Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

GEOGRAPHY SYLLABUS

GRADES 8 & 9

For implementation:

Grade 8 in 2017
and
Grade 9 in 2018

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

Geography Phase Syllabus Grades 8 - 9

ISBN: 978-99945-2-134-0

Printed by NIED
Website: http://www.nied.edu.na

Publication date: December 2015

TABLE OF CONTENTS

1. Introduction

This syllabus describes the intended learning and assessment for Geography in Grade 8-9. 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 ideal conditions, the Geography syllabi for Grades 8-9 would require 3 periods per week.

2. Rationale

Geography is the study of earth's landscapes, people, places and environment. It examines humans in their interdependent relationship with the earth. Geography is unique in bridging the social sciences (human geography) with natural sciences (physical geography). Human geography concerns the understanding of the dynamics of cultures, societies and economies, while physical geography concerns the understanding of the dynamics of physical landscape and the environment. It helps us all to be more socially and environmentally sensitive, informed and responsible citizens.

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

3. Aims

Geography promotes the following aims in the curriculum:

3.1. Knowledge with understanding of:

3.1.1. the terminology, concepts and systems fundamental to a study of physical and human Geography

3.1.2. the relationships and interactions of people and their environment in response to physical and human processes, as well as aspects of the changing world

3.1.3. a sense of place and relative location on a local, regional and global scale, with special emphasis on Namibia examples

3.1.4. HIV and AIDS and its impact on socio-economic development

3.2. An awareness:

3.2.1. of the characteristics and distribution of a selection of physical and human environments

3.2.2. that on earth and also in our country there are different ways of life, and this encourage positive attitude towards diversity

3.2.3. of the factors that cause change in the diverse environment

3.2.4. and sensitivity to gender issues

3.3. An appreciation of:

3.3.1. the potentials and limitations of the physical environment for human activities

3.3.2. how human activities can lead to environmental problems and improvements

3.3.3. the environment and the need for conservation

3.4. Geographical skills:

3.4.1. use suitable techniques for observing, collecting, classifying, presenting, analysing and interpreting data

3.4.2. obtain information from a variety of sources such as, maps of various scales, internet, documentary materials and statistics

3.4.3. make informed judgements and decisions

4. Inclusive Education

Inclusive education is the right of every learner and promotes access to and participation in the full range of educational programmes and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning. The Geography teacher in the Junior Secondary Phase should therefore accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *Curriculum Framework for Inclusive Education*: *A Supplement to the National Curriculum for Basic Education (2014)*. The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres (2014*) by the Directorate of National Examinations and Assessment (DNEA). The accommodations

prescribed in this handbook are not only for external examinations, but apply to learners from Grade 1 to 12.

Learners who are so severely impaired that they cannot benefit from attending mainstream schools will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join a mainstream school structure, if possible. 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.

5. Links to Other Subjects and Cross-curricular Issues

The cross-curricular issues include Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety. These have been introduced to the formal curriculum to be dealt with in each subject and across all phases, because each of these issues deals with particular risks and challenges in our Namibian society. All of 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 a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- 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
- the challenges and risks we face if we do not adhere to Road Safety measures
- the challenges and risks we face from globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following are links to cross-curricular issues:

Grade	Environmental Education	HIV & AIDS	ICT	Population Education
8	Settlement Human environmental problems	Impact of HIV and AIDS Population growth; Population structure		Population Geography Population data; Population characteristics
9	Ecology Environmental problems and possible solution in Namibia	Population Geography The impact of HIV and AIDS on population growth, structure, families, education and health	Economic activities in Namibia Routes/communication system in Namibia	Population Geography Population distribution and density; Population dynamics; Population movement

6. Approach to teaching and learning

The approach to teaching and learning is based on a paradigm of learner-centred education (LCE) described in ministerial policy documents and the LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim is to develop learning with understanding, and the knowledge, 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 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 Geography, 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 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.

7. End of Phase Competencies

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

- develop desirable attitudes and behavioural patterns in interacting with the environment in a manner that is proactive, preserving and nurturing
- acquire knowledge, attitude, practices and awareness of epidemics such as HIV and AIDS
- use appropriate methods for observing, collecting, classifying, presenting, analysing and interpreting data
- use and apply geographical knowledge and understanding to maps and in verbal numerical, diagrammatic, pictorial, photographic and graphical form
- use geographical methods to locate physical, natural and human features on a map or globe

A few learners will just be able to manage the minimum number of competencies and must receive Learning Support through adapted teaching approaches, adapted materials, and assistance from peers. A small number of learners have special educational needs to a degree which requires greater individual attention, resources or assessment. Others will have impairments which do not necessarily limit cognitive and affective learning and development, e.g. the visually impaired, hearing impaired and physically challenged.

8. Summary of the learning content for Grade 8 and 9

Themes/topics	Grade 8	Themes/topics	Grade 9
1. Climatology	The atmosphere Weather instruments and data (graphs) Synoptic maps Form of condensation Precipitation Climate of Namibia	**1. Map work**	Interpretation of human and physical features on a map Scale and distance Directions (16 divisions) Location (degree, minutes and seconds) Photographs Contours Cross-section Interpolation of isolines
2. Map work	Map symbols Map scales Measuring distance Directions (16 divisions) Locations (degree & minutes) Contours Photographs	**2. Climatology**	Weather instruments and data (graphs) Climatic maps Air pressure systems & movement Local winds Synoptic weather maps
3. Geomorphology	Internal structure of the earth Rock types	**3. Ecology**	Deterioration of Namibian environment: causes of deforestation, desertification and bush encroachment Land, water and atmospheric pollution Population growth and resources Possible solutions

4. Astronomy	Movement of the earth (day & night, seasons, tides) Eclipses Time	**4. Geomorphology**	Internal forces: Plate tectonics: fold mountains, earthquakes and volcanoes External forces: Weathering and Erosion
5. Economic geography	Development Production Trade Income Aid	**5. Economic Geography**	Agriculture Fishing Mining Transport Tourism
6. Population Geography	Population data Population characteristics Age-sex, population and movement Impact of HIV and	**6. Population Geography**	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
		7. Regional Geography	Namibia: Physical features: physiographic regions, drainage, vegetation and climate Regional position: SACU and SADC

9. Learning content

9.1 Introduction to learning content

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. It is not meant to limit, in any way, the teaching programme of any particular school.
2. ***Themes, Topics and Sub-topics*** refer to those components of the subject which learners are required to study/master.

   The **General objectives** are derived from the topic/skill and are the general knowledge, understanding and demonstration of skills on which learners will be assessed.

   The **Specific objectives** are the detailed and specified content of the syllabus, which learners need to master to achieve the general objectives, and on which they will be assessed.

9.2 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 objectives 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.

9.2.1 Learning content for Grade 8

Theme 1: Climatology

*Suggested activity on **Weather Studies**: School with access to 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.*		
Topics	**General objectives** *Learners will:*	**Grade 8 specific objectives** *Learners should be able to:*
1.1 Weather	• be introduced to the structure of the atmosphere and synoptic weather maps, continue to apply skills of weather observations, using weather instruments and interpretation of climatic graphs	• draw a sketch, label the layers and describe the basic features of each layers of the atmosphere (troposphere, stratosphere and mesosphere) • describe how the atmosphere is heated by the processes of insulation, terrestrial radiation, absorption and convection • continue use the weather instruments prescribed for grade 7 (measure temperature, rainfall, air pressure, wind direction and wind speed) and record weather observation continuously • draw and interpret graphs of temperature (line graph), rainfall figures (bar graph) and wind direction (wind rose) • make simple interpretation and calculations (e.g. average and range) from the graphs

Topics	General objectives *Learners will:*	Grade 8 specific objectives *Learners should be able to:*
1.1 Weather (continued)		• describe the characteristics and the uses of the Stevenson screen as well as its correct placing • identify convectional symbols on synoptic weather maps and interpret the symbols of a weather station
1.2 Form of condensation	• know the terminology and the processes in connection with humidity and recognise condensation form • know the different types of clouds	• define evaporation, dew-point and condensation • label and describe the phases of a water cycle by conducting an experiment or illustration • describe the factors that influence the formation of dew and frost • describe the characteristic of - cumulus and cumulonimbus - cirrus - stratus clouds (in terms of height, composition, appearance and types of precipitation) • identify types of clouds from diagrams and photographs
1.3 Precipitation	• know different forms of precipitation and explain how they are formed	• explain how rain is formed • describe the following types of rainfall: - convectional rainfall - cyclonic/frontal rainfall - orographic/relief rainfall • describe how the following forms of precipitation are formed - hail - snow

Topics	General objectives *Learners will:*	Grade 8 specific objectives *Learners should be able to:*
1.4 Climate of Namibia	• understand the factors that influence climate in Namibia	• describe and explain how the climate of Namibia is influenced by: - latitude - altitude - high and low pressure systems - distance from the sea • describe the Namibian rainfall patterns with reference to: - distribution - variability • identify the occurrence of the following winds on weather maps and describe their effect on the climate of Namibia: - easterly winds - south westerly winds - north easterly winds

Theme 2: Map work

Topics	**General objectives** *Learners will:*	**Grade 8 specific objectives** *Learners should be able to:*
2.1 Map work skills	• revise the map work done in previous grades and continue to build on existing knowledge and new skills	• use 16 division of direction on maps • identify and interpret the symbols on a variety of maps with different scales • interpret different types of scale (e.g. word, ratio and linear scales) and convert from one scale to the other • measure and calculate straight distances on a map using different scales • recognise relief features like hills (table or flat top and conical), mountain, diverse slopes (e.g. gradual, steep, steeped, vertical), valleys and spurs on contour maps • write location in degrees and minutes on a map fitted with latitude and longitude • recognise horizontal and oblique photographs • identify simple natural and man-made features on horizontal and oblique photographs

Theme 3: 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.

Topics	**General objectives** *Learners will:*	**Grade 8 specific objectives** *Learners should be able to:*
3.1 External structure of the earth	• know the different parts of the internal structure of the earth	• identify on a simple diagram the earth's: - crust - mantle - core • describe the basic composition of each layer
3.2 Rock types	• discover the basic rock types, namely: - igneous, - sedimentary - metamorphic	• list for each of the three rock groups: - their origin - two basic characteristics - two examples

Theme 4: Astronomical Geography

Topics	**General objectives** *Learners will:*	**Grade 8 specific objectives** *Learners should be able to:*
4.1 Movement of the earth	• know the difference between rotation and revolution around the sun and the result of these movements	• indicate the position of the earth in the solar system • describe the geoidal shape of the earth with reference to polar and equatorial circumference • explain how day and night occur • explain the varying length of day and night at the Equator, Tropics and the South Poles • define constant parallelism • explain how seasons occur by using diagrams • draw and interpret diagrams to illustrate the revolution of the earth and explain: - equinoxes - solstices • draw and interpret diagrams explaining the occurrence of: - spring tide - neap tide • explain the occurrence of lunar and solar eclipses
4.2 Time	• know the global background for Namibia's winter and summer time	• define standard time • explain the Namibian time changes during a year • do simple calculations of local time using longitudes

Theme 5: Economic Geography

Topics	General objectives *Learners will:*	Grade 8 specific objectives *Learners should be able to:*
5.1 Development	• understand the concept of developed and developing countries and their interdependence	• list at least four indicators for development and describe how they may be applied to define whether a country is a Less Economically Developed Countries (LEDCs) or More Economically Developed Countries (MEDCs) • explain the concept North-South division, and list at least three countries belonging in the North and South • explain the interdependence between developed and developing countries
5.2 Production	• know the different types of production such as subsistence, commercial and home crafts	• distinguish between subsistence and commercial production • describe at least one representative example of each of the three types of production in Namibia
5.3 Trade	• know how Namibia trade with other countries	• distinguish between imports and exports • list Namibia's major imported products and export products • name Namibia's trading partners with regard to import and export • explain what is meant by balance of trade • suggest ways in which favourable balance of trade can be accomplished in Namibia
5.4 Income	• know about different sources of income and understand that income must balance	• define the following income concepts: - private income (e.g. salaries - corporate income (e.g. profits)

Topics	General objectives *Learners will:*	Grade 8 specific objectives *Learners should be able to:*
	expenditure	- government income (e.g. taxes) • define the following concepts: - Gross Domestic Product (GDP) - budget - balance of payment
5.5 Aid	• know various types of aid and understand the impact of foreign aid	• describe how government is directly involved in providing aid • list five non-governmental organisations (NGOs) involved in providing aid in Namibia • discuss at least two forms of aid related to the NGOs above, e.g. - education and training - appropriate technology - drought relief - infrastructure

Theme 6: 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.

Topics	**General objectives** *Learners will:*	**Grade 8 specific objectives** *Learners should be able to:*
6.1 Population data	• know the sources of population data, their importance and how they are stored	• 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 purpose and give Namibian examples • identify different kinds of population records and know where to find them • present data of the population records graphically
6.2 Population characteristics	• understand the characteristics of population such as - the sex-age structure - population growth - population movement	• describe the sex-age structure and dependency ratio by means of population pyramids • distinguish between developed and developing nations with reference to population characteristics • define the terms birth rate, death rate and migration • define population growth in terms of birth rate and death rate

Topics	General objectives *Learners will:*	Grade 8 specific objectives *Learners should be able to:*
Population characteristic (continued)	• understand the characteristics of population such as - the sex-age structure - population growth - population movement (continued)	• distinguish between developed and developing countries with reference to population growth • describe and explain the causes and the consequences of each of the following terms: - rural-urban migration - emigration and immigration - commuting - refugees - migrant labour • describe and explain the impacts of HIV and AIDS pandemic on population growth, structure, families, education and health sectors in Namibia

9.2.2 Learning content for grade 9

Theme 1: Map work

Topics	**General objectives** *Learners will:*	**Grade 8 specific objectives** *Learners should be able to:*
1.1 Map work skills	• revise the map work done in grade 8 and continue to build on existing knowledge and develop new skills	• 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 • identify geographical information from horizontal and oblique photographs • draw simple freehand cross-section and determine inter-visibility • draw an isoline on a map to connect places with equal values

Theme 2: 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.

Topics	**General objectives** *Learners will:*	**Grade 9 specific objectives** *Learners should be able to:*
2.1 Weather and climate	• understand and appreciate the elements of weather	• distinguish between weather and climate • demonstrate the ability to measure, record and analyse statistics of temperature, rainfall, humidity, air pressure, cloud cover, sunshine, wind speed and wind direction. • draw and interpret graphs of temperature (line graph), rainfall data (bar graph) and wind direction (wind rose) • analyse weather data and make calculation (e.g. total, average and range) • define the following concepts: - isotherms - isobars - isohyets • interpret climatic maps • describe factors influencing climate

Topics	General objectives *Learners will:*	Grade 9 specific objectives *Learners should be able to:*
2.2 Air pressure systems	• understand the relationship between pressure systems and the movement of air	• 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 movement in relation to high and low pressure systems • describe land and sea breezes, valley and mountain breezes berg wind and explain their influence on local climate
2.3 Synoptic weather maps	• know and work with various types of synoptic weather maps	• identify simple convectional symbols on synoptic weather maps • recognise and explain high and low pressure systems on weather maps and the associated weather conditions • generate simple interpretation with regard to temperature, rainfall, clouds, wind and general weather conditions

Theme 3: Ecology

Suggested activities for investigation may include (a) a vegetation transect, and (b) a 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 do the following field work: select two points in the field, approximately 200 meters apart. Mark two points on a sheet of paper and connect them with a line. Walk along the transect line, jotting down all vegetation, landmarks and features (changes to the soil, places with standing water, slopes, etc.) which occur directly on or close to the line. Collect specimens of types of vegetation. Discuss the transect in terms of ecological principles.

Topics	**General objectives** *Learners will:*	**Grade 9 specific objectives** *Learners should be able to:*
3.1 Deterioration of Namibian environment	• investigate the reasons for the deterioration of the environment and suggest possible solutions	• distinguish between natural causes and human made causes • describe the causes and effects of deforestation and desertification, with reference to farming methods • describe the causes and effects of bush encroachment • explain the effect of population explosion as worldwide as well as a Namibian problem • discuss the causes and effects of land, water and air (atmosphere) pollution • suggest possible solutions to reduce environmental damage with reference to deforestation, desertification, overgrazing and pollution (land, water and air).

Theme 4: 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.

Topics	**General objectives** *Learners will:*	**Grade 9 specific objectives** *Learners should be able to:*
4.1 Internal forces (endogenic)	• be introduced to plate tectonic and the results thereof, e.g. - fold mountain - earthquakes - volcanism	• define what is crustal plate • explain the causes of plate movements • differentiate between oceanic and continental plate • distinguish between divergent, convergent and shear plate boundaries • recognise and locate on a world 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 • recognise types of folds on sketches and photographs • indicate on a map the global distribution of earthquakes zones • explain the causes of earthquakes • discuss the impact of earthquakes on human activities • indicate on a map the global distribution of volcanoes • draw a sketch of the structure of a simple volcanoes • discuss the impact of volcanoes on human activities
4.2 External forces (exogenic)	• know the difference between weathering and erosion	• distinguish between weathering and erosion • name agents of - weathering

Topics	**General objectives** *Learners will:*	**Grade 9 specific objectives** *Learners should be able to:*
		- erosion • identify agents of weathering and erosion from stimulus materials, e.g. photographs, sketches

Theme 5: Economic Geography

Topics	General objectives *Learners will:*	Grade 9 specific objectives *Learners should be able to:*
5.1 Economic activities in Namibia	• develop an understanding of how agriculture, fishing, mining and transport influence socio-economic activities	• discuss at least two **crop-farming** activities: - mahangu - maize - rice • discuss at least two of **stock-farming** activities: - beef cattle - karakul sheep - dairy-farming • name the types of fish and describe the three methods of catching fish • describe the economic importance of fishing • discuss at least one of the following minerals in Namibia: - diamonds - uranium • discuss at least one of the following routes/communication system - road transport - railway transport - air transport - ocean transport • identify the above routes/communication system on a Namibian map

Topics	General objectives *Learners will:*	Grade 9 specific objectives *Learners should be able to:*
5.1 Economic activities in Namibia (continued)	• appreciate the importance of tourism to a country's economic development • know the factors that influence economic growth	• name and locate popular tourist attraction areas in Namibia • describe the importance of tourism with regard to its advantages and disadvantages • describe at least three of the following factors influencing economic growth: - water resource (surface and underground) - mineral resources - infrastructure - manufacturing industries - education - capital - population

Theme 6: Population Geography

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

Topics	**General objectives** *Learners will:*	**Grade 9 specific objectives** *Learners should be able to:*
6.1 Population distribution and density	• understand the major population clusters, and know the factors influencing distribution and density	• distinguish between population distribution and population density • identify on a map major population clusters world-wide and in Namibia • briefly discuss factors influencing population distribution and density • interpret population pyramids of developing countries with those of a developed country
6.2 Population dynamics	• understand the nature of population growth, factors influencing population growth and the effects of population change	• describe the rapid population growth of the world population since 1960 • list cities with more than a million inhabitants • give reasons for rapid population 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 country • explain fertility, mortality and net migration • discuss factors influencing fertility, mortality and net migration

Topics	General objectives *Learners will:*	Grade 9 specific objectives *Learners should be able to:*
6.3 Population movements	• understand population dynamics and its social and economic impacts	• define migration • differentiate between emigration and immigration • describe the benefits and problems of population change in terms of: - rural-urban migration - rapid population growth - standards of living - dependency ratio - pressure on natural resources - infrastructure - provision of services
6.4 HIV and AIDS in Namibia	• know the strategies to reduce the spread of HIV and AIDS in Namibia	• define HIV and AIDS • discuss efforts being taken to address the HIV and AIDS in Namibia with reference to: - awareness campaigns - promotion of gender equality - provision of anti-retroviral drugs - provision of social service schemes to orphans

Theme 7: Regional geography

Topics	General objectives Learners will:	Grade 9 specific objectives Learners should be able to:
7.1 Namibia's physical features	• know Namibia's physical features and be able to locate them on the world map	• locate Namibia's position on the world map • identify on a map Namibia's neighbouring states • identify the following physiographic regions on a Namibian map: - coastal plain - escarpment - plateau - Kalahari basin - Etosha basin • identify the following drainage system on a Namibian map: - Kunene - Kavango - Zambezi - Orange - Fish river - Swakop - Kuiseb • identify the following vegetation regions on a Namibian map: - desert - mopane savannah - semi-desert - dwarf shrub savannah - thornbush/mountain savannah - shrub/camel thorn savannah - three savannah/woodland

Topics	General objectives *Learners will:*	Grade 9 specific objectives *Learners should be able to:*
7.2 Namibian climate	• know the factors that influencing Namibia's climate	• describe and explain the factors influencing Namibia's climate such as: - latitude - altitude - high and low pressure systems - Benguela current - Distance from the sea
7.3 SACU and SADC	• understand and appreciate the existence of SACU and SADC	• discuss the Southern African Customs Union (SACU) and Southern African Development Community (SADC) in terms of: a) origin and purpose b) responsibilities of member states c) challenges and problems d) the merits and demerits of their continued existence

10. Assessment

A learner-centred curriculum uses a broad range of knowledge and skills which are relevant to the knowledge-based society. The competencies in the syllabus 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.

10.1 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 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, where and how they need to try more. 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 in all subjects must be reported to parents on the school report.

10.2 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 learnt
- 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 accumulated total 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.

10.3 Informal and formal methods

The teacher must assess how well each learner is mastering the specific objectives described in the syllabus 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 and in their participation in general, 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 and making value judgements.

When it is necessary to structure assessment more formally, the teacher should as far as possible use situations similar to ordinary learning and practice situations to assess the competency of the learner. Formal written and oral tests can be used to assess only a limited range of specific objectives and therefore should not take up a great deal of time. Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson.

10.4 Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to ascertain where it is necessary to adapt methods and material 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 learning-teaching process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements in the class.

10.5 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 specific objectives, and are not related to how well other learners are achieving these objectives 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.

10.6 Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest grade for learners achieving minimum competency level. In cases where a learner has not reached the minimum level of competency a U will be awarded. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives. The relation between the letter grades and specific objectives is shown in the table below. As far as possible a letter grade should be used as the mark instead of a percentage.

Grade	% Range	Grade Descriptors
A	80%+	**Achieved objectives exceptionally well.** The learner is outstanding in all areas of objectives.
B	70-79%	**Achieved objectives very well.** The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of objectives.
C	60-69%	**Achieved objectives well.** The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	**Achieved objectives satisfactorily.** The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	**Achieved the minimum number of objectives to be considered competent.** The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum objective level. The learner is in need of learning support in most areas.
U	0-39%	**Ungraded.** The learner has not been able to reach a minimum level of objective in the objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.7 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 may be recorded for continuous assessment.

10.8 Assessment objectives

The assessment objectives for Geography are:

A: Knowledge with understanding

Learners should be able to:

A.1 recall specific facts relating to the syllabus content and demonstrate local 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.

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: Judgment and decision making

Learners should be able to:

C.1 reason, make judgments (including evaluation and conclusions) which demonstrate, where appropriate:

C.1.1 a sensitivity to and a concern for landscape and the environment and the need for sustainable development;

C.1.2 an aesthetic and environmental appreciation of the earth including its people, places, landscapes, 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 recognise the role of decision-making within a geographical context as affected by:

C.2.1 the physical and human contexts 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 within which they operate;

C.2.4 the increasing level of global interdependence.

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 with 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.

10.9 Continuous assessment: detailed guidelines

A specified number of continuous assessment activities per term should be selected, graded and recorded. Not more than two assessments per term are to be topic tests. These continuous assessments must be carefully planned and marked according to a marking scheme, marking criteria or memorandum. Detailed guidance can be found in the Continuous Assessment Manual for (subject). The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by good, average and low-achieving learners, as well as the written assignment and marking scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus. Not more than fourthly percent (40%) of the summative grade may be based on tests, which include topic tests and end-of-term tests

Types of assessment

In Junior Secondary phase the Geography continuous assessment tasks are as follows:

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 map work, 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 out of 15 marks. At least two practical exercises should be done per term. The final mark for practical exercises should be rounded to 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. It 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 projects should be done annually (one in each term) in Grade 8 and two projects in Grade 9 (one project in term 1 and another in term 2). At the end of the year, the project mark will be rounded to 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) and other projects can be based on secondary sources. Marking criteria on page 41 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 topic tests in term 1, 2 and 3 should be given in Grade 8. Only two topic tests should be given in term 1, 2 and 3 in Grade 9. At the end of the year, topic test marks should be rounded to 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.

Summary of continuous assessment tasks

Continuous assessment Grade 8						
Components	**Term 1**		**Term 2**		**Term 3**	
	Number & marks	**Total CA**	**Number & marks**	**Total CA**	**Number & marks**	**Total CA**
Practical exercise	2×15	30	2×15	30	2×30	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 mark		200		200		70
Weighted term mark		200÷2 **100**		200÷2 **100**		

Continuous assessment Grade 9				
Components	**Term 1**		**Term 2**	
	Number & marks	**Total CA**	**Number & marks**	**Total CA**
Practical exercise	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	65	(65×2) 130
Term mark		200		200
Weighted term mark		200÷2 **100**		200÷2 **100**

10.10 End-of-year examinations: detailed guidelines

In Grades 8 there will be internal end-of-year examinations. 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.

Written examination Grade 8			
Component (paper)	**Component description**	**Duration**	**Marks**
1	This paper will assess the four main assessment objectives: A: Knowledge with understanding B: Analysis and interpretation C: Judgment and decision making D: Geographical skills **Section A: (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) **Section B (Population Geography)**. Two questions will be set. One for 15 marks and one for 10 marks. Learners must answer all questions. (25 marks) **Section C. (Economic Geography).** Two questions of 10 marks each will be set. Learners must answer all questions. (20 marks)	**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 9			
Component (paper)	**Component description**	**Duration**	**Marks**
1	This paper will assess the four main assessment objectives: A: Knowledge with understanding B: Analysis and interpretation C: Judgment and decision making D: Geographical skills **Section A: (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) **Section B (Population Geography)**. Two questions will be set. One for 15 marks and one for 10 marks. Learners must answer all questions. (25 marks) **Section C. (Economic and Regional Geography).** Two questions of 10 marks each will be set. Learners must answer all questions. (20 marks)	**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**

There will be a semi-external examination at the end of Grade 9. These papers will be set by DNEA and will be marked regionally. Samples will be moderated by DNEA. The purpose of the examination is to assess how far each learner can demonstrate his/her achievement in reaching the specific objectives 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.

10.11 Promotion marks

For Geography in Grade 8-9 Continuous Assessment contributes 35% to the summative assessment mark and the end-of-year examination contributes 65%.The weighting of each assessment component is as follows:

Component	Description	Marks	Weighting
Written examination	Paper 1: Structure 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 Grade 8				
Term Mark	**Term 1**	**Term 2**	**Term 3**	**Total**
	200	200	70	**470**
CA mark	450÷45×7			70
End-of-year examination	130 marks (Grade 8 & 9)			130
Promotion mark	CA mark+ end-of-year examination ÷ 2 200÷2			**100**

Promotion mark for Grade 9			
Term Mark	**Term 1**	**Term 2**	**Total**
	200	200	**400**
CA mark	450÷45×7		70
End-of-year examination	130 marks		130
Promotion mark	CA mark + end-of-year examination ÷ 2 200÷2		**100**

10.12 Specification grid

The Specification grid below indicates the weighting allocated to each objective for both Continuous Assessment and for the Written Examination.

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%

10.13 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/References	1	2	3	4	5
	Total				
B: Group members 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
5.	1	2	3	4	5
Total					

Annexe 1: Glossary of command terms

Analyse	Examine information in detail to discover patterns and relationships, or to study and determine relationship or accuracy
Annotate	Add label or notes or short comments to meet specific requirements usually on an illustrative technique
Calculate	Is used when a numerical answer is required. In general, working should be shown, especially where two or more steps are involved
Compare	Set out the factual details to show how far things either agreed or disagreed or are alike or dislike. For a comparison, two elements or themes, learners will be required to identify similarities and differences either in written statements or as shown by illustrative
Complete	To add the remaining details required to a written statement or an illustrative technique
Contrast	Identify differences
Define	State the meaning of or what is meant by: to describe accurately, giving the meaning of, definition of.
Describe	Provide detailed features of an issue or stages of a process in logical sequence. To give a written account to meet a specific requirement
Devise or plan	Present a particular features such as a form or questionnaire to meet a specific requirement or requirements
Differentiate/Distinguish	Describe two phenomena or things according to relevant criteria, point out clearly the differences between the two set

Evaluate	Determine the value/worth/quality/success of something according to certain criteria
Explain/Account	Describe something and indicate relationship between things, making clear the why (reasons) and how (examples) of features
Factor	Characteristics bringing about a certain result
Feature	A characteristic of something
Giving your view	Say what you think about
How	To what extend? By what means/methods?
Identify	Recognize and name or list features
Illustrate	Describe by using examples or diagrams
Insert or label	Place specific names or details to an illustrative techniques in response to a particular requirement
Interpret	Describe something, explain the meaning, significance, impact of it or explain the meaning of graphic information
List	Identify and name a number of features to meet a particular purpose. Where a given number of features is specified, this should not be exceeded
Locate	Find the place of
Mark	Indicate or show a particular feature or features on an illustrative techniques
Match	Identify two or more statements or illustrative techniques in which there is an element of similarity or inter-relationship

Measure	Implies that the quantity concerned can be directly obtained from a suitable measuring instrument
Name	State or specify or identify. Give word or words by which a specific feature is known or give examples
Pattern	A particular spatial arrangement or distribution of phenomena
Reason	Explain, justify, give the causes of
Refer	Write an answer that uses some of the ideas provided in an illustrative techniques or other additional material such as a case study
State	Set down in brief details
Suggest	Set down your idea on or knowledge of. Propose, put forward for consideration
What	Used to form a question with selective idea/details/factors
Where	At what place? To what place? From which place?
Why	For what cause or reason

Annexe 2: Glossary terms

Altitude	Elevation especially above sea level or above earth's surface
Birth rate	The number of babies born by 1000 people per year
Bearing	The location of one place from the other in degree
Climate	The general weather conditions usually found in a particular place for a longer period of time
Contour lines	Lines on a map joining points of equal heights above or below sea level
Death rate	The number of people per 1000 who die in a year
Deforestation	Is the cutting or clearance of trees faster than they can be replaced
Ecology	Is the scientific study of the distribution and abundance of organism and their interactions with their environment
Erosion	The process whereby weathered materials is removed from its place of origin to new locations
Earthquake	A sudden violent shaking of the ground, typically causing great destruction, as a result of movement within the earth's crust or volcanic action
Global warming	The increase in the average temperature of the earth's near surface air and ocean or gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased level of carbon dioxide, CFC's and other pollutants
Interpolation	Connecting places with equal value

Infant mortality rate	The number of babies who die in their first year of life per 1000 births per year
Isoline	Lines connecting places with the same value
Isobars	Are lines that connect all places with the same air pressure
Life expectancy	The average number of year a person is expected to live
Longitude	A location on earth east or west of the prime Meridian lines of longitude are horizontal lines running from north to the south of the earth.
Map	A map is a reduced representation of the surface of the area or earth on a flat surface with a scale
Migration	The movement of people from one place to another
Overgrazing	Occurs when plants are exposed to intensive grazing for extended periods of time or without sufficient recovery periods. It can be caused by livestock in poorly managed agriculture application.
Rotation	Complete turning round a central point or spinning of the earth on its own axis
Scale	The proportion of distance between two points on the ground and between the same two points on a given map
Subduction zone	The zone where a denser oceanic plate sink underneath less dense continental plate. The oceanic plate is forced into the mantle
SADC	Southern African Development Community
SACU	Southern African Custom Union
Tectonic plate	A huge section of the earth's crust that floats on the mantle

Tides	Rise and fall of the level of the sea at the coast (high tide and low tide)
Urbanization	The process by which an increasing proportion of an area's population become concentrated in urban areas
Weather	The condition in the atmosphere over a short period of time such as wind, rain, sunshine etc
Weathering	The breaking up of sediments on the surface of the earth with no movement involved

Annexe 3: Assessment record sheet for Grade 8

	Assessment record sheet for Geography **School: ……**									**Grade: ……** **Teacher:……**					**Year:……..**
	Term	**Practical exercise**			**Project**		**Topic tests**			**End of term test**	**Term mark**	**Weighted term mark**	**CA mark**	**Exam mark**	**Promotion mark**
Name of Learner		1	2	**Total**	1	**Total**	1	2	**Total**	(65 x 2)	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**	**100**	**70**	**130**	**100**
	1														
	2														
	3														
	1														
	2														
	3														
	1														
	2														
	3														
	1														
	2														
	3														

Annexe 4: Assessment record sheet for Grade 9

	Assessment record sheet for Geography **Year:……..** **School: ……..**									**Grade: ……** **Teacher:……**			
	Term	**Practical exercise**			**Project**		**Topic tests**			**End of term test**	**Term mark**	**Weighted term mark**	**CA mark**
Name of Learner		1	2	**Total**	1	**Total**	1	2	**Total**	(65 x 2)	70+130 200	200÷2	(400÷40)× 7
		15	15	**30**	20	**20**	20	20	**20**	**130**	**200**	**100**	**70**
	1												
	2												
	1												
	2												
	1												
	2												
	1												
	2												

The National Institute for Educational Development
P/Bag 2034
Okahandja
NAMIBIA

Telephone: +264 62 509000
Facsimile: + 264 62 509073

E-mail: media@nied.edu.na
Website: http://www.nied.edu.na