



Republic of Namibia

MINISTRY OF EDUCATION

JUNIOR SECONDARY PHASE

GEOGRAPHY SYLLABUS

GRADES 8 - 10

FOR IMPLEMENTATION IN 2010

Ministry of Education
National Institute for Educational Development (NIED)
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Geography Syllabus Grades 8 - 10

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Geography in Grades 8-10. As a subject, Geography is within the social and economic area of learning in the curriculum, but has thematic links to other subjects across the curriculum. Participation in the social, civic, political, economic, cultural and natural environment is central to this area of learning. It includes understanding and interpreting past events and present human behavior and experience, and how they influence events, circumstances and the environment. The aims, learning objectives, and basic competencies which overlap subjects are amongst the essential learning within the curriculum as a whole. Under optimal circumstances, this subject would need three (3) periods per week.

2. RATIONALE AND AIM

Geography is a study of the earth, and the interaction between humans and nature. It examines humans in their interdependent relationship with the earth. Geographers also study ways in which humans have adapted nature to meet their needs and requirements, and to what extent humans are able to utilize their environment in a sustainable manner.

Geography provides scientific knowledge about physical, environmental and human processes, which form the basis for cross-curricular education. Geography promotes the following aims in the curriculum guide: intellectual development, personal development and self-fulfillment, social and cultural development and development of environmental and population awareness.

The aims of the Geography syllabus are to encourage learners to develop:

2.1 knowledge with understanding of:

- 2.1.1 the terminology, concepts and systems fundamental to a study of physical and human Geography;
- 2.1.2 the relationships and interactions of people and their environment in response to physical and human processes, as well as aspects of the changing world;
- 2.1.3 a sense of place and relative location on a local, regional and global scale, with special emphasis on Namibian examples;
- 2.1.4 HIV and AIDS and its impact on socio-economic development.

2.2 an awareness:

- 2.2.1 of the characteristics and distribution of a selection of physical and human environments;
- 2.2.2 that on earth and also in our country there are different ways of life, and this should lead to a positive attitude towards diversity;
- 2.2.3 of the factors that cause change in the diverse environments;
- 2.2.4 and sensitivity to gender issues.

2.3 an appreciation of:

- 2.3.1 the potentials and limitations of the physical environment for human activities;
- 2.3.2 how human activities can lead to environmental problems and improvements;
- 2.3.3 the environment and the need for conservation.

2.4 Geographical skills: to be able to observe, collect and represent data, analyze and interpret data, and present findings. (Information Communications Technology [ICT] should be used if available and applicable.)

3. COMPETENCIES AND LEARNING OUTCOMES

On completion of the Junior Secondary Phase, all learners are expected to be able to:

- 3.1 *investigate*: ask for, observe, investigate and enquire;
- 3.2 *interpret*: comprehend, distinguish, interpret, translate data, explain, compare, synthesize and classify;
- 3.3 *apply knowledge and skills*: measure, locate, produce, identify, build, make, demonstrate, do basic field work, draw sketches, etc;
- 3.4 *communicate*: tell, act out, draw, write, explain, show, display, report and dramatize.
- 3.5 *value*: show appreciation, evaluate, decide and infer;
- 3.6 *participate*: take part, participate and present.

NB: Geographical skills on page 50 of the syllabus are related to the above basic competencies. Learners who will just manage the minimum in the basic competencies must receive compensatory teaching through adapted teaching approaches, adapted materials and assistance from peers. A very small number of learners have special educational needs to a degree which requires greater individual attention or resources. Some learners have handicaps which do not necessarily limit cognitive, affective learning and development (visually impaired, hearing impaired, physical disability). The teaching, materials and assessment for learners with Downs Syndrome, Attention Deficit Disorder and different competency profiles will be more specifically adapted in inclusive classes.

4. PARTICULAR FEATURES OF GEOGRAPHY IN THE JUNIOR SECONDARY PHASE

Geography provides learners with an understanding about the political, social, economic and biophysical dimensions of the world that will enable them to operate effectively in their society and the environment as responsible members of their community.

Geography provides learners with an understanding of the risks and challenges in their world that need to be addressed in order to improve the quality of their lives and health of their environment. Geography provides learners with the skills and competencies that will both enable them to navigate their world and its risks and challenges, and proceed with geographical education beyond JSC Phase.

5. GENDER ISSUES

This syllabus is gender sensitive. The tactic of language use and engagement of learners in learner-centred learning environment, including out-door practical activities should be gender neutral. Collaborative group work in which males and females are mixed together is encouraged. The different patterns of thinking about values which males and females tend to have can be used to enrich each other. In resource based teaching, teachers are urged to adapt their local or available learning support materials to achieve gender neutrality (texts, pictures, cartoons etc.). In cases of assessments, teachers (including examiners and moderators) are urged to ensure that questions and resources promote gender equity.

6. LOCAL CONTEXT AND CONTENT

The learning content in this syllabus is relevant to the Namibian context, though themes and topics are on a variety of scales. Teachers are therefore urged to use local examples to illustrate geographical concepts, issues and processes. Case studies on local issues related to syllabus's geographical concepts, issues and strategies can be adapted to appropriate level of learners. Local case studies expose learners to examples of real life problems and helps learners to examine and analyze real life situations. Case studies can serve as illustrative examples or as a basis for more extended classroom discussion of local issues. Learners could be encouraged to consider and evaluate different points of view and thus encourage critical thinking.

The local environment can be used when planning for and carrying out simple projects which promote the development of geographical skills. On a basic level, learners (as individuals and groups) could identify a local problem or topic which is generally related to local issues as well as a theme or topic in the syllabus. These could be issues related to weather studies, the influence of the introduction of a service facility in the local area, the use of resources such as electricity, wood and water at school or in the household. Other related topics can be on ecology, pollution, health and HIV and AIDS, settlement and population studies. Learners could also practice how to formulate aims, apply methods of data collection such as interviews, simple questionnaires, observations, simple surveys and document studies and analyze and present collected data. Simple project reports could be used to facilitate the understanding and action taking/problem solving of environmental risks and issues, for example. Though not directly examined, these practical activities could facilitate the development of key skills as contained in the Pilot Curriculum Guide for Senior Secondary Education and geographical skills on Page 50 of this syllabus. It also supplements efforts of the Whole School Approach to address local social and environmental problems through school clubs and committees.

7. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

Cross-Curricular Issues such as Environmental Learning, HIV and AIDS, Population Education, Information Communication Technology (ICT), Education for Human Rights and Democracy (EHRD) are infused into the syllabus. These issues should be approached through geographic perspectives. Cross-curricular issues are incorporated into the syllabus by using the Whole Curriculum Integration Approach. This means that contemporary issues are strengthened and more focused within existing themes or topics. The inclusion of Cross-curricular issues requires knowledge with understanding to be closely related to values, attitudes, skills and actions. Planning for cross-curricular teaching will require consultations with teachers in other subjects to avoid duplication.

Environmental Learning, HIV and AIDS, Education for Human Rights, Population Education, and Information Communication Technology have been introduced into the formal curriculum as cross-curricula themes to be dealt with in each subject and across all phases because each of the themes deals with particular challenges and risks in our Namibian society. All our learners need to:

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

Namibia must address the main risks and challenges to ensure that our communities become better places to live, work and learn. Since some subjects are more suitable to address specific cross-curricular issues, Geography directly emphasizes those issues marked with an asterisk (*) below:

- the challenges and risks we face if we do not care for and manage our natural resources*;
- the challenges and risks caused by HIV and AIDS*;
- the challenges and risks to health caused by pollution, poor sanitation and waste*;
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities;
- challenges and risks we face from globalisation, including ICT*.

Environmental Learning	HIV and AIDS	Population Education	EHRD	ICT
Grade 8. Climatology <u>Climatic regions</u> Equatorial rain forest: deforestation Tropical savannahs: deforestation; desertification	-----	-----	-----	-----
<u>Economic geography</u> Resources: renewable and non- renewable sources of energy; alternatives to fossil fuels and why.	<u>Economic geography</u> Impact of HIV and AIDS on labor	-----	<u>Economic geography</u> Workers' rights and democracy (unions)	<u>Economic activities</u> Quaternary activities
Grade 9 <u>Settlements</u> Human environmental problems	<u>Impact of HIV and AIDS</u> Population growth; Population structure	<u>Population geography</u>	-----	-----
Grade 10 <u>Ecology</u> environmental problems and possible solutions in Namibia	<u>Population studies</u> The impacts of any two strategies to reduce the spread of HIV and AIDS	<u>Population geography</u>	-----	-----

8. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of learner-centred education described in the Ministry's policy documents, curriculum guides, and the conceptual framework. This approach ensures optimal quality of learning when the following principles are put into practice. The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when 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 organized as appropriate to the task in hand. Cooperative 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.

9. SUMMARY OF THE LEARNING CONTENT

THEME/TOPIC	GRADE 8	GRADE 9	GRADE 10
Map work	Graphs Types of maps Location (degrees, minutes) 8 division of directions Map scale Distance Contour lines	Graphs Map symbols Location (degrees, minutes, seconds). 16 division of directions Distance Contour maps Photographs	Graphs Interpretation of human and physical features on map Location (degrees, minutes, seconds) Distance and scale Photographs Contours Cross-section Interpolation of isolines
Climatology	Weather instruments and data Forms of condensation Climatic regions	The atmosphere Weather instruments and data (graphs) Synoptic maps Precipitation Climate of Namibia	Weather instruments and data (graphs) Climatic maps Air pressure systems and movements Local winds Synoptic weather maps
Astronomy	Galaxies Solar system Moon	Movement of the earth (day & night, seasons, tides) Eclipses Time	-----
Economic geography	Economic activities Labour Resources (renewable and non-renewable)	Development Production Trade Income Aid	-----

THEME/TOPIC	GRADE 8	GRADE 9	GRADE 10
Regional Geography	World map (continents, major rivers, mountains, deserts) Southern Africa (physical) SADC Namibia	-----	<u>Namibia</u> : Physical features: physiological regions, drainage, vegetation, climate Economic activities: agriculture, fishing, mining, transport, tourism Factors influencing economic growth Regional position: SACU and SADC
Geomorphology	-----	Internal structure of the earth Basic types of rocks	Internal forces: Plate tectonics, fold mountains, Earthquakes and volcanism External forces: Weathering Erosion
Population studies	-----	Population data Population characteristics Age-sex structure, population growth and movement Impact HIV and AIDS	Population density and distribution Population dynamics: age-sex structure, growth, migration Benefits and challenges of population change Strategies to reduce the impact of HIV and AIDS

THEME/TOPIC	GRADE 8	GRADE 9	GRADE 10
Settlement studies	Concept and hierarchy of settlement. Characteristics of rural and urban settlements Problems in rural and urban	-----	-----
Ecology	-----	-----	Deterioration of Namibian environment: causes of deforestation, desertification and bush encroachment Land, water and atmospheric pollution Population growth and resources Possible solutions

10. LEARNING CONTENT

The italicised activities suggest issue based inquiry, practical activities or an approach which should be undertaken. It also serves as an expanded statement for specific basic competencies within certain topics. Inquiry based activities provide learners with the opportunity to practice and develop various skills (investigation, analysis, etc.) and appropriate values. Learners will develop an understanding of geographical concepts, issues and strategies in a holistic way. Activities can be done by learners as individuals or in groups and the marking rubrics for various activities are included as annexure at the end of the syllabus.

10.1. LEARNING CONTENT FOR GRADE 8

THEME 1: CLIMATOLOGY

*Suggested activity on **Weather Studies**: Learners with appropriate weather instruments are required to measure and record weather observations taken with a minimum and maximum thermometer, rain gauge, barometer (aneroid or mercury), wind vane, sunshine recorder, wet and dry bulb thermometer (hygrometer and anemometer). They should be able to calculate the total, average and range. Learners should draw and interpret graphs showing, for example, temperature (line graph). In cases where there are no weather instruments, teachers are urged to provide learners with data for analysis and presentation.*

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
WEATHER STUDIES	<ul style="list-style-type: none"> • Be introduced to weather elements and its influence on human activities 	<ul style="list-style-type: none"> • explain the differences and similarities between weather and climate • explain the different elements of weather: temperature, rainfall, air pressure, wind direction, wind speed, humidity, cloud cover and sunshine • discuss in brief how the above elements of weather influence human activities in their local environment

THEME 1: CLIMATOLOGY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
	<ul style="list-style-type: none"> • be introduced to weather instruments and their uses 	<ul style="list-style-type: none"> • recognize and identify the instruments used for measuring the following: temperature, rainfall, air pressure, wind direction, wind speed, humidity, cloud cover and sunshine [the construction of the instruments is not required] • know how to measure and record observations taken with a minimum and maximum thermometer, rain gauge, barometer (aneroid or mercury), wind vane, sunshine recorder, wet and dry bulb thermometer (hygrometer) and anemometer • know how to operate the instruments on a continuous basis • know the characteristics and uses of the Stevenson screen as well as its correct placing
	<ul style="list-style-type: none"> • utilize weather data supplied or collected 	<ul style="list-style-type: none"> • draw and interpret graphs of: <ul style="list-style-type: none"> (a) temperature (line graphs) (b) rainfall (bar graphs) (c) wind direction (wind rose diagrams) • make analysis and calculations (e.g. total, average and range) • collect, locate, display and present weather information obtained from various news media

THEME 1: CLIMATOLOGY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
FORMS OF CONDENSATION	<ul style="list-style-type: none"> • get to know the terminology and the processes in connection with humidity and recognize condensation forms 	<ul style="list-style-type: none"> • define evaporation, dew-point and condensation • describe the phases through which water moves in the water cycle by experiments / illustration • describe the factors that influence the formation of dew and frost
	<ul style="list-style-type: none"> • learn about different cloud types 	<ul style="list-style-type: none"> • describe the characteristics of <ul style="list-style-type: none"> (a) cumulus and cumulonimbus (b) cirrus (c) stratus clouds (height, composition, appearance and types of precipitation) • identify the above cloud types from diagrams and photographs

THEME 1: CLIMATOLOGY (continued)

*Suggested activity on **Climatic regions**: Learners can use practical activities to collect information from secondary sources (texts, pictures, diagrams, statistics, etc.) on each of the climatic regions as assigned to groups. For equatorial rain-forest, for example, learners need to show on a map as per syllabus specification. (Learners can collect and explain the climatic data of temperature, rainfall, photographs depicting vegetation types and human activities.) An issue such as deforestation in an equatorial rainforest, overgrazing or desertification in a tropical savannah can be investigated by focusing on causes, environmental effects and possible solutions. Peer teaching involving presentation, with reference to each of the climatic regions, can be used.*

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
MAJOR CLIMATIC REGIONS SOUTH OF THE SAHARA	<ul style="list-style-type: none"> • be introduced to the equatorial rainforests 	<ul style="list-style-type: none"> • indicate distribution of equatorial rainforests on a map • describe the climate by using climatic graphs of temperature and rainfall • recognize most vegetation types from photographs and sketches • describe human activities and their effects on the natural environment (e.g. deforestation)
	<ul style="list-style-type: none"> • be introduced to the Tropical savannahs 	<ul style="list-style-type: none"> • indicate the distribution of tropical savannahs on a map • describe the climate by using climatic graphs of temperature and rainfall • recognize vegetation from photographs and sketches • describe human activities and their effects on the natural environment (e.g. overgrazing/ overcultivation)

THEME 1: CLIMATOLOGY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
	<ul style="list-style-type: none"> • be introduced to tropical deserts 	<ul style="list-style-type: none"> • indicate the distribution of tropical deserts on a map • describe the climate by using climatic graphs of temperature and rainfall • recognize the vegetation from photographs and sketches • describe human activities and their effects on the natural environment in Namibia

THEME II: ASTRONOMICAL GEOGRAPHY

It is suggested to teach the solar system in a holistic way by using diagrams and other visual aids.

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THE SOLAR SYSTEM	<ul style="list-style-type: none"> • discover the wonder of the universe and the order in galaxies, stars, planets and moons 	<ul style="list-style-type: none"> • recognize the position of our solar system as part of the Milky Way • name at least three stars other than the sun • explain the difference between stars and planets • name all the planets and know their relative positions in our solar system • explain the difference between planets and moons • describe the movement and phases of the moon • distinguish between meteors, meteorites and comets

THEME III: MAP WORK

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
GENERAL	<ul style="list-style-type: none"> • be introduced to different types of maps 	<ul style="list-style-type: none"> • recognize and use different types of maps which highlight physical and artificial features of a particular location; e.g. road, political, physical, topographic and relief maps
THE TOOLS OF MAPWORK	<ul style="list-style-type: none"> • come into contact with and learn to use <ul style="list-style-type: none"> (a) the 8 main directions (b) various map symbols (c) different kinds of scale (d) methods to indicate height on a variety of maps of varying scale 	<ul style="list-style-type: none"> • demonstrate an ability to work with the 8 divisions of directions on maps and sketches • apply the most common conventional map symbols and keys of a variety of maps • recognize and use three different kinds of scale to calculate distance <ul style="list-style-type: none"> (a) word scale (statement) (b) ratio scale (representative) (c) linear scale • distinguish between small and large-scale maps • convert one scale to another

THEME III: MAP WORK (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
		<ul style="list-style-type: none"> • measure straight and uncomplicated curved distances on maps with a variety of scales • show the ability to work with contour lines, spot heights, and trigonometrical beacons. Identify valleys and spurs represented by contour lines • identify different kinds of slopes <ul style="list-style-type: none"> (a) gradual (b) steep (c) uniform cliff (d) vertical slopes • locate place by using latitude and longitude by practical applications on maps (degrees, minutes) • apply the knowledge to a variety of maps of varying scale

THEME IV: ECONOMIC GEOGRAPHY

*Suggested activity for investigation is **water** as a topic. Learners could investigate the wastage of water at school, at home or in the community by investigating ways in which water is wasted, designing methods to measure how water is wasted, considering ways to save water or use water sustainably and considering benefits of saving water. Water conservation strategies can be drawn and displayed in the school and community. Learners should also plan and participate in World Water Day activities.*

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
ECONOMIC ACTIVITIES	<ul style="list-style-type: none"> understand the different forms of economic activities 	<ul style="list-style-type: none"> define and give examples of <ol style="list-style-type: none"> primary secondary tertiary economic activities quaternary including the Information Communications Technology (ICT) describe the importance of secondary economic activities for the development of the country with reference to Ramatex textile industry in Windhoek
LABOUR	<ul style="list-style-type: none"> become acquainted with terms like employment, unemployment and labour 	<ul style="list-style-type: none"> use the following terms during a discussion on labour: <ol style="list-style-type: none"> employment and unemployment the private sector, government sector and informal sector skilled, unskilled and semi-skilled labour

THEME IV: ECONOMIC GEOGRAPHY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
		<ul style="list-style-type: none"> • explain the circumstances under which child and woman labour are <ul style="list-style-type: none"> (a) justifiable (b) unjustifiable • explain the socio–economic impact of HIV and AIDS on the country’s labour • discuss the importance of workers’ unions
RESOURCES	<ul style="list-style-type: none"> • understand the importance of the sustainability of natural resources 	<ul style="list-style-type: none"> • define renewable resources • explain why and how any two of the following examples of renewable resources can be sustainably utilized <ul style="list-style-type: none"> (a) water (b) vegetation (c) game (d) soil (e) fishing • define non-renewable resources

THEME IV: ECONOMIC GEOGRAPHY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
		<ul style="list-style-type: none"> • explain why and how the following examples of non-renewable resources should be sustainably utilized <ul style="list-style-type: none"> (a) minerals (b) fossil fuels such as oil and coal • describe and explain the advantages and disadvantages of the following ways of generating power: <ul style="list-style-type: none"> (a) coal fired power stations (b) hydroelectric power stations

THEME V: REGIONAL GEOGRAPHY

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
MAP OF THE	<ul style="list-style-type: none"> • develop a global picture of the continents of the world and their major physical features 	<ul style="list-style-type: none"> • locate on the world map the following physical features <ul style="list-style-type: none"> (a) different continents (b) oceans: Pacific, Indian and Atlantic (c) major rivers: Zambezi, Orange, Congo, Nile, Mississippi, Colorado, Amazon, Volga, Niger, Rhine, and Ganges (d) major mountains: Drakensberg, Kilimanjaro, Ural, Zagros, Atlas, Rocky, Andes, Himalaya, and Alps (e) deserts: Namib, Kalahari, Gobi, Sahara, and Atacama, Thar, Great Sand desert
SOUTHERN AFRICA	develop an understanding of Southern Africa, in particular its physical, political, and economic interrelationships	<ul style="list-style-type: none"> • locate and identify on a map of southern Africa the following physical features: <ul style="list-style-type: none"> (a) 6 major rivers (b) deserts (c) swamps (d) lakes of East African Rift Valley (e) mountains

THEME V: REGIONAL GEOGRAPHY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
		<ul style="list-style-type: none"> • discuss the Southern African Development Community (SADC): <ul style="list-style-type: none"> (a) locate member states on a map with capital cities (b) explain the purpose of the SADC (c) indicate the responsibilities of each member state (d) discuss how Namibia benefits as a member of the SADC
Namibia	<ul style="list-style-type: none"> • develop an understanding of Namibia's major routes 	<ul style="list-style-type: none"> • indicate on a map the following major transport routes: <ul style="list-style-type: none"> (a) roads: Trans-Kalahari, Trans-Caprivi and other major roads of Namibia (b) railways (c) airports • explain the importance of these transport routes to Namibia's economy and SADC in general

THEME IV: SETTLEMENT GEOGRAPHY

It is suggested that learners investigate the range of shops and services found in a village / township, including finding out some features of the population e.g. employment and income status. Two nearby villages could be chosen. Interviews, questionnaires and observations can be used. Present field work results, using a variety of methods such as graphs, sketch maps, photographs; or investigate the perceptions of people to local environmental and social problems e.g. housing shortages, alcoholism.

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
SETTLEMENT	<ul style="list-style-type: none"> be introduced to the concept of settlement and different types of settlements 	<ul style="list-style-type: none"> define a settlement describe the hierarchy of settlements from isolated farmsteads, villages, towns to cities
SETTLEMENTS AND THEIR CHARACTERISTICS	<ul style="list-style-type: none"> know the characteristics of rural and urban settlements 	<ul style="list-style-type: none"> distinguish between rural and urban settlement in terms of <ol style="list-style-type: none"> patterns and shapes population services economic activities governance (administration) recognize and identify the types of rural and urban settlements from photographs, diagrams and maps

THEME IV: SETTLEMENT GEOGRAPHY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
<p>PROBLEMS IN RURAL AND URBAN SETTLEMENTS</p>	<ul style="list-style-type: none"> • be introduced to social and environmental problems experienced in their local settlements 	<ul style="list-style-type: none"> • explain in brief the following environmental and social problems in rural and urban settlements <ul style="list-style-type: none"> (a) housing (b) health and sanitation (c) family life (alcohol, drug abuse, unemployment, overcrowding)

10.2. LEARNING CONTENT FOR GRADE 9

THEME 1: MAPWORK

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
REVISION AND INCREASING MAPWORK SKILLS	<ul style="list-style-type: none"> • revise the mapwork done in Grade 8, continue to build on existing knowledge and develop new skills 	<ul style="list-style-type: none"> • use the 16 divisions of direction on maps • recognize and interpret the symbols on a variety of maps with different scales • work with different types of scale and convert from one to the other • measure and calculate distances on a variety of maps with different scales • recognize relief features such as hills, mountains, waterfalls, diverse slopes, valleys and spurs on contour and other types of maps • determine location in degrees, minutes and seconds • recognize horizontal and oblique photographs, explain the principles behind them • identify simple natural and human made features on photographs

THEME II: CLIMATOLOGY

*Suggested activity on **Weather Studies**: Learners with necessary weather instruments are required to measure and record weather observations using a minimum and maximum thermometer, rain gauge, barometer (aneroid or mercury), wind vane, sunshine recorder, wet and dry bulb thermometer (hygrometer and anemometer). They should be able to calculate the total, average and range. Learners should draw and interpret graphs showing, for example, temperature (line graph). In cases where there are no weather instruments, teachers are urged to provide learners with data for analysis and presentation using illustrative techniques.*

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
WEATHER	<ul style="list-style-type: none"> continue to apply their skills and be introduced to synoptic weather maps 	<ul style="list-style-type: none"> indicate on a sketch the lower three layers of the atmosphere and describe the basic features of each explain in broad terms only how the atmosphere is heated continue using the instruments prescribed for Grade 8. record weather observations continuously draw and interpret graphs of temperature (line graph), rainfall figures (bar graph) and wind direction (wind-rose) make simple analysis and calculations (e.g. total, average and range) recognize conventional symbols on synoptic weather maps and interpret the symbols of a weather station

THEME II: CLIMATOLOGY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
PRECIPITATION	<ul style="list-style-type: none"> • learn about different forms of precipitation 	<ul style="list-style-type: none"> • explain how rain is formed • describe the following types of rainfall: <ul style="list-style-type: none"> (a) convectional rainfall (b) cyclonic/frontal rainfall (c) orographic/relief rainfall • explain how the following forms of precipitation are formed <ul style="list-style-type: none"> (a) hail (b) snow
CLIMATE OF NAMIBIA	<ul style="list-style-type: none"> • investigate the factors that influence climate in general 	<ul style="list-style-type: none"> • describe and explain how the climate of Namibia is influenced by: <ul style="list-style-type: none"> (a) latitude (b) altitude (c) high and low pressure systems (d) distance from the sea
	<ul style="list-style-type: none"> • pay special attention to aspects of climate such as wind and rainfall 	<ul style="list-style-type: none"> • describe the Namibian rainfall patterns with reference to: <ul style="list-style-type: none"> (a) distribution (b) variability

THEME II: CLIMATOLOGY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
		<ul style="list-style-type: none"> • identify the occurrence of the following winds on weather maps and describe their effect on the weather of Namibia: <ul style="list-style-type: none"> (a) easterly winds (b) south westerly winds (c) north easterly winds

THEME III: ASTRONOMICAL GEOGRAPHY

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
MOVEMENT OF THE EARTH	<ul style="list-style-type: none"> • learn about the rotation of the earth on its axis, its revolution around the sun and the results of these movements 	<ul style="list-style-type: none"> • indicate the position of the Earth in the solar system • describe its geoidal shape with reference to polar and equatorial circumferences • describe how day and night occur • explain the varying length of day and night • define constant parallelism • explain how seasons occur by using diagrams • draw and interpret diagrams to illustrate the revolution of earth and explain <ul style="list-style-type: none"> (a) equinoxes (b) solstices • draw and interpret diagrams explaining the occurrence of <ul style="list-style-type: none"> (a) spring tide (b) neap tide • explain the occurrence of lunar and solar eclipses

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
TIME	<ul style="list-style-type: none"> discover the global background for Namibia's winter and summer time 	<ul style="list-style-type: none"> define standard and local time explain the Namibian time changes during a year do simple calculations of local time using longitudes

THEME IV: GEOMORPHOLOGY

It is suggested to teach the internal structure of the earth by using diagrams or models. It is particularly important for the school to obtain specimens of types of rocks which learners can see and handle.

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THE INTERNAL STRUCTURE OF THE EARTH	<ul style="list-style-type: none"> be introduced to the different parts of the internal structure of the earth 	<ul style="list-style-type: none"> identify on a simple diagram the Earth's: <ol style="list-style-type: none"> crust mantle core (no statistics) describe the basic composition of each layer
ROCK TYPES	<ul style="list-style-type: none"> discover the basic rock types, namely: igneous, sedimentary and metamorphic 	<ul style="list-style-type: none"> list for each of the three rock groups: <ol style="list-style-type: none"> their origin two basic characteristics two examples

THEME V: POPULATION GEOGRAPHY

Draw up a questionnaire on a local project and conduct a census or a sample survey within your own area, e.g. school, community, region, etc. Possible topics are population density, age/sex structure, birth place, ethnic composition. Use the national census and questionnaires to acquire information on migration of individuals. Present the data by using graphs and explain how such data could be used in the provision of services.

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
POPULATION DATA	<ul style="list-style-type: none"> discover the sources of population data, their importance and uses, and how they are stored 	<ul style="list-style-type: none"> define the term census name the types of population characteristics that can be derived from census data describe how population data can be used for economic and social purposes and give Namibian examples identify different kinds of population records and know where to find them represent data of the records graphically
POPULATION CHARACTERISTICS	<ul style="list-style-type: none"> investigate the characteristics of population such as <ol style="list-style-type: none"> the sex-age structure population growth population movement 	<ul style="list-style-type: none"> describe the sex-age structure and dependency ratio by means of population pyramids distinguish between developed and developing nations with reference to population characteristics

THEME V: POPULATION GEOGRAPHY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
		<ul style="list-style-type: none"> • define the terms birth rate and death rate • define population growth in terms of birth and death rate • distinguish between developed and developing countries with reference to population growth • describe and explain causes and consequences of each of the following terms: <ul style="list-style-type: none"> (a) rural-urban migration (b) emigration and immigration (c) commuting (d) refugees (e) migrant labour • investigate the impact of the HIV and AIDS pandemic on population growth, structure, families, education and health sectors in Namibia

THEME VI: ECONOMIC GEOGRAPHY

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
DEVELOPMENT	<ul style="list-style-type: none"> • have a clear concept of developed and developing countries and their interdependence 	<ul style="list-style-type: none"> • describe at least two criteria for development • explain the concept North-South, along with three examples of each • explain the interdependence between developed and developing countries
PRODUCTION	<ul style="list-style-type: none"> • know the different types of production such as subsistence, commercial and home crafts 	<ul style="list-style-type: none"> • describe at least one representative example of each of the three types of production in Namibia
TRADE	<ul style="list-style-type: none"> • be clear about Namibia's imports and exports 	<ul style="list-style-type: none"> • list Namibia's major imported products • list Namibia's major exports <p>list Namibia's trading partners with regard to import and export</p> <p>explain what is meant by balance of trade</p> <p>suggest ways in which favourable balance of trade can be accomplished in Namibia</p>

THEME VI: ECONOMIC GEOGRAPHY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
INCOME	<ul style="list-style-type: none"> • know about different sources of income and understand that income must balance expenditure 	<ul style="list-style-type: none"> • define <ul style="list-style-type: none"> (a) private income (e.g. salaries) (b) corporate income (e.g. profits) (c) government income (e.g. taxes) • define <ul style="list-style-type: none"> (a) Gross Domestic Product (GDP) (b) budget (c) balance of payments
AID	<ul style="list-style-type: none"> • be aware that government may render assistance, but that aid often also comes from NGOs 	<ul style="list-style-type: none"> • describe how government is directly involved in providing aid • list five non-governmental organizations (NGOs) involved in providing aid in Namibia • discuss at least two forms of aid related to the NGOs above, e.g. <ul style="list-style-type: none"> (a) education and training (b) appropriate technology (c) drought relief (d) infrastructure • express views on the advantages and disadvantages of foreign aid

10.3. LEARNING CONTENT FOR GRADE 10

THEME 1: MAPWORK

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
REVISION AND FURTHER DEVELOPMENT OF MAPWORK SKILLS	<ul style="list-style-type: none"> • revise the map work done in grades 8 and 9, continue to build on existing knowledge and develop new skills 	<ul style="list-style-type: none"> • interpret maps reflecting human and physical aspects • calculate distance on maps with a variety of scales • interpret contour maps representing a variety of landforms • determine location in degrees, minutes and seconds • obtain geographical information from horizontal and oblique photographs • orientate any map • draw simple freehand cross-sections and determine inter-visibility • draw an isoline on a map to connect places with equal values (interpolation)

THEME II: CLIMATOLOGY

While continuing to use weather instruments and data, learners could work on a project involving the discussion of how the atmosphere affects the lives of people, mainly through weather and climate. It will be noted that local farmers, for example, have to adapt the cultivation and stock husbandry methods to suit the seasons. Their seasonal rhythm of work can be shown by a picture chart, built up throughout the year, on which various activities are entered as they occur, with relation to weather. The chart can show, for example, when the soil is prepared, various crops ready for harvest, cows calving, and weeding. Learners can draw small pictures to illustrate each event and write short notes about them, relating the farmer's work to the arrival of major or minor rains, periods of drought, hot and cool weather.

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
WEATHER AND CLIMATE	<ul style="list-style-type: none"> expand their knowledge of weather instruments and the use of weather and climatic data and maps 	<ul style="list-style-type: none"> continue using the instruments of the Grade 8 and 9 syllabi record weather observations continuously draw and interpret graphs of temperature (line graph), rainfall data (bar graph), wind direction (wind rose) analyze weather data and make calculations (e.g. total, average and range.) define: <ol style="list-style-type: none"> isotherms isobars isohyets interpret climatic maps

THEME II: CLIMATOLOGY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
AIR PRESSURE SYSTEMS	<ul style="list-style-type: none"> • understand the relationship between pressure systems and the movement of air 	<ul style="list-style-type: none"> • describe high and low pressure systems and identify them on a map • describe the weather associated with high and low pressure systems • draw sketches representing vertical and horizontal air movements in relation to high and low pressure systems • describe (a) , (b) and (c) below and explain their influence on local climate <ul style="list-style-type: none"> (a) land and sea breezes (b) valley and mountain breezes (c) Berg winds
	<ul style="list-style-type: none"> • work with synoptic weather maps 	<ul style="list-style-type: none"> • identify simple conventional symbols on synoptic weather maps • recognize and explain high and low pressure systems on weather maps and the associated weather conditions • make simple interpretations with regard to temperature, rainfall, clouds, wind and general weather conditions

THEME III: ECOLOGY

*Suggested activities for investigation may include (a) a **vegetation transect**, and (b) **land use transect**. The two offer learners the opportunity to use maps, diagrams and symbols. For (a) a **vegetation transect**, learners work in groups and mark two points of approximately 200 m or more. Two points are also marked and connected on paper. Walk along the transect line, noting all vegetation, landmarks and features that occur directly on or below the line. Collect specimens of types of vegetation. Note changes to soil, places with standing water, slope, etc. Draw a transect on a piece of paper and discuss the transect in terms of ecological principles. For (b) **land use transect**, select a particular site near the school. This may include a village, part of a residential area or a patch of farmed land. Plan your route or transect along a straight line through the area so that it is not less than 1 km in length. Walk the transect. You may walk around buildings and trees, but try to walk in a straight line. Note, as you walk, all the main natural, agricultural and human activity zones along the transect and where they occur. Sketch these on a piece of paper. Pay special attention to the following: soil, crops, housing, livestock, historical features, problems, potential use of land. After drawing a transect, discuss the use of features, problems, and possible solutions.*

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
THE DETERIORATION OF THE NAMIBIAN ENVIRONMENT	<ul style="list-style-type: none"> investigate the reasons for the deterioration of the environment and search for possible solutions 	<ul style="list-style-type: none"> distinguish between natural causes and Human-made causes describe farming methods as a cause of deforestation and desertification describe the causes and effects of bush encroachment explain the effect of population explosion as a world wide as well as a Namibian problem describe pollution of the land, water and the atmosphere suggest solutions for problems from their own vicinity, e.g. population education, environmental education, sustainable production, etc. transfer and apply this knowledge to the solution of problems in other areas

THEME IV: GEOMORPHOLOGY

It is suggested to use audio-visual materials on earthquakes and volcanoes (where available) and maps in order to enhance conceptual understanding of geographical issues and processes.

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
INTERNAL FORCES (ENDOGENIC)	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> • be introduced to plate tectonics and the results thereof, e.g. <ul style="list-style-type: none"> (a) fold mountains (b) earthquakes (c) volcanism 	<p><i>Learners should be able to:</i></p> <ul style="list-style-type: none"> • explain the causes of plate movements • distinguish between divergent, convergent and shear plate boundaries • recognize and locate on a map the major land forms: mid-oceanic ridges, volcanic island arcs and fold mountain ranges, deep sea trenches • explain the relationship between plate tectonics and earthquakes, volcanism and fold mountain ranges • indicate on a map the global distribution of fold mountain ranges • recognize types of folds on sketches and photographs • indicate on a map the global distribution of earthquake zones • explain the causes of earthquakes • explain the impact on of earthquakes on civilization

THEME IV: GEOMORPHOLOGY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
		<ul style="list-style-type: none"> • indicate on a map the global distribution of volcanoes • draw a sketch of the structure of a simple volcano • explain the impact of volcanoes on civilization
EXTERNAL FORCES (EXOGENIC)	<ul style="list-style-type: none"> • recognize the difference between weathering and erosion 	<ul style="list-style-type: none"> • distinguish between weathering and erosion name agents of <ul style="list-style-type: none"> (a) weathering (b) erosion <ul style="list-style-type: none"> • identify agents of weathering and erosion from stimulus material, e.g. photographs, sketches, etc

THEME V: POPULATION GEOGRAPHY

Throughout population geography, learners should make use of statistics, graphs, diagrams and maps.

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
POPULATION DISTRIBUTION AND DENSITY	<ul style="list-style-type: none"> • identify major population clusters, and understand the factors influencing distribution and density 	<ul style="list-style-type: none"> • identify on a map major population clusters world-wide and in Namibia • briefly discuss factors influencing population distribution and density
POPULATION DYNAMICS	<ul style="list-style-type: none"> • be confronted with the international (world trends) and local (national trends) concerning: <ul style="list-style-type: none"> (a) population growth (b) factors influencing population change (c) consequences of population change 	<ul style="list-style-type: none"> • describe the rapid growth of the world population since 1960 • list cities with more than a million inhabitants • find reasons for this rapid growth • describe the population growth in Namibia since 1960 • identify different patterns of growth in different regions of Namibia • compare the Namibian situation with a developed and a developing nation • explain fertility, mortality and net migration • discuss factors influencing fertility, mortality and net migration

THEME V: POPULATION GEOGRAPHY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
		<ul style="list-style-type: none"> • describe the benefits and problems of population change in terms of: <ul style="list-style-type: none"> (a) rural-urban migration (b) rapid population growth (c) social standards (d) dependency ratio (e) pressure on natural resources (f) infra-structure (g) provision of services <p>assess the impact of the following strategies in reducing the spread and the impact of HIV and AIDS:</p> <ul style="list-style-type: none"> (a) awareness campaigns (b) promotion of gender equality (c) provision of anti-retroviral drugs (d) provision of social service schemes to orphans

THEME VI: REGIONAL GEOGRAPHY

*It is suggested to use maps and pictures throughout the study. Fishing, mining and agriculture should be taught as systems. An inquiry is suggested on **tourism**, on which learners can investigate the concentration of visitors in time and space by doing a simple count at specific sample points at different times of the day and different times of the year. A questionnaire in a park could identify the following: characteristics of users (age-sex structure of visiting group, job), catchment area (locals or non-locals on holiday), motivation (why they come), satisfaction level, etc. Draw a map to show places of origin and graphs to show arrival time and a flow line map to show where they visit in the area of study.*

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
NAMIBIA	<ul style="list-style-type: none"> • obtain an overview of Namibia concerning its physical features 	<ul style="list-style-type: none"> • locate Namibia's position on the world map • identify on a map its neighbouring states • give its size and draw its shape • identify the following features on a map: <ul style="list-style-type: none"> (a) physiographic regions <ul style="list-style-type: none"> (i) coastal plain (ii) escarpment (iii) plateau (iv) Kalahari Basin (v) Etosha Basin (b) drainage <ul style="list-style-type: none"> (i) Kunene (ii) Okavango (iii) Zambezi

THEME VI: REGIONAL GEOGRAPHY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i> (iv) Orange/Fish (v) Swakop (vi) Kuiseb (c) vegetation (only the main types) • describe and explain the factors influencing Namibia's climate: (a) latitude (b) altitude (c) high and low pressure systems (d) Benguela Current (e) distance from the sea
	<ul style="list-style-type: none"> • develop an understanding of agriculture in Namibia 	<ul style="list-style-type: none"> • discuss at least one crop-farming activity: (a) mahangu (b) maize • discuss at least one stock-farming activity: (a) beef cattle (b) karakul sheep
	<ul style="list-style-type: none"> • develop an understanding of fishing (Atlantic) in Namibia 	<ul style="list-style-type: none"> • name the types of fish and describe the three main methods of catching fish • describe the economic importance of fishing

THEME VI: REGIONAL GEOGRAPHY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
	<ul style="list-style-type: none"> • develop an understanding of Namibia's mining industry 	<ul style="list-style-type: none"> • discuss at least one of the following minerals: <ul style="list-style-type: none"> (a) diamond (b) uranium
	<ul style="list-style-type: none"> • develop an understanding of Namibia's transport system 	<ul style="list-style-type: none"> • discuss at least one of the following: <ul style="list-style-type: none"> (a) road transport (b) railway transport (c) air transport (d) ocean transport • identify the above on maps
	<ul style="list-style-type: none"> • develop an understanding and appreciation of tourism 	<ul style="list-style-type: none"> • list popular tourist attractions of Namibia • identify these on a map • describe the importance of tourism with regard to its advantages and disadvantages

THEME VI: REGIONAL GEOGRAPHY (continued)

TOPIC	LEARNING OBJECTIVES	BASIC COMPETENCIES
	<i>Learners will:</i>	<i>Learners should be able to:</i>
		<ul style="list-style-type: none"> • describe at least three of the following factors influencing economic growth <ul style="list-style-type: none"> (a) water resources (surface and underground) (b) mineral resources (c) infra-structure (d) manufacturing industries (e) education (f) capital (g) population
SACU AND SADC	<ul style="list-style-type: none"> • understand and appreciate the existence of the SACU and the SADC 	<ul style="list-style-type: none"> • discuss the Southern Africa Customs Union (SACU) and Southern African Development Community (SADC) in terms of <ul style="list-style-type: none"> (a) origin and purpose (b) responsibilities of member states (c) problems (d) the merits and demerits of their continued existence

11. ASSESSMENT

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The basic competencies in the syllabuses state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which will be assessed. However, it is intended that the curriculum be learning-driven, not assessment and examination driven. Assessment and examination are to support learning.

11.1 Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the basic competencies. 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. The parents should be regularly informed about the progress of their child in all subjects, be encouraged to reward achievements, and given suggestions as to how they can support their learning activities.

The learner's progress and achievements in all subjects must be reported to parents on the school report.

11.2 Formative and summative assessment

The two modes of assessment used are formative continuous assessment and summative assessment. Formative continuous assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

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

Summative assessment is an assessment made at the end of the school year based on the accumulation of the progress and achievements of the learner throughout the year in a given subject, together with any end-of-year tests or examinations. The result of summative assessment is a single end-of-year promotion grade.

11.3 Informal and formal 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.

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 great deal of time. Short tests in any subject should be limited to part of a lesson and only exceptionally use up a whole lesson. End-of-term tests should only be written in the first lesson of the day, so that teaching and learning can continue normally for the rest of the time.

In Grade 10 a mock examination may be held to learn examination skills and to identify areas of the syllabus which may need extra attention. Mock examinations only serve a useful purpose if they are used as a learning experience in how to organise oneself, how to read the paper, how to interpret and answer examination-type

questions, and how to allocate time in an examination. This involves the teacher going through the paper systematically with the class when their answers are returned.

11.4 Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher together with the learners should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

11.5 Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the Basic Competencies, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each letter grade must have a descriptor for what the learner must demonstrate in order to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

11.6. Grade descriptors in the Junior Secondary Phase

In the Junior Secondary phase, grades A-G and U (ungraded) apply as follows:

Grades	Mark range	Grade descriptor
A	80%+	Achieved Basic Competencies exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved Basic Competencies very well. The learner is highly proficient in most areas of competency.
C	60-69%	Achieved Basic Competencies well.
D	50-59%	Achieved Basic Competencies satisfactorily.
E	40-49%	Achieved a sufficient number of Basic Competencies to exceed the minimum competency level.
F	30-39%	Achieved the Basic Competencies needed to be considered competent. The learner needs learning support.
G	20-29%	Achieved the minimum number of Basic Competencies worthy of a grade. The learner needs learning support
U	0-19%	Did not achieve the minimum level of competence. The learner needs learning support

11.7 Conducting and recording assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework, and short tests on completion of a topic may be recorded for continuous assessment. Non-promotional subjects in the Secondary grades should be assessed through informal continuous assessment methods and letter grades awarded directly. These grades must be reported to the parents on the termly school report, but will not count for promotion purposes.

11.8 Assessment Objectives

In covering the Junior Secondary Geography syllabus, the teacher should strive to place special emphasis on the local and regional aspects of the content. These local and regional aspects should also be reflected in the end of year examination.

During continuous assessment, in testing, and setting examinations the following domains of learning will be covered:

1 A. Knowledge with understanding

Learners should be able to:

- A.1 recall specific facts relating to the syllabus content and demonstrate locational knowledge within the range of local, regional, national, international and global scales;
- A.2 demonstrate an understanding of the geographical concepts, principles and processes specified in the syllabus and apply them in a variety of physical, economic, environmental and social contexts;
- A.3 demonstrate an understanding of the spatial patterns and an appreciation of the range of physical, economic, social and political processes and interactions which are experienced by peoples in different environments;
- A.4 describe the interrelationships between people's activities and the total environment and demonstrate an ability to seek explanations for them;
- A.5 show an awareness of the dynamic nature of the subject by an appreciation of the ways in which values and perceptions change over time and from place to place;
- A.6 show an awareness that, while geographical studies are concerned with both description and explanation, the latter may often be tentative and incomplete.

1 B. Analysis and interpretation

Learners should be able to:

- B.1 select, organize, present and interpret geographical data;
- B.2 use and apply geographical knowledge and understanding in verbal, numerical, diagrammatic, pictorial and graphical form;
- B.3 use geographical data to recognize patterns in such data and to deduce relationships.

C. Judgement and decision making

Learners should be able to:

- C.1 reason, make judgements (including evaluation and conclusions) which demonstrate, where appropriate:
 - C.1.1 a sensitivity to and a concern for landscape and the environment;
 - C.1.2 an aesthetic appreciation of the earth including its people, places, landscape, natural processes and phenomena;
 - C.1.3 an appreciation of the attitudes, values and beliefs of others in cultural, economic, environmental, political and social issues which have a geographical dimension;
 - C.1.4 an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions;
 - C.1.5 a willingness to review their own attitudes in the light of new knowledge and experiences;
- C.2 recognize the role of decision making within a geographical context as affected by
 - C.2.1 the physical and human context in which decisions are made;
 - C.2.2 the values and perceptions of groups or individuals;
 - C.2.3 the choices available to decision makers and the influences and constraints under which they operate.

D. Application of geographical skills

Learners should be able to:

- D.1 demonstrate a knowledge and understanding of symbols, scale and the use of maps for:
 - D.1.1 describing places;
 - D.1.2 determining positions;
 - D.1.3 compass direction to 16 main points and bearing;
 - D.1.4 measurement of straight line distance by using scales;
 - D.1.5 means of showing relief features, slopes and shapes of common landforms using contours;
 - D.1.6 interpretation of relief by drawing cross-sections freehand;
 - D.1.7 simple interpretation of human and physical geography on maps as related to the syllabus;
 - D.1.8 interpretation of human and physical geography on maps as related to the syllabus;
- D.2 make weather observations and know how to:
 - D.2.1 identify and use various instruments to obtain weather data;
 - D.2.2 interpret climatic graphs and climatic maps showing distribution of rainfall and temperature;
- D.3 interpret population data showing size, structure (composition), distribution, density and movement of people;
- D.4 interpret and describe human and physical landscapes from photographs and in field observations and data collecting.

11.9 Continuous Assessment: Detailed guidelines

Continuous Assessment at Junior Secondary level consists of informal and more formal assessment. The table in 11.9.2 specifies how formal assessments are required for practical exercises, projects, topic tests and end of year examination, in order to give an overall picture of the learner's knowledge and skills.

11.9.1 Types of assessment

Practical exercises: These are assessment of practical skills (done during practical activities) where learners have to acquire basic map reading and geographical skills, for example mapwork, drawing graphs (line, bar, pie, composite), flow lines, cross sections, etc. The data can be collected by doing measurements of weather from instruments (days, rainfall, temperature), counts (population census, pedestrians, traffic, etc.), questionnaires (shopping, etc.), and observations e.g. on sketch maps.

Representation of the data is done with graphs, flow lines, contours, isolines, cross sections, symbols, colours and shading, which the learners must be able to draw accurately. Questions regarding the interpretation of the represented data should be formulated along the specifications of Assessment Objectives B and D. Exercises should be kept short (15 marks). At least two (2) practical exercises should be done per term and at least six (6) practical exercises should be done annually, except in grade 10 where CA is constituted by work done in term 1 & 2. The final mark for practical exercises should be rounded to thirty (30). Practical exercises should be strictly individual efforts and every learner will be examined on these skills in Paper 2.

Projects: A project is a longer assignment which gives learners an opportunity to complete an investigation on a geographical topic outlined in the syllabus in greater depth. A project can be done by learners as individuals or in groups, in or outside the classroom. On a basic level, learners will be expected to formulate aims, and collect, analyse, interpret and present data, for example, on deforestation. Construction of geographical models is also part of project work. The teacher should monitor and guide learners throughout the process. Three (3) projects should be done annually (one in each term) in grade 8 & 9 and two (2) projects in grade 10 (one project in term 1 and one in term 2). At the end of the year, the project mark will be rounded to twenty (20) marks. All assessment objectives will be assessed in a project. It is vital that learners know the assessment criteria before embarking on a project. One of the projects should be based on field work (primary data) while other projects can be based on secondary sources. Marking criteria on page 10 can be adapted and used.

Topic tests: Completed topics should be ended off with a test indicating the achievements of the learners in these topics. Feedback should be given immediately after the marking in order to provide more help to learners. Two (2) topic tests in term 1 & 2 and one (1) topic tests in term 3 should be given in Grade 8 and 9. Only two (2) topic tests should be given in term 1 & 2 in Grade 10. At the end of the year, topic test marks should be rounded to twenty (20).

End of term test

End of term test will be a comprehensive test of the whole term's work. End-of-the term test assesses learners' level of understanding of geographical concepts, processes and mastery of skills. It is imperative that questions cover all assessment objectives. Questions should be resource-based and drawn up in line with the specification grid as outlined in the syllabus statements. End of term test counts 65 marks.

11.9.2 Summary of Continuous Assessment Tasks

CONTINUOUS ASSESSMENT GRADES 8 & 9						
COMPONENTS	TERM 1		TERM 2		TERM 3	
	Number & Marks	Total CA	Number & Marks	Total CA	Number & Marks	Total CA
Practical Exercises	2×15	30	2×15	30	2×15	30
Projects	1×20	20	1×20	20	1×20	20
Topic Tests	(2×20)÷2	20	(2×20)÷2	20	1×20	20
End of Term Test	65	(65×2) 130	65	(65×2) 130		
Term Marks		200		200		70
Weighted Term Marks		200÷2 100		200÷2 100		

CONTINUOUS ASSESSMENT GRADE 10				
COMPONENTS	TERM 1		TERM 2	
	Number & Marks	Total CA	Number & Marks	Total CA
Practical Exercises	2×15	30	2×15	30
Projects	1×20	20	1×20	20
Topic Tests	(2×20)÷2	20	(2×20)÷2	20
End of Term Test /	65	(65×2) 130	130	130
Term Marks		200		200
Weighted Term Marks		200÷2 100		200÷2 100

11.10 End of year examinations: Detailed guidelines

In Grades 8 and 9 there will be internal end-of-year examinations. As before, the purpose of these examinations is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus, which are most essential for continuing in the next grade. Preparing for, and conducting these examinations should not take up more than two weeks altogether right at the end of the year.

There will be an external examination in all examination subjects at the end of Grade 10. The purpose of the examination is to assess how far each learner can demonstrate their achievement in reaching the competencies as a preparation for everyday life and for further studies or training, and to what extent the system as a whole is enabling learners to achieve optimally.

WRITTEN EXAMINATION GRADE 8			
Component (paper)	Component Description	Duration	Marks
1	<p>This paper will involve primarily the demonstration of knowledge with understanding (assessment objective A), but analysis and interpretation (assessment objectives B), judgement and decision making (assessment objective C) and geographical skills (assessment objective D) will also be assessed.</p> <p><u>Section A</u>. (Physical Geography). Three questions of 15 marks each, based on climatology and astronomy will be set. Learners must answer all. (45 marks)</p> <p><u>Section B</u> (Economic and Regional geography). Two questions will be set. One for 15 marks and one for 10 marks. Questions will be a mixture of Economic and Regional Geography. Learners must answer all questions. (25 marks)</p> <p><u>Section C</u> (Settlement geography). Two questions of 10 marks each will be set. Learners answer all questions (20 marks)</p>	2 hours	90
2	<p>The Paper will test primarily, but not exclusively geographical skills (assessment objective D) and all questions will be compulsory.</p>	1 hour 30 minutes	40

WRITTEN EXAMINATION GRADE 9			
Component (paper)	Component Description	Duration	Marks
1	<p>This paper will involve primarily the demonstration of knowledge with understanding (assessment objective A), but analysis and interpretation (assessment objectives B), judgement and decision making (assessment objective C) and geographical skills (assessment objective D) will also be assessed.</p> <p><u>Section A</u> (Physical Geography). Three questions of 15 marks each will be set. The questions will be a mixture of Climatology, Astronomy and Geomorphology. Learners must answer all questions. (45 marks)</p> <p><u>Section B</u> (Population Geography). Two questions will be set. One for 15 marks and one for 10 marks. Learners must answer all questions. (25 marks)</p> <p><u>Section C.</u> (Economic Geography). Two questions of 10 marks each will be set. Learners must answer all questions. (20 marks)</p>	2 hours	90
2	The paper will test primarily, but not exclusively, geographical skills (assessment objective D) and all questions will be compulsory.	1 hour 30 minutes	40

WRITTEN EXAMINATION GRADE 10			
Component (paper)	Component Description	Duration	Marks
1	<p>This paper will involve primarily the demonstration of knowledge with understanding (assessment objective A), but analysis and interpretation (assessment objectives B), judgement and decision making (assessment objective C) and geographical skills (assessment objective D) will also be assessed.</p> <p><u>Section A</u> (Physical Geography). Three questions of 15 marks each will be set. The questions will be a mixture of Climatology, Ecology and Geomorphology. Learners must answer all questions. (45 marks)</p> <p><u>Section B</u> (Population Geography). Two questions will be set. One for 15 marks and the other for 10 marks. Learners must answer all questions. 25 marks)</p> <p><u>Section C.</u> (Regional Geography). Two questions of 10 marks each will be set and learners must answer all question. (20 marks)</p>	2 hours	90
2	The paper will test primarily, but not exclusively geographical skills (assessment objective D) and all questions will be compulsory.	1 hour 30 minutes	40

11.11 Promotion marks

In Grades 8-10, Continuous Assessment contributes 35% of the summative mark.

COMPONENT	DESCRIPTION	MARKS	WEIGHTING
Written Examination	Paper 1: Structured questions	90	45%
	Paper 2: Geographical skills	40	20%
Continuous Assessment	Practical exercises, Topic Tests, Projects and End of Term Test	70	35%
	TOTAL		100

The promotion marks are calculated as follows:

PROMOTION MARK FOR GRADES 8 & 9				
TERM MARK	Term 1	Term 2	Term 3	Total
	200	200	70	470
CA mark	$(470 \div 47) \times 7$			70
End-of-year examination	130 Marks (Grade 8 & 9)			130
Promotion Mark Term 3	$\text{CA Mark} + \text{End-of-Year Examination} \div 2$ $200 \div 2$			100

PROMOTION MARK FOR GRADE 10			
TERM MARK	Term 1	Term 2	Total
	200	200	400
CA mark	$(400 \div 40) \times 7$ (CA mark for Grade 10 to be send to DNEA)		70
End-of-year examination	130 Marks (JSC exam)		130
Promotion Mark Term 3	$\text{CA Mark} + \text{End-of-Year Examination} \div 2$ $200 \div 2$		100

11.12 Specification Grids

The following grids summarise the connection between the Assessment Objectives, written examinations and Continuous Assessment.

Assessment Objectives	Weighting %	Paper 1 marks	Paper 2 marks
A	42	55	
B	23	15	15
C	12	15	
D	23	5	25
Total	100%	90	40

Assessment Objectives for Continuous Assessment.

A	30%
B	30%
C	10%
D	30%

11.13 Assessment Criteria

GEOGRAPHY: PROJECT ASSESSMENT SHEET			
SCHOOL	GRADE	TEACHER:	
TOPIC:			
A. PROJECT (circle)			
1. Introduction / problem statement	1 2 3 4 5		
2. Methods / techniques of data collection	1 2 3 4 5		
3. Ability to collect and record data / information	1 2 3 4 5		
4. Presentation of data	1 2 3 4 5		
5. Factual accuracy	1 2 3 4 5		
6. Validity of interpretations of data	1 2 3 4 5		
7. Validity of conclusions and solutions	1 2 3 4 5		
8. Neatness	1 2 3 4 5		
9. Originality	1 2 3 4 5		
10. Overall impression of project	1 2 3 4 5		
11. Bibliography	1 2 3 4 5TOTAL	
.....			
B. GROUP MEMBER CONTRIBUTIONS:			
Names:			
1.	1 2 3 4 5		
2.	1 2 3 4 5		
3.	1 2 3 4 5		
4.	1 2 3 4 5	TOTAL	

12. ADDITIONAL INFORMATION
ANNEXE 1: Assessment Record Sheet for Grades 8 & 9

ASSESSMENT RECORD SHEET FOR GEOGRAPHY							Grade:			Year:					
School:							Teacher:								
Name of Learner ↓	Term	Practical Exercise			Project		Topic Test			End of Term Test	Term Mark	Weighted Term Mark	CA Mark	Exam Mark	Promotion Mark
		1	2	Total Mark	1	Total Mark	1	2	Total Mark (40÷2) (20)	(65x2)	200 (term 1&2) + 70 (term 3)	200÷2	(470÷47)x7		(70+130)÷2
		15	15	30	20	20	20	20	20	130	200 70	100	70	130	100
	1														
	2														
	3														
	1														
	2														
	3														
	1														
	2														
	3														
	1														
	2														
	3														

ANNEXE 2 Assessment Record Sheet for Grade 10

ASSESSMENT RECORD SHEET FOR GEOGRAPHY

Grade:

Year:

School:

Teacher:

	TERM	Practical Exercise			Project		Topic Test			End of Term Test (65×2)	Term Mark 70+130	Weighted Term Mark 200÷2	CA Mark (400÷40)×7
		1	2	Total Mark	1	Total Mark	1	2	Total Mark (40÷2)				
Name of Learner ↓		15	15	30	20	20	20	20	20	130	200	100	70
	1												
	2												
	1												
	2												
	1												
	2												
	1												
	2												
	1												
	2												
	1												
	2												

Calculation of Class Average

Term 1	Total Mark: Class	
	Average Mark: Class	
	Average %: Class	
Term 2	Total Mark: Class	
	Average Mark: Class	
	Average %: Class	
Term 3	Total Mark: Class	
	Average Mark: Class	
	Average %: Class	
	Class Average %: for the year	



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