the end of a school year, the progress and achievements of the learner throughout the year are summed up. This is called summative assessment. Where there is an end-of year test of examination, the summative assessment will consist both of the continuous assessment and the final assessment. On the basis of this, a decision has to be made as to whether or not a learner is able to go on to the next year, or would not benefit from that and has to be held back.

12.1.6 Continuous assessment

Continuous assessment should be planned and programmed at the beginning of the year, and be kept as simple as possible. Marks given for class activities, assignments, homework, or short tests on completion of a topic can be recorded for continuous assessment. In order not to take up too much teaching time with assessment, not less than 5 (1 for the first term, and 2 each in terms two and three and not more than 9 (three per term) assessments should be done.

12.2 **Methods of assessment**

12.2.1 Informal methods

The teacher must assess how well each learner masters the basic competencies described in the subject syllabuses and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation of each learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating, making value judgements, and in their participation in general.

Informal continuous assessment is frequently carried out on a day-to-day basis; many of them are done casually in normal classroom activities. They do not interfere with normal teaching and give useful feedback to the teacher and the learner and it will be used in a diagnostic way. Informal CA consists of tasks and activities that are not specially designed for their validity as assessment tasks or activities. Examples of informal assessment are tasks assigned as homework and in worksheets, or teacher's personal day-to-day records about learners' behaviour, class participation or motivation. These records do not have prescribed format. They are very important because such evidence can be particularly useful, for example in cases where learners have been absent for formal assessment and examinations, and a judgement has to be made about their performance on the basis of other evidence.

12.2.2 Formal methods

When it is necessary to structure assessment more formally, the teacher should as far as possible use the same sort of situation as ordinary learning and practice situations to assess the competency of the learner. The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a lot of time. Tests in any subject should be limited to part of, or one, lesson.

Formal continuous assessment consists of tasks and activities that have been designed for the specific purpose of assessing certain competencies. The aim is to carry out the assessment in a valid way using materials that have been designed for this purpose. The results of learners' performance on assessment tasks are recorded and contribute 50 % of the learner's final assessment. Performance in practical investigations, projects, topic tasks and short tests (achievement tests) will be selected, graded and recorded. No external examination will be written in Grades 5 and 6. In these grades CA will count 50% towards the final year grade and an internal end- of year examination will count 50%.

12.2.3 Recording grades

The grades obtained by learners through continuous assessment must be systematically recorded throughout the year, and used to inform the learner and parents on progress and achievements, and to guide compensatory teaching.

2. **Assessment Objectives:**

The three assessment objectives in Social Studies are:

A: Knowledge with understanding

This Objective is made up of the Basic Competencies which require the learner to identify, give examples, name, and list, indicate, give reasons, define and recognise.

B: Handling Information, application of knowledge and solving problems

This Objectives is made up of Basic Competencies which require the learner to use various forms of information to select, explain, deduce, draw, relate, describe, calculate, find, estimate, predict, determine, analyse, extract and analyse, arrange, compare and discuss, suggest, evaluate, interpret and distinguish. Learners may be asked to translate information from one form to another, for example, from tables, graphs and pictures.

C Practical (experimental and investigative) skills and abilities

This Objectives is made up of Basic Competencies which require the learner to carry an investigation, report to their class, collect, locate and display, collect and present a report, collect and present information, make a class display, construct, write an essay, conduct a survey, demonstrate practically, produce a poster, write out a news report and analyse.

3. Continuous Assessment

There will be a national assessment at the end of Grade 7, relating to the Learning Objectives and Basic Competencies of the syllabuses and using various types of questions to test a broad range of skills and knowledge.

Examples of assessment tasks:

Practical Investigations: These are assessment of practical skills done during a practical activity where learners are required to plan, carry out investigations, collect, and report and analyse information. Except for one big investigation or project during the first or second term these activities should assess not more than two skills and should count 10 or 15 marks. These marks should be converted to 30 (in the first and second term) and 20 (in the third term) when entered into the final mark sheets.

Topic Tasks: These are activities that most teachers already use in their day to day teaching. These are recorded, assessed activities that could introduce a topic or used during teaching of a topic and /or revision a topic. They may well include assessment involving competencies to do with locating information, conducting surveys, analysing information or presenting information. Topic task will involve assessments of basic competencies in all assessment objectives, however not all assessment objectives need to be present in every topic task. The greatest emphasis should be placed on assessment objectives B and C to meet the weighting shown in the Test Specification Grid on page 42. The topic task should count between 10 and 15 marks and these marks should be converted to 20 marks when entered into the final mark sheet.

Project: A project is a longer assignment than a topic task or investigation and gives learners an opportunity to complete an investigation into one of the themes topics outlined in the syllabus. This type of investigation will enable the teacher and learner to pursue a topic in greater depth and in more lively and creative way than possible with short discrete topic task or investigation.

Topic Tests: Completed topics should be ended off with a test indicating the achievements of the learners in these topics

End of term test: Will be a comprehensive test of the whole term's work. However, the end of term test should not be seen as an exam. Teaching at the end of term 1 and 2 should continue when end of term test are written in the morning. No homework should be assigned during the time of writing end of term test.

End of year exam: Will be an exam written at the end of the year. Grade 5 learners should not write an end of year exam but an end of term test. The end of year exam for the Grade 6 learners should comprise of the work done in the second and third term. The Grade 7 learners will write a national exam comprising of all the work done in Grade 7.

4. Term Marks and Promotional Marks

Grade 5						
COMPONENTS	TERM 1		TERM 2		TERM 3	
	Number & Marks	Total CA	Number & Marks	Total CA	Number & Marks	Total CA
Practical Investigations	2 x 15	30	1 x 15	15	(1 x 15) x 2	30
Projects			(1 x 30) ÷ 2	15		
Topic tasks	2 x 10	20	2 x 10	20	2 x 10	20
Topic tests	(2 x 20) ÷ 2	20	(2 x 20) ÷ 2	20	(2 x 20) ÷ 2	20
End of term test	1 x 30	30	1 x 30	30	1 x 30	30
Term marks		100		100		100

PROMOTION MARK	Term 1	Term 2	Term 3	
	100	100	100	300
	300/3			100

GRADES 6 & 7						
COMPONENTS	TERM 1		TERM 2		TERM 3	
	Number & Marks	Total CA	Number & Marks	Total CA	Number & Marks	Total CA
Practical Investigations	2 x 15	30	1 x 15	15	1 x 10	10
Projects			$(1 \times 30) \div 2$	15		
Topic tasks	2 x 10	20	2 x 10	20	2 x 10	20
Topic tests	$(2 \times 20) \div 2$	20	$(2 \times 20) \div 2$	20	$(2 \times 20) \div 2$	20
End of term test	1 x 30	30	1 x 30	30		
Total term marks		100		100		50
Term marks		100		100	Total term marks x 2	100

PROMOTION MARK		Term 1	Term 2	Term 3	300
		100	100	100	
	Average Term mark	300/3			100
	End-of-year examination	100 Marks			100
Average Term mark + End-of-year examination $200 \div 2$					100

5 End of year Examinations

1. Summative Assessment

There will be a summative assessment (end of year examination) at the end of Grade 6 & 7, relating to the Learning Objectives and Basic Competencies of the syllabus. The summative assessment of Grade 7 will be a semi-national examination set by DNEA and marked at the school. It is preferred that the examination written at the end of the year by Grade 6 learners will be set by the regional cluster. A variety of question types will be used to test a broad range of skills. This summative assessment will consist of both continuous assessment and a final assessment. Continuous assessment will count 50% and the final examination will count 50%.

NOTE:

The End of year examination for Grade 5 should be only an end of term test consisting of only the work done in the third term.

The End of year examination for Grade 6 should consist of work done in the second and third terms

The End of year examination for Grade 7 is a national examination and will consist of all work done during the Grade 7 year

SUMMATIVE ASSESSMENT			
Component Number	Component Description	Duration	Marks
1	Written Examination This will consist of one paper of 90 minutes consisting of two sections; Section A: 20 multiple choice questions (20 marks) Section B: Variety of structured questions (80 marks)	90 minutes	100
2	Continuous Assessment This will consist of Continuous Assessment Tasks conducted in the school during the year. There should be a minimum as specified by the promotion mark.		100
		Total Mark = 200	

2. Test Specification Grid

Test Specification Grid below shows the mark weighting allocated to each Objective for both the written examination and continuous assessment.

Components	Weighting %	Total %
1. Written Examination	50	
2. Continuous Assessment (CA)	50	100

1. Written Examination		
Assessment Objectives for Written Examination		
Objectives A Knowledge with understanding	50	
Objectives B Handling information, application of knowledge and solving problems	30	
Objectives C Practical (experimental and investigative) skills and abilities	20	100
2. Continuous Assessment (CA)		
Assessment Objectives for Continuous Assessment:		
Objectives A Knowledge with understanding	20	
Objectives B Handling information, application of knowledge and solving problems	30	
Objectives C Practical (experimental and investigative) skills and abilities	50	100

6. Grade Descriptors

The learner's level of achievement in relation to the Basic Competencies in the subject syllabus will be shown in letter grades A-E where A the highest and E the lowest grade. The relation between the grades and Basic competencies is shown below.

- GRADE A - Achieved Basic Competencies exceptionally well.** The learner is outstanding in the class in all main areas of competency. (80%-100)
- GRADE B - Achieved Basic Competencies very well.** The learner is above average in the class, and is more proficient than average in several areas e.g. showing quicker mastery of some competencies, or being able to apply competencies to unknown situations or context or shown new insight. (60-79%)
- GRADE C - Achieved Basic Competencies.** The learner has mastered the competencies satisfactorily in known situations and context. The large majority of learners should reach this level. (45-59%)
- GRADE D - Achieved the minimum number of Basic Competencies to be considered competent.** The learner may not have achieved all the competencies, or may sometimes need help, but has sufficient competency to go on to the next grade. (30-44%)
- GRADE E - Not achieved the majority of Basic Competencies.** The learner has not been able to reach a minimum level of competency for the year's grade, even with extensive help from the teacher and is in need of compensatory teaching. (0-29%)

13 ANNEXES

A1 Terms used in teaching and assessment

WORD	MEANING
Analyse	Examine information in detail to discover patterns or relationships
Calculate	A numerical answer is required - working must be shown
Compare	Find resemblances and differences
Deduce	Use the information provided to come to a conclusion, e.g. reference to a law or principles, or the necessary reasoning is to be included in the answer
Define	A literal statement is required
Describe	Write down what you do, or what you would see, in as much detail as possible
Determine	Use the information given to work out the answer
Discuss	Give a critical account of the points involved in the topic.
Distinguish	Show the difference between one or more variable
Estimate	Implies a reasoned order or statement or calculation about something
Evaluate	Use the information provided to make a judgement about something
Explain	Give a reason for your answer
Find	A general term which means calculate, determine or measure
Give/state/write down	Write down your answer
Identify	Find out what is unique about a material or situation
Interpret	Reasoning or some reference to theory, depending on the context
Investigate	Examine a problem in a systematic way
List	Give a number of points, generally each of one word
Outline	Give a brief answer writing down the main points
Predict	Make a logical deduction either from your own knowledge or from the information given in the question or both
Recognise	Be aware of a fact or problem
Relate	Find the relationship between one or more variables
Select	Choose from a number of alternatives
Sketch	In case of diagrams, make a simple, freehand drawing and in graph work, the shape and/or position of the curve should be given
Study	Use the information or data provided to investigate a problem in a systematic way
Suggest	Use your knowledge of science and the information in the question to give what you think is the best answer.

A2 Record forms for Grade 5

CONTINUOUS ASSESSMENT		Grade:						Year:						
School:		Teacher:												
Name of Learner	Term	Practical Invest / project		Total Mark	Topic Task		Total Mark	Topic Test		Total Mark	End of Term Test	CA Mark (Term Mark)	Total Term Mark	Promotion Mark (Average Term Mark)
		1	2		1	2		1	2	40 ÷ 2				300 ÷ 3=100
	Mark	15	15	30	10	10	20	20	20	20	30	100	300	100
	1													
	2													
	Mark	15x2												
	3													
	Mark	15	15	30	10	10	20	20	20	20	30	100	300	100
	1													
	2													
	Mark	15x2												
	3													
	Mark	15	15	30	10	10	20	20	20	20	30	100	300	100
	1													
	2													
	Mark	15x2												
	3													
	Mark	15	15	30	10	10	20	20	20	20	30	100	300	100
	1													
	2													
	Mark	15x2												
	3													
	Mark	15	15	30	10	10	20	20	20	20	30	100	300	100
	1													
	2													
	Mark	15x2												
	3													
	Mark	15	15	30	10	10	20	20	20	20	30	100	300	100
	1													
	2													
	Mark	15x2												
	3													

Name of Learner	Term	Practical Invest / project		Total Mark	Topic Task		Total Mark	Topic Test		Total Mark	End of Term Test	CA Mark (Term Mark)	Total Term Mark	Promotion Mark (Average Term Mark)
		1	2		1	2		1	2					
	Mark	15	15	30	10	10	20	20	20	20	30	100	300	300 ÷ 3=100
	1													
	2													
	Mark	15x2												
	3													
	Mark	15	15	30	10	10	20	20	20	20	30	100	300	100
	1													
	2													
	Mark	15x2												
	3													
	Mark	15	15	30	10	10	20	20	20	20	30	100	300	100
	1													
	2													
	Mark	15x2												
	3													

Total Mark: Class	1	
Ave. Mark: Class		
Ave. %: Class		
Total Mark: Class	2	
Ave. Mark: Class		
Ave. %: Class		
Total Mark: Class	3	
Ave. Mark: Class		
Ave. %: Class		
Class Ave. %: for the year		

A3 Record forms for Grade 6 & 7

CONTINUOUS ASSESSMENT				Grade:						Year:							
School:				Teacher:													
Name of Learner	Term	Practical Invest / project		Total Mark	Topic Task		Total Mark	Topic Test		Total Mark	Total Mark	End of Term Test	CA Mark	Term Mark	Exam mark	Average Term Mark	Promotion Mark
		1	2		1	2		1	2							300 ÷ 3	100
	Mark	15	15	30	10	10	20	20	20	40 ÷ 2	70	30	100	100			100
	1																
	2																
	Mark	10		10	10	10	20	20	20	20	50		50x2	100	100	100	200 ÷ 2
	3																
	Mark	15	15	30	10	10	20	20	20	40 ÷ 2	70	30	100	100			100
	1																
	2																
	Mark	10		10	10	10	20	20	20	20	50		50x2	100	100	100	200 ÷ 2
	3																
	Mark	15	15	30	10	10	20	20	20	40 ÷ 2	70	30	100	100			100
	1																
	2																
	Mark	10		10	10	10	20	20	20	20	50		50x2	100	100	100	200 ÷ 2
	3																
	Mark	15	15	30	10	10	20	20	20	40 ÷ 2	70	30	100	100			100
	1																
	2																
	Mark	10		10	10	10	20	20	20	20	50		50x2	100	100	100	200 ÷ 2
	3																
	Mark	15	15	30	10	10	20	20	20	40 ÷ 2	70	30	100	100			100
	1																
	2																
	Mark	10		10	10	10	20	20	20	20	50		50x2	100	100	100	200 ÷ 2
	3																
	Mark	15	15	30	10	10	20	20	20	40 ÷ 2	70	30	100	100			100
	1																
	2																
	Mark	10		10	10	10	20	20	20	20	50		50x2	100	100	100	200 ÷ 2
	3																

Name of Learner	Term	Practical Invest / project		Total Mark	Topic Task		Total Mark	Topic Test		Total Mark	Total Mark	End of Term Test	CA Mark	Term Mark	Exam mark	Average Term Mark	Promotion Mark
		1	2		1	2		1	2								
	Mark	15	15	30	10	10	20	20	20	40 ÷ 2	70	30	100	100		300 ÷ 3	100
	1																
	2																
	Mark	10		10	10	10	20	20	20	20	50		50x2	100	100	100	200 ÷ 2
	3																
	Mark	15	15	30	10	10	20	20	20	40 ÷ 2	70	30	100	100			100
	1																
	2																
	Mark	10		10	10	10	20	20	20	20	50		50x2	100	100	100	200 ÷ 2
	3																
	Mark	15	15	30	10	10	20	20	20	40 ÷ 2	70	30	100	100			100
	1																
	2																
	Mark	10		10	10	10	20	20	20	20	50		50x2	100	100	100	200 ÷ 2
	3																

Total Mark: Class	1	
Ave. Mark: Class		
Ave. %: Class		
Total Mark: Class	2	
Ave. Mark: Class		
Ave. %: Class		
Total Mark: Class	3	
Ave. Mark: Class		
Ave. %: Class		
Class Ave. %: for the year		



The National Institute for Educational Development

P/Bag 2034

Okahandja

NAMIBIA

Telephone: +64 62 502446

Facsimile: + 64 62 502613

E-mail: info@nied.edu.na

Website: <http://www.nied.edu.na>

© NIED 2006