



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

GEOGRAPHY SYLLABUS

GRADE 8 & 9

For implementation:

Grade 8 2025

Grade 9 2026

Ministry of Education, Arts and Culture
National Institute for Educational Development (NIED)
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Geography Syllabus Grade 8 & 9

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for Geography in Grades 8-9. As a subject, Geography is within the Natural Sciences and Socio-economic areas 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.

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:

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

3.2. An awareness:

- of the characteristics and distribution of a selection of physical and human environments,
- that on Earth and also in our country there are different ways of life, and this encourages positive attitudes towards diversity,
- of the factors that cause change in the diverse environment, and sensitivity to gender issues.

3.3. An appreciation of:

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

3.4. Geographical skills:

- use suitable techniques for observing, collecting, classifying, presenting, analysing and interpreting data,
- obtain information from a variety of sources such as, maps of various scales, internet, documentary materials and statistics,
- 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 (2023)*. The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres (2022)* by the Directorate of National Examinations and Assessment (DNEA). The accommodation prescribed in this handbook is 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	Road Safety
8	Human environmental problems	<u>Impact of HIV and AIDS</u> Population growth; Population structure	Projects and presentation of data	<u>Population Geography</u> Population data; Population characteristics	
9	<u>Ecology</u> Environmental problems and possible solution in Namibia	<u>Population Geography</u> The impact of HIV and AIDS on population growth, structure, families, education and health	Projects and presentation of data	<u>Population Geography</u> Population distribution and density; Population dynamics; Population movement	<u>Economic activities in Namibia</u> Routes/communication system in Namibia

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
- reason, make judgments (including evaluations and conclusions) which demonstrate where appropriate a sensitivity to and a concern for landscape and the environment and a need for sustainable development, epidemics (HIV and AIDS), natural processes (e.g. earthquake) and human activities (e.g. farming).

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 GRADES 8 AND 9

Topics	Grade 8: Subtopics	Topics	Grade 9: Subtopics
1. Climatology	- Atmospheric structure and processes - Weather and Climate - Rainfall - Climate of Namibia	1. Climatology	- Weather and Climate - Air pressure systems and movement - Synoptic weather maps
2. Astronomical Geography	- Movement of the Earth	2. Ecology	- Deterioration of the Namibian environment: causes and negative effects of deforestation, desertification and bush encroachment, Land, water and atmospheric pollution and resources, Possible solutions
3. Geomorphology	- The Earth's structure - Rock types	3. Geomorphology	- Internal forces: Plate tectonics: fold mountains, Earthquakes and volcanoes - External forces: Weathering and erosion
4. Map Reading Skills	- Map symbols - Map scales - Measuring distance - Directions (16 divisions) - Location (degree and minutes) - Contours - Photographs	4. Map work skills	- Interpretation of human and physical features on a map - Scale and distance - Directions (16 divisions) - Location (degree, minutes and seconds) - Photographs - Contours and Cross-section - Interpolation of isolines
5. Economic Geography	- Development - Production - Trade - Income - Aid	5. Economic Geography	- Agriculture - Fishing - Mining - Transport/ Communication systems - Tourism
6. Population Geography	- Population data - Population characteristics	6. Regional Geography	- Namibia's physical features - Namibia's climate - SACU and SADC
		7. Population Geography	- Population distribution and density - Population dynamics (Change) - population movement - HIV and AIDS in Namibia

9. LEARNING CONTENT

Introduction to learning content

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.

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.

Each specific objective is assigned to an assessment objective to further guide the teacher on how each specific objective can be taught and assessed

The italicized 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.

9.1 LEARNING CONTENT FOR GRADE 8

THEME 1: PHYSICAL GEOGRAPHY

*Suggested practical activities and projects 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), rainfall (bar graph), wind direction (wind rose). In cases where there are no weather instruments, teachers are urged to provide learners with data for analysis and presentation using illustrative techniques.*

Topics/subtopics		Grade 8 Specific objectives <i>Learners should be able to:</i>
1.1 Climatology		
1.1.1 Atmospheric structure and processes	know the structure of the atmosphere and how it is heated	- draw a and label sketch of the layers a layer of the atmosphere (troposphere, stratosphere and mesosphere) - describe the basic features of each layer of the atmosphere (troposphere, stratosphere and mesosphere) - describe how the atmosphere is heated by the processes of insulation (greenhouse effect), terrestrial radiation, absorption and convection
1.1.2 Weather and climate	apply skills of weather observations, using weather instruments and interpretation of climatic graphs and synoptic weather maps	- define <i>weather</i> and <i>climate</i> - describe the characteristics, uses and siting of the Stevenson screen - measure, read and record weather elements continuously (maximum and minimum temperature, rainfall, air pressure, wind direction, humidity, cloud cover, sunshine and wind speed) - draw and interpret graphs of temperature (line graph), rainfall figures (bar graph) and wind direction (wind rose) - make simple interpretations and calculations (e.g. average, total and range) from the graphs - identify and interpret synoptic weather symbols of a weather station model

Topics/subtopics	General objectives <i>Learners will:</i>	Grade 8 Specific objectives <i>Learners should be able to:</i>
1.1.3 Rainfall (Precipitation)	- understand the processes of the water cycle - know the different types of clouds - know different types of rainfall and explain how they are formed and their impacts on human activities - know different forms of precipitation and explain how they are formed	- define the terms <i>evaporation</i>, <i>dew-point temperature</i> and <i>condensation</i> in relation to cloud formation - describe the processes of the water cycle - describe the characteristics of - cumulus and cumulonimbus - cirrus - stratus clouds (in terms of height, composition, appearance and type of precipitation) - identify types of clouds from diagrams and photographs - describe how rain is formed - describe the formation of the following types of rainfall: - convectonal rainfall - cyclonic/frontal rainfall - orographic/relief rainfall - discuss the positive and negative effects of rainfall on human activities - describe how the following forms of precipitation are formed - hail - snow

Topics/subtopics	General objectives <i>Learners will:</i>	Grade 8 Specific objectives <i>Learners should be able to:</i>
1.1.4 Climate of Namibia	understand the factors that influence climate in Namibia	- identify the factors that influence the climate of Namibia: - latitude - altitude - high- and low-pressure systems - distance from the sea - Cold Benguela current - identify the occurrence of the following winds on Namibian weather map: - easterly winds (Berg wind) - south westerly winds - north easterly winds - describe the effects of the following winds on the climate of Namibia. - easterly winds (Berg wind) - south westerly winds - north easterly winds - describe the Namibian rainfall patterns with reference to distribution (variability)

Topics/subtopics	General objectives Learners will:	Grade 8 Specific objectives Learners should be able to:
1.2 Astronomical Geography		
1.2.1 Movement of the Earth	• know the difference between rotation and revolution around the sun and the results of these movements	• describe the geoidal shape of the Earth with reference to polar and equatorial circumference • describe how day and night occur • explain the varying length of day and night at the Tropics and the Poles • explain the influences of the varying length of day and night at the tropics and poles on seasons • define <i>constant parallelism</i> • explain how seasons occur by using diagrams with reference to - equinoxes - solstices • draw and interpret diagrams explaining the occurrence of: - spring tide - neap tide • explain the occurrence of lunar and solar eclipses

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/subtopics	General objectives <i>Learners will:</i>	Grade 8 Specific objectives <i>Learners should be able to:</i>
1.3 Geomorphology		
1.3.1 Earth's structure	understand the structure of the earth and plate movement.	- identify on a simple diagram the Earth's: - crust - mantle - core - describe the basic composition of each layer (crust, mantle, core) - define a <i>plate</i> - explain why plates move - identify the different types of plate boundaries and their movements
1.3.2 Rock types	- know the basic rock types, namely: - igneous, - sedimentary - metamorphic	- describe for each of the three rock types: - their origin - two basic characteristics - list for each of the three types of rocks two examples

THEME 2: MAP READING SKILLS

Topics/subtopics	General objectives <i>Learners will:</i>	Grade 8 specific objectives <i>Learners should be able to:</i>
2.1 Map work skills	• know how to read and interpret a map of a scale of 1:50 000	• use 16 divisions of direction on maps • identify and interpret the symbols on topographical maps of 1:50 000 • interpret different types of scales (e.g. word, ratio and linear scales) and convert one scale to the other • measure and calculate straight and curved distances on a map using different scales • identify diverse slopes (e.g. gradual/ gentle/ even, steep, stepped, vertical), on contour maps • recognise the landforms like hills (table or flat top and conical or pointed hills, saddle, spurs and valleys, cliffs and waterfalls) • locate features on a map in degrees and minutes • recognise horizontal and oblique photographs • identify simple natural and man-made features on horizontal and oblique photographs

THEME 3: ECONOMIC GEOGRAPHY

Topics/subtopics	General objectives <i>Learners will:</i>	Grade 8 Specific objectives <i>Learners should be able to:</i>
3.1 Economic Geography		
3.1.1 Development	understand the concept of developed and developing countries and their interdependence	- list indicators for development - describe how these indicators may be applied to define whether a country is a Less Economically Developed Countries (LEDs) or More Economically Developed Countries (MEDCs) - define the concept <i>North-South division (Brandt line)</i>, - list countries belonging in the North and South division - describe the interdependence between developed and developing countries
3.1.2 Production	- know the two main different types of production such as subsistence, commercial and homecraft - understand the significance of home crafts in Namibia	- define <i>production</i> - distinguish between subsistence, commercial and home craft production - describe one representative example of each of the types of production subsistence, commercial and home craft production in Namibia - describe the significance of homecraft production in Namibia
3.1.3 Trade	know how Namibia trades with other countries	- distinguish between <i>imports</i> and <i>exports</i> - list Namibia's major imported and exported products - name Namibia's trading partners with regards to import and export - explain what is meant by the term <i>balance of trade</i> - suggest ways in which favourable balance of trade can be accomplished in Namibia

Topics/subtopics	General objectives <i>Learners will:</i>	Grade 8 Specific objectives <i>Learners should be able to:</i>
3.1.4 Income	• know about different sources of income • understand that income must balance expenditure	• define the following income concepts: - <i>private income (e.g. salaries)</i> - <i>corporate income (e.g. profits)</i> - <i>government income (e.g. taxes)</i> • define the following concepts: - <i>budget</i> - <i>balance of payment</i> • distinguish between - Gross Domestic Product (GDP) - Gross National Product (GNP)
3.1.5 Aid	• know various types of aid and understand the impact of foreign aid	• define <i>Aid</i> • describe how government is directly involved in providing aid • list five non-governmental organisations (NGOs) involved in providing aid in Namibia • describe the following forms of aid related to the NGOs above: - education and training - appropriate technology - drought relief - infrastructure • discuss the positive and negative impacts of foreign aid in Namibia

THEME 4: 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/subtopics	General objectives <i>Learners will:</i>	Grade 8 Specific objectives <i>Learners should be able to:</i>
4.1 Population Geography		
4.1.1 Population data	know the sources of population data, their importance and how they are stored	- define the term <i>census</i> - 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 - identify different kinds of population records and state where they are found - present data of the population graphically
4.1.2 Population characteristics	- understand the characteristics of population such as - the sex-age structure - population growth - population movement - understand the impacts of HIV and AIDS in Namibia	- define the terms <i>birth rate</i>, <i>death rate</i> and <i>migration</i> - define <i>population growth</i> in terms of birth rate and death rate - describe the sex-age structure and dependency ratio by means of population pyramids - distinguish between MEDCs and LEDCs with reference to population characteristics - discuss the causes and effects (positive and negative) of the following internal migration terms: - rural-urban migration - commuting - migrant labour - describe the negative impacts of HIV and AIDS on population growth, population structure, families, education and health sectors in Namibia

9.2 LEARNING CONTENT FOR GRADE 9

THEME 1: PHYSICAL GEOGRAPHY

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/subtopics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
1.1 Climatology		
1.1.1 Weather and climate	understand the elements of weather and climate	- compare weather and climate - define the following isolines: <i>isotherms</i> <i>isobars</i> <i>isohyets</i> - Describe the characteristics, uses and sitting of the Stevenson screen - demonstrate the ability to read and record the following: temperature, rainfall, relative 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) with reference to - tropical savannah - tropical rainforest - tropical desert south of the equator - analyse weather data and make calculations (i.e. total, average and range) - interpret climatic maps

Topics/subtopics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
1.1.2 Air pressure systems	understand the relationship between pressure systems and the movement of air	- describe high- and low-pressure systems - describe the weather associated with high- and low-pressure systems - draw simple 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 (East winds) and explain their influence on local climate
1.1.3 Synoptic weather maps	know and interpret a synoptic weather map(s)	- identify simple symbols on synoptic weather maps - draw and read a weather station model with regards to: - temperature (minimum and maximum), - rainfall - clouds cover, - wind - forms of precipitation

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. **For (b)**, two learners work in a group to identify different types of land-use. They develop a bi-polar grid/scoring system to rate the degree of the environmental quality. Discuss those scores in terms of pollution.

Topics/subtopics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
1.2 Ecology		
1.2.1 Deterioration of the Namibian environment	investigate the reason (natural and human-made) for the deterioration of the environment and suggest possible solutions	- distinguish between natural causes and human made causes of environmental deterioration in Namibia. - describe the causes and negative effects of deforestation, desertification and bush encroachment - Describe the causes and negative effects of land (soil), water and air (atmosphere) pollution - suggest possible solutions to reduce environmental damage with reference to: - deforestation, - desertification, - bush encroachment, - overgrazing - pollution land (soil), water, air (atmosphere).

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/subtopics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
1.3 Geomorphology		
1.3.1 Internal forces (endogenic)	- understand plate tectonics and the results thereof: <i>fold mountains</i> <i>earthquakes</i> <i>volcanism</i>	- define a <i>tectonic plate</i> and <i>plate tectonic</i> - identify major tectonic plates on a world map - differentiate between an oceanic and a continental plate with reference to age of rocks, composition, colour, mass and thickness - explain the causes of plate movements - distinguish between divergent, convergent and shear plate boundaries - describe the formation of major landforms (relief features): mid-oceanic ridges, volcanic island arcs, fold mountain ranges and deep-sea trenches - indicate on a map the global distribution of earthquakes zones, mid-oceanic ridges, volcanic island arcs, fold mountain ranges, deep sea trenches and volcanoes - explain the relationship between plate tectonics and earthquakes, volcanism and fold mountain ranges - explain the formation and causes of earthquakes and volcanoes - label the structure of a simple volcano (magma chamber, vent, crater, secondary vent) - describe the impact (positive and negative) of earthquakes on human activities - describe the impact (positive and negative) of volcanoes on human activities

Topics/subtopics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
1.3.2 External forces (Exogenic)	know the difference between weathering, mass movement and erosion	• define <i>weathering</i>, <i>mass movement</i> and <i>erosion</i> • name agents of - weathering - erosion • identify agents of weathering and erosion from photographs and sketches

Theme 2: MAP READING SKILLS

Topic/subtopics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
2.1 Map work skills	• know how to read and interpret a map of a scale of 1:50 000	• interpret topographic maps of 1:50 000 reflecting human and physical features • use 16 divisions of direction on maps • calculate distance on maps with a variety of scales • calculate area of regular shapes on maps • interpret contour maps representing a variety of slopes and landforms • locate features on the map using the six-figure grid reference using degrees, minutes and seconds • using degrees, minutes and seconds identify natural and human features on the map • Identify horizontal and oblique photographs • identify geographical information from horizontal and oblique photographs • describe the advantages and disadvantages of 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 3: ECONOMIC AND REGIONAL GEOGRAPHY

Topic/subtopics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
3.1 Economics activities		
3.1.1 Agriculture	understand how agriculture influence socio-economic activities in Namibia	- compare subsistence and commercial farming - define the following terminologies: <i>arable</i> <i>pastoral</i> <i>mixed farming</i> - discuss crop-farming (arable) activities with reference to factors affecting farming such as climate, location, pests and diseases and market: - mahangu - maize - discuss stock-farming (pastoral) activities with reference to factors affecting farming such as climate, location, diseases and market: - large stock farming (cattle) - small stock farming (sheep, goat and chicken farming) - describe the opportunities in the development of the following farming activities: - crop farming - large stock farming (cattle) - small stock farming (sheep, goat and chicken farming)
3.1.2 Fishing	understand how the fishing sector influence socio economic activities in Namibia	- name the types of fish (pelagic and demersal) and describe the three methods of catching fish (purse-sein, trawling and line fishing methods) - describe the economic importance of the fishing industry in Namibia.
3.1.3 Mining	understand how the mining sector influence socio economic activities in Namibia	- describe the following minerals in Namibia with reference to location, method of extraction and economic importance: - diamonds - uranium

Topic/subtopics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
3.1.4 Transport/communication systems	know the different types of transport routes /communication system in Namibia.	- identify the following transport routes/communication system on a Namibian map: - road transport - railway transport - air transport - ocean transport - discuss the advantages and disadvantages of the transport routes/communication systems in Namibia
3.1.5 Tourism	understand the importance of the tourism industry in Namibia.	- define leisure and tourism - identify from a Namibia map major tourists' attraction sites in Namibia - discuss the negative and positive impacts of tourism in Namibia

Topics/subtopics	General objectives Learners will:	Grade 9 Specific objectives Learners should be able to:
3.2 Regional Geography		
3.2.1 Namibia's physical features	• know Namibia's position and neighbouring countries on a world map • know the physical features on a Namibian map.	• locate Namibia's position on the world map • identify on a map Namibia's neighbouring countries • identify the following physiographic regions on a Namibian map: - coastal plain - escarpment - plateau - Kalahari basin - Etosha basin • identify the following major drainage systems on a Namibian map: - Kunene (Cuvelai) - Kavango - Zambezi - Orange - Kwando • identify the following vegetation regions on a Namibian map: - desert - tropical savannah grassland
3.2.2 SACU and SADC	• know the existence of SACU and SADC	• discuss the Southern African Customs Union (SACU) and Southern African Development Community (SADC) in terms of: - origin and purpose - responsibilities of member states - challenges and problems - the merits and demerits of their continued existence

THEME 4: POPULATION GEOGRAPHY

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

Topic/subtopics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
4.1 Population Geography		
4.1.1 Population distribution and density	know the major world population clusters and the factors influencing distribution and density	- distinguish between population distribution and population density - identify on a map major population cluster for: - Namibia - World-wide - Discuss the factors influencing population distribution and density
4.1.2 Population dynamics (change)	know the nature of population growth, factors influencing population growth and the effects of population change	- list cities with more than 10 million inhabitants - define <i>population explosion</i> - describe the rapid population growth of the world population since 1960 - describe reasons for rapid population growth of the world - describe the population growth in Namibia since 1960 - identify different patterns of population growth in different regions in Namibia - define <i>fertility rate</i> and <i>mortality rate</i> - discuss factors influencing fertility rate and mortality rate - interpret population pyramids of developing countries (LEDCs) with those of a developed country (MEDCs) - compare the Namibian population change with a developed and a developing country

Topic/subtopics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
4.1.3 Population movements	• know population dynamics (change) and its social and economic impacts on LEDC's and MEDC's	• define <i>migration</i> and <i>net migration</i> • differentiate between emigration and immigration • discuss the benefits and problems of population change in reference to: - rural-urban migration (gain and loss) - rapid population growth - standards of living - dependency ratio - pressure on natural resources - infrastructure - provision of services
4.1.4 HIV and AIDS in Namibia	• know the strategies to reduce the spread of HIV and AIDS in Namibia	• define <i>HIV</i> and <i>AIDS</i> • discuss the efforts being taken to address HIV and AIDS in Namibia with reference to: - PrEP and PEP - Voluntary Medical Male Circumcision (VMMC) - awareness campaigns - promotion of gender equality - provision of anti-retroviral drugs - provision of social service schemes to orphans and vulnerable people - Voluntary Medical Male Circumcision (VMMC)

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 Types and methods of assessment

Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations are 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.

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.

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 competencies 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.

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 semester, 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.

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.

10.2 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.

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.

10.3 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 people 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 evaluations 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.

10.4 Continuous assessment: detailed guidelines

A specified number of continuous assessment activities per semester should be selected, graded and recorded. 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 Geography. 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 forty 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. 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. In Grade 8, at least two practical exercises per semester should be done. 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. The data can be collected by doing measurements of weather from instruments (rainfall, temperature), counts (population census), questionnaires and observations (land-use survey). On a basic level, learners will be expected to formulate aims, collect, analyze, 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. In Grade 8, two projects should be done annually (one in Semester 1 and one in Semester 2 and two in each semester in Grade 9). 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 in the syllabus 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. In Grade 8 at least six topic tests should be given per year, three in semester 1 and three in semester 2.

End-of-term test

End of term test will be a comprehensive test of the whole semester's work, assessing 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. Teaching should continue, but no homework should be assigned during the time of writing the end-of-term tests.

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		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	2×10	20	2×10	20	2×10	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		

10.5 End-of-year examinations: detailed guidelines

In Grade 8 there will be internal end-of-year examination which will be set using the specimen paper for Grade 9; guided by weighting of the assessment objectives in the specification grid. 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 & 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 Section A (Physical Geography). Three questions of 15 marks each will be set on Climatology, Astronomical Geography and Geomorphology. Learners must answer all questions (45 marks) Section B (Economic Geography). Two questions of 10 marks each will be set. Learners must answer all questions. (20 marks) Section C (Population Geography). Two questions will be set. One question for 15 marks on Population characteristics and another 10 marks question on Population data. Learners must answer all questions. (25 marks)	2 hours	90
2	The paper will test Assessment objective B and D and all questions will be compulsory. Section A: 1. Map Skills (16 marks) Section B: 2. Physical Geography (8 marks) 3. Economic Activities (8 marks) 4. Population Geography (8 marks)	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.

Promotion marks

For Geography in Grade 8 and 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 and 9				
Term Mark	Term 1	Term 2	Term 3	Total
	200	200	70	470
CA mark	210÷3			70
End-of-year examination	130 marks (Grade 8 & 9)			130
Promotion mark	CA mark+ end-of-year examination ÷ 2 200÷2			100

10.6 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	20	10
C	12	15	
D	23		30
Total	100%	90	40

Assessment objectives for Continuous Assessment

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

11. ASSESSMENT CRITERIA FOR PROJECTS

Geography: project assessment sheet							
School:		Grade:		Teacher:			
Topic:							
A: Project		Circle (A)					
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 (Section A)							
B: Group members contributions							
Names:		Circle (B)					Total (A+B)
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		

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 feature such as a form or questionnaire to meet a specific requirement or requirements
Discuss	Present points for and against, present different viewpoint
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
Giving your view	Say what you think about
How far do you agree/ to what extent do you agree?	Use evidence that agrees and/ or disagrees with the question to make a substantiated decision / make a substantiated decision using evidence that agrees and/ or disagrees with the question
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 technique 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
Mark	Indicate or show a particular feature or features on an illustrative technique
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
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
Recognise	Notice, remember or distinguish certain characteristics, patterns or aspects through observation, perception or recalling previous knowledge
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	height 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 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 are removed from its place of origin to new locations by wind, running water and moving ice.
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
Geomorphology	Is the study of the process of the formation of landforms and sediments on the earth surface
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
Isobars	Are lines that connect all places with the same air pressure
Isoline	Lines connecting places with the same value
Isohytes	Lines connecting places with the same/equal rainfall
Isotherms	Lines connecting places of the same/equal temperature
Latitude	Distance from the equator/horizontal lines running east to west of the

Life expectancy	The average number of years a person is expected to live
Longitude	A location on Earth, east or west of the prime Meridian lines of longitude are vertical lines running from north to the south of the Earth.
Map	A map is a reduced (graphical) 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
Mass movement	Is the movement of weathered material down the slope under the influence of gravity.
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.
Pattern	A particular spatial arrangement or distribution of phenomena
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 sinks 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

11 ANNEXE 3: ASSESSMENT RECORD SHEET FOR GEOGRAPHY GRADE 8

School:Teacher:..... Year:.....																
Name of learner	Term	Practical exercise			Projects		Topic tests			End of term CA	End of term test	Term mark	Weighted term mark	CA mark	Exam mark	Promotion mark
		1	2	Total Mark	1	Total marks	1	2	Total marks (20+20÷2)	30+20+20	(65 x2)	200 (End of term CA + End of term test)	200÷2	210÷3 (End of term CA for all terms ÷3)	210÷3 (End of term CA for all terms ÷3)	(70+130) ÷2
		15	15	30	20	20	20	20	20	70	130	200	100	70	130	100
	1															
	2															
	3															
	1															
	2															
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Term 1 Moderator: Rank: Signature: Date:	Term 2 Moderator: Rank: Signature: Date:	Term 3 Moderator: Rank: Signature: Date:
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12. ANNEXE 4: ASSESSMENT RECORD SHEET FOR GEOGRAPHY GRADE 9

School:Teacher:..... Year:.....																	
Name of learner	Term	Practical exercise			Projects			Topic tests			End of term CA	End of term test	Term mark	Weighted term mark	CA mark	Exam mark	Promotion mark
		1	2	Total Mark	1	2	Total marks	1	2	Total marks	30+20+20	(65 x2)	200 (End of term CA + End of term test)	200÷2	210÷3 (End of term CA for all terms ÷3)		70+130)÷2
		15	15	30	10	10	20	20	20	20	70	130	200	100	70	130	100
	1																
	2																
	3																
	1																
	2																
	3																
	1																
	2																
	3																

Term 1 Moderator: Rank: Signature: Date:	Term 2 Moderator: Rank: Signature: Date:	Term 3 Moderator: Rank: Signature: Date:
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