



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

HISTORY 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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History syllabus Grade 8 & 9

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Table of contents

1. Introduction.....	1
2. Rationale	1
3. Aims	1
4. Inclusive education	2
5. Links to other subjects and cross-curricular issues	2
6. Approach to teaching and learning	4
7. End - of- phase competencies	5
8. Summary of learning content	6
9. Learning content.....	7
9.1 Grade 8 learning content	8
9.2 Grade 9 learning content	18
10. Assessment.....	32
10.1. Continuous Assessment (CA).....	32
10.2. Formative and summative assessment.....	32
10.3. Informal and formal methods	33
10.4. Evaluation	33
10.5. Criterion-referenced grades.....	33
10.6. Grade descriptors	34
10.7. Conducting and recording assessment.....	36
10.8. Assessment objectives	36
10.9. Continuous assessment: detailed guidelines	37
10.10. End-of-year examinations: detailed guidelines.....	40
10.11. Promotion marks	42
10.12. Specification grid.....	42
10.13. Assessment criteria for History projects.....	44

ANNEXE 1: Glossary of command terms45

ANNEXE 2: Glossary of terms.....47

ANNEXE 3: Abbreviations49

ANNEXE 4: Assessment Record Sheet for Grade 8.....50

ANNEXE 5: Assessment Record Sheet for Grade 9.....51

1. INTRODUCTION

This syllabus describes the intended learning and assessment for History in the Junior Secondary phase. As a subject, History is within the social and economic area of learning in the curriculum, but has thematic links to other subjects across the curriculum.

The aims, general objectives, and specific objectives which overlap between subjects are amongst the essential learning within the curriculum as a whole.

2. RATIONALE

History is a participation in the social, civic, political, economic, cultural and natural environment, and is central to the Social Sciences area of learning. It includes understanding and interpreting past and present human behaviour and experiences, and how they influence events, circumstances and the environment.

3. AIMS

The aims of History in the curriculum are to:

- promote democratic principles and practices at the school level within the educational system, and in civic life
- develop the learners' social responsibility towards other individuals, family life, the community and the nation as a whole
- promote equality of opportunity for males and females, enabling both sexes to participate equally and fully in all spheres of society and all fields of employment
- enable the learners to contribute to the development of culture in Namibia
- promote wider inter-cultural understanding
- develop a lively, questioning, appreciative and creative intellect, enabling learners to discuss issues rationally, make careful observations and analysis, experiment, think scientifically, solve problems, and apply themselves to tasks.

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 History 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. Learners will do the same activities together, and activities should be organised so that all aspects of cognitive, affective, psychomotor and interpersonal development are taken into account. In this way, History will be an all-round subject and not one where, e.g. girls do more or better than boys will. The teaching and learning process should take cognisance of this fact and promote equal opportunities for all learners.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues include environmental education, pandemic such as COVID-19, HIV and AIDS, Population Education, Education for Human Rights and Democracy, Information and Communication Technology (ICT) and Road Safety. These issues have been introduced to the formal curriculum, because each of the issues deals with particular risks and challenges in our Namibian society. They should be dealt with across all phases and in every subject where the topics overlap with the content of that subject.

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 and COVID-19
- 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:

Cross-curricular issues	Grade 8	Grade 9
Environmental Learning	Colonial administration Urbanisation	
HIV and AIDS, COVID19		Economic crisis in Africa
ICT	Industrial revolution	Gender Based Violence (GBV)
EHRD	Apartheid in Namibia	Establishment of German colonial rule
Road and Safety	The Namibian constitution Human rights International conferences on women's rights	

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 learner-centred education conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim of learner-centred education is to develop learning with understanding, and to impart the knowledge, skills and attitudes that 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 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 identify the needs of the learners and the learning that still needs to take place and know how to shape learning experiences accordingly. Teaching strategies must therefore be varied and flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the general and specific objectives 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.

Work in groups, pairs, individually, or as a whole class must therefore be organised as appropriate to the task at 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:

- demonstrate historical knowledge and understanding. Learners should be able to demonstrate a range of historical knowledge within their own local areas, national, continental and the world. Learners should be able to understand the link between pre-colonial, colonial and post-colonial periods
- demonstrate an understanding of historical concepts (i.e. migration, massacre, genocide, etc.) to make valuable judgments in society
- promote and value cultural diversity to enable them to interact in society
- demonstrate an ability to work independently, formulating enquiry questions and gathering, analysing, interpreting and evaluating relevant evidence to make relevant conclusions on historical events
- compare the structures of power, authority and governance across the world, i.e. different forms of governments
- effectively practice citizenship rights and responsibilities across various communities

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 LEARNING CONTENT

Grade 8	Grade 9
Introduction to History Namibian History Themes: 1. Namibia during the 19th Century 2. Formal colonisation 3. Resistance and social dynamics 4. The War of National Resistance and after 5. South African rule: 1915 -1945	Namibian History Themes: 1. The Namibian genocide during the early 20th century 2. The development of nationalism 3. South African colonial administration, 1945-1979 4. The role of the churches on the road to Independence 5. Namibia becomes a republic 6. The equal treatment for males and females
African History Themes: 6. The period of European conquest and colonial rule 7. Social and economic change in Africa 1800-1945 8. Culture and society	African History Themes: 7. The struggle for political Independence and democracy 8. The struggle for economic development
World History Themes: 9. Social and political development	World History Themes: 9. Social, political and economic development

9. 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.

9.1 Grade 8 learning content

INTRODUCTION TO HISTORY

Topics	General objectives <i>Learners will:</i>	Grade 8 Specific objectives <i>Learners should be able to:</i>
What is history?	• know what history is	• define what history is • demonstrate that history is about how people view and record the past
Why do we study history?	• understand one's own past and that of other societies	• explain the reasons why we study history
How do we study history?	• understand various types of historical sources • understand the difference between primary and secondary sources • understand why certain sources are more trustworthy than others • understand the chronology and analysis of primary sources • know the basic skills used in history • understand the importance of archive	• name types of written historical and pictorial sources • distinguish between primary and secondary source • name types of primary and secondary sources • collect examples of primary and secondary sources • explain why a primary source is more or less useful than a secondary source • explain why primary sources need to be supported by additional evidence • discuss in groups how one can verify evidence from primary source • demonstrate basic skills used in history (e.g. recording, interview, research, analysis and judgment) • describe the purpose of archiving materials in preserving historical records and knowledge • explain the importance and significance of archive in Namibian context.
Time in history	• know how time is calculated in history • understand that time is a key concept in history	• draw a timeline of yourself or your family history • mention ways of how to measure time in history • explain what is meant by Before Christ and Anno Domini (BC and AD)

Topics	General objectives <i>Learners will:</i>	Grade 8 Specific objectives <i>Learners should be able to:</i>
Views on history	• understand that different views exist in history	• demonstrate how absolute objectivity can be influenced through the interpretation of sources
What is heritage?	• know what heritage is	• define what heritage is
Why do we study heritage?	• acquire knowledge of the significance of heritage	• name heritage sites in Namibia • explain the importance of heritage sites in Namibia

NAMIBIAN HISTORY

Theme 1: Namibia during the 19th Century

Topics	General objectives <i>Learners will:</i>	Grade 8 specific objectives <i>Learners should be able to:</i>
1.1 Social and political organisation: chieftaincies in south-central Namibia and trends toward state-formation	understand why the first attempts of state formation took place	- describe the basic type of political organisation of the major groups in south-central Namibia - give reasons why the leaders of south-central Namibia decided to cooperate in 1858 (Namas, Hereros and Oorlams)
1.2 Kingdoms in the north	understand why the people of northern Namibia had different forms of political organisations	- describe the powers of the kings in the north - explain why certain groups had kings and others not

Theme 2: Formal Colonisation		
Topics	General objectives <i>Learners will:</i>	Grade 8 specific objectives <i>Learners should be able to:</i>
2.1 Establishment of German colonial rule	understand why Germany decided to colonise Namibia	- define the term colonial rule - explain why the Germans came to Namibia - describe how German colonisation affected the different indigenous groups and their various rights
2.2 Protection treaties	understand why Germans signed the protection treaties with the indigenous leaders	- identify the indigenous leaders who signed protection treaties with Germans - explain why protection treaties were signed - evaluate the impact the treaties had on the indigenous people and Germans
2.3 Resistance and increase of German troops	- understand why Maharero decided to declare his Protection Treaty no longer valid - understand why it was necessary for the German government to send more troops to Namibia	- define the term “resistance” - identify the indigenous leaders who opposed German colonial rule - explain Maharero’s reasons for canceling the Protection Treaty - explain why German troops were sent to Namibia

Theme 3: Resistance and social dynamics		
Topics	General objectives <i>Learners will:</i>	Grade 8 Specific objectives <i>Learners should be able to:</i>
3.1 Changing patterns in traditional rule	• understand why Hendrik Witbooi refused to accept German rule • know that 1896 was a turning point in the relationship between the German administration and the Nama and Herero people • understand that Leutwein tried to negotiate with the indigenous leaders in order to accept German rule • know how the German policy expropriated Namibian land	• discuss the reasons that led Hendrik Witbooi to refuse German protection • discuss the various ways in which the German administration tried to convince Hendrik Witbooi to accept its authority • discuss the reasons for the uprisings of the Mbanderu and Khauas people against German rule • explain the importance of these uprisings for the Namibian people • discuss how Leutwein tried to convince the Nama and Herero leaders to accept German rule • evaluate Leutwein's policy • discuss how the German administration proceeded to expropriate land in Namibia

Theme 4: The War of National Resistance and aftermath		
Topics	General objectives <i>Learners will:</i>	Grade 8 Specific objectives <i>Learners should be able to:</i>
4.1 Herero and Nama versus colonial power 1904-1908	understand the reasons for the Herero and Nama uprising	- define genocide - explain the causes and course of the conflicts - discuss how genocide applies to the Namibian people
4.2 German administration 1909-1915	acquire knowledge of the establishment of German administration in Namibia after the war of national resistance	- describe the establishment of German administration - discuss how the German administration undertook to promote economic development - describe the German policies with reference to European settlement under the following: - land allocation - economic development (mining, agriculture, industry) - describe the German policy on the ownership of livestock by indigenous people

Theme 5: South African rule 1915-1945		
Topics	General objectives <i>Learners will:</i>	Grade 8 specific objectives <i>Learners should be able to:</i>
5.1 South Africa military rule: 1915-1920	understand why South Africa invaded South West Africa (SWA)	explain why South West Africa (SWA) was conquered by South Africa
5.2 South Africa as the mandatory power of South West Africa (Namibia): 1920-1945	understand the conditions South Africa administered SWA (Namibia) on behalf of the League of Nations	- describe the conditions under which South Africa was supposed to administer SWA - discuss how South Africa administered Namibia - describe the South African policies with reference to the following: - Land Act of 1913 (Union of South Africa) - creation of additional reserves for the indigenous groups south of the Red Line - economic development (mining, agriculture, industry) - compare the South African and German policies on the ownership of livestock by indigenous people - explain how Namibians reacted to the loss of political autonomy (e.g. Mandume, Bondelswarts and Baster Revolts)

AFRICAN HISTORY		
Theme 6: The period of European conquest and colonial rule		
Topics	General objectives <i>Learners will:</i>	Grade 8 Specific objectives <i>Learners should be able to:</i>
6.1 The scramble for Africa	understand the motives behind European powers in their decision to take control of Africa	- describe the term 'scramble for Africa' - explain the reasons for the scramble for Africa
6.2 The Berlin conference	understand that the Berlin Conference of 1884 divided Africa among European powers	- describe the decisions taken at the Berlin conference - discuss how the conference affected the future of Africa
6.3 Partition of Africa	understand that African people reacted in various ways to the European invasion of their land	- mention four reasons for the partition of Africa - name the European states and the areas that they controlled - define the terms "collaboration" and "resistance" - discuss how African leaders reacted to the European invasion

Theme 7: Social and economic change in Africa, 1800-1900		
Topics	General objectives <i>Learners will:</i>	Grade 8 Specific objectives <i>Learners should be able to:</i>
7.1 Trade	understand how European trading companies monopolised (controlled) trade in Africa	- list the major European companies and the goods traded - discuss how these companies played a significant role in African trade - explain how European control affected African trade
Theme 8: Culture and Society		
8.1 Negritude	know the meaning and development of Negritude	- define the term 'Negritude' - discuss how Negritude developed - explain the link between Negritude and the Black Consciousness Movement

WORLD HISTORY		
Theme 9: Social and political development		
Topics	General objectives <i>Learners will:</i>	Grade 8 Specific objectives <i>Learners should be able to:</i>
9.1 Absolute monarch (France)	• understand that royal absolutism was established after 1600 (royal absolutism) • understand why the idea of the divine rights of kings was widely preached	• define the term royal absolutism • explain why kings obtained absolute power • discuss how the divine rights of kings were widely preached • explain when, how and why the absolute power of kings declined
9.2 Liberalism	• know that liberalism originated in Britain	• define the term “liberalism” • discuss the origin of liberalism

9.2 Grade 9 learning content

NAMIBIAN HISTORY		
Theme 1: The Namibian genocide during the early 20th century		
Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
1.1 The Namibian genocide	understand genocide in Namibia	- define genocide in the Namibian context - describe Von Trotha's 'Policy of Genocide' in Namibia - explain the effects of the extermination order on Herero and Nama peoples, as well on Namibian society as a whole
1.2 The aftermath of Namibian genocide	know the impact of these war on the Namibian people	- explain the effects the war had on the Namibian people with reference to the following: - leadership (political autonomy) - tribal unity - population - land and livestock - migrant labourers - explain reparation with reference to Namibian genocide
Theme 2: The development of Nationalism		
Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
2.1 The development of Namibian nationalism	understand why Namibian nationalism started	- define the term 'Namibian Nationalism' - describe the factors that contributed to Namibian nationalism - explain the nationalist activities with reference to role players (e.g. Mandume Ndemufayo, Hosea Kutako, Hendrik Witbooi, Nehale Lyamperingana , Iipumbu yaShilongo etc.)

Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
2.2 The Ovambo People 's Organisation (OPO)	• understand the establishment of OPO • understand the role of OPO and the contract labour system • understand the role of OPO and the contract labour system	• mention the founding members of OPO • list reasons for the establishment of OPO • discuss the role Sam Nujoma played in the formation of OPO • discuss how OPO helped to organise strikes • describe the contract labour system • discuss how men were recruited by South West African Native Labour Association (SWANLA) • explain how the contract labour system affected people's family life and living standard
2.3 South West Africa National Union (SWANU)	• acquire knowledge that SWANU was one of the earliest movements	• name SWANU's founding members • describe its aims and establishment • explain how SWANU contributed to Namibian independence
2.4 Other political organisations	• know other political parties which played an important role in Namibia before independence	• list the founding members of National Unity Democratic Organisation (NUDO), Caprivi African National Unity (CANU) and the Damara Tribal Council • describe the aims of each of these political organisations • explain how each of these political parties contributed to Namibian independence
2.5 The Windhoek massacre	• know the causes, events and consequences of the Windhoek massacre	• define the term "massacre" • discuss the causes, course of events and the consequences of the Windhoek Massacre

Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
2.6 South West Africa People's Organisation (SWAPO) and the liberation struggle	• know why SWAPO was formed • understand why SWAPO launched an armed struggle	• list reasons for establishment of SWAPO • discuss how Sam Nujoma actively kept Namibia at the centre of international attention • name the conditions on which SWAPO received assistance from Organisation of African Unity (<i>now called African Union</i>) • explain when and why SWAPO launched the war of national liberation • evaluate Ya Toivo's Pretoria speech
2.7 Refugee camps	• understand the establishment of the refugee camps during the armed struggle	• mention why Namibian refugee camps were established in other countries during the armed struggle • discuss the Cassinga Massacre • name one current refugee camp in Namibia

Theme 3: South African colonial administration 1945-1979		
Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
3.1 South African colonial rule and the mandate	• understand South African rule in Namibia between 1945- 1979 • know that Namibia was represented in the South African Parliament	• describe the inheritance of Namibia as a mandate of the United Nations • name the two main political parties in the South African parliament • explain reasons why these parties were the only two who represented Namibia in the South African parliament
3.2 Apartheid in Namibia	• understand why and how South African racial policies were introduced in Namibia	• define the term “Apartheid” • discuss the Odendaal plan • name and explain the economic and political recommendations made by the Odendaal Plan • list the effects of the Odendaal Plan on the Namibian population • evaluate the impact of the Odendaal Plan with specific reference to human rights
3.3 United Nations and Namibia	• understand the reaction of the international community to South African rule in Namibia	• describe the reasons why the United Nations and South Africa (SA) clashed over Namibia • discuss how the International Court of Justice (ICJ) tried to stop South African administration over Namibia

Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
3.4 South Africa change direction	understand that South Africa tried to change direction under international pressure	- list reasons why South Africa changed direction - describe how the Turnhalle conference was formed and its main features - explain reasons why SWAPO, the United Nations and Organisation of African Unity refused to recognise the Turnhalle Constitution - discuss the setting-up of the Turnhalle conference and its constitution
3.5 United Nations and the Western Contact Group	know how the United Nations and the Western Contact Group tried to persuade South Africa to grant Namibia independence	- name the members of the Western Contact Group - describe how they persuaded SA to give independence to Namibia - evaluate the successes and failures of the Western Contact Group
3.6 Namibia During the 1980s: Government Structures Before Independence	- understand how the different governments were introduced and administered - understand the reasons for the establishment of the Multi Party Conference (MPC) and the Transitional Government of National Unity (TGNU)	- describe the first, second and third tier governments - name the groups representing MPC - give reasons for the establishment of the MPC and why it was not successful - give the reasons why the TGNU was formed, and list problems it encountered

Theme 4: The role of churches toward Namibian independence		
Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
4.1 Independent churches	understand the establishment of independent churches	- list the names of independent churches and their leaders - explain why independent churches were established
4.2 The church and the liberation and armed struggle	- understand the reasons why church leaders supported the liberation struggle - understand that although the church opposed apartheid, it neither supported nor condemned the armed struggle	- explain why the churches could not remain silent - explain why the church neither supported nor condemned the armed struggle
4.3 Evangelical Lutheran Ovambo-Kavango Church (ELOC) referendum	understand the meaning and aims of the ELOC referendum	- define the term 'referendum' - describe the ELOC referendum - mention the aims of the referendum - explain why the South African Prime Minister John B Vorster agreed to the referendum - evaluate the outcome of the referendum

Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
4.4 Open and pastoral letters	- understand the purpose of the pastoral and open letters - understand why church leaders confronted the South African Prime Minister	- give the reasons for the pastoral and open letters - describe the main criticisms of South African rule in the open letter - explain why the churches confronted the South African Prime Minister (J B Vorster)
4.5 General strike and state of emergency, 1972	understand why workers striked and why a state of emergency was imposed	- list the reasons for the strike - describe the extent of the strike and the state of emergency as consequences
4.6 Attempts to repress the church	understand measures to repress church leaders and the destruction of church	describe the measures taken against church leaders, including the destruction of church properties (e.g. Oniipa, Omuulukila, Oshandi)

Theme 5: Namibia becomes a Republic		
Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
5.1 United Nations Resolution 435	- understand how Resolution 435 brought about the independence of Namibia - understand why the implementation of Resolution 435 was delayed for ten years (1978-1989)	- explain the purpose of Resolution 435 - describe the agreements in 1988 between South Africa, Angola and Cuba - give the reasons why it took longer before Resolution 435 was implemented
5.2 United Nations Transition Assistance Group (UNTAG)	know that UNTAG supervised the implementation of Resolution 435 in Namibia	- define what 'UNTAG' is - name the leading personalities who were in charge of UNTAG operations in Namibia - describe the purpose of UNTAG
5.3 Repatriation of people from exile and political prisoners	understand that Namibians who lived in exile were repatriated and all political prisoners were released.	- define the following terms: - exiles - repatriation - political prisoners - give reasons for the repatriation of exiles and release of political prisoners
5.4 Election process	understand that as part of Namibia's first international supervised elections, the voters were registered and educated	- explain what is meant by the following: - voter and voting - elections - international supervision - describe the process of informing voters

Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
5.5 The election of 1989	understand that the 1989 election brought Namibian independence	name the parties and the number of seats they have won in the Constituent Assembly
5.6 The constitution	understand that after 1989 election the elected representatives drew up the Constitution of the Republic of Namibia	- describe the main features of the Namibian Constitution, e.g.: - the Executive branch - the Legislative branch - the Judicial branch - Regional and Local Authority Council
5.7 The Post-colonial era	understand the major historical developments from 1990 to present with reference to democracy	- define the term 'democracy' - list Namibian presidents since independence - describe how Namibia is preserving democracy
Theme 6: Equal treatment for males and females		
6.1 Human rights	understand that the constitution protects human rights	discuss how the constitution protect human rights
6.2 Gender Based Violence (GBV)	understand gender based violence	- define the term 'Gender Based Violence' - describe how Gender Based Violence can be prevented

AFRICAN HISTORY		
Theme 7: The struggle for political independence and democracy		
Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
7.1 African Nationalism	understand the meaning of African nationalism	- define the term 'African nationalism' - describe the factors that contributed to the rise of African Nationalism
7.2 Pan - Africanism	understand the origin and development of the Pan-African movement	- define the term 'Pan - Africanism' - describe the origin, aims and development of Pan-Africanism - discuss the role of major figures within the Pan- African movement
7.3 The search for African unity	- understand the meaning of African Unity - understand the origin, aims and development of the Organisation of African Unity (OAU) or African Union (AU)	- describe how Kwame Nkrumah contributed to pro-African unity - describe the events that led to the establishment of the OAU or AU - list the main aims of the OAU - draw the structure of the OAU - describe the successes and failures of the OAU

Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
7.4 Democratisation in Africa	• understand what democratisation means and relate it to various forms of government in Africa	• describe the origin and main features of apartheid • distinguish between military rule and civilian rule • explain what is 'dictatorship' • list examples of dictators in Africa • describe measures to promote democratisation in Africa, with reference to Namibian examples

Theme 8: The struggle for economic development		
Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
8.1 Economic systems in Africa	understand the essential features of capitalist, socialist and mixed economies by means of specific case studies	- define various economic systems - discuss the Harambee concept of economic development in Kenya - discuss the Ujamaa concept of economic development in Tanzania - distinguish between Socialism in general and African Socialism in particular - discuss the humanism concept of economic development in Zambia - discuss the operation of a mixed economy with reference to the situation in Namibia
8.2 The economic crisis in Africa	- understand the factors which caused the economic crisis in Africa - understand the measures that were taken by African countries to combat their economic problems, with reference to the Lagos Plan	- mention causes of underdevelopment in Africa before independence - discuss the factors that caused an economic crisis in Africa after independence such as corruption, debt; oil crisis; underdevelopment; foreign aid; famine; civil war; COVID-19, HIV and AIDS - describe measures taken by African countries to combat their economic problems - describe measures taken to overcome underdevelopment in Namibia

WORLD HISTORY		
Theme: 9 Social, political and economic development		
Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
9.1 Nazism and Fascism	understand Nazism and Fascism as phenomena in the 20th century	- define the term Nazism and Fascism - explain the origin and development of Fascism in Italy and Nazism in Germany - evaluate the impact of Nazism and Fascism on the European society in general, and on Germany and Italy in particular
9.2 Communism	understand what is communism	- define the term 'communism' - list the basic features of communism - give examples of countries that practiced communism
9.3 Cold War	understand the origin of the Cold War	- define the term 'Cold War' - discuss the origin of Cold War: wartime conferences , conflicting ideologies Capitalist vs Communism
9.4 League of Nations and the United Nations	understand the aims and the functions of the League of Nations and United Nations	- describe the aims of the League of Nations and the United Nations - describe the structure of the League of Nations and the United Nations

Topics	General objectives <i>Learners will:</i>	Grade 9 Specific objectives <i>Learners should be able to:</i>
9.5 Regional Co-operation	know the regional and economic organisations	- list the aims of the following organisations: European Economic Commission (EEC); Council for Mutual Economic Assistance (COMECON); Organisation of Petroleum Exporting Countries (OPEC); and Southern African Development Community (SADC) - name the member states that belong to the above organisations
9.6 The World Bank and International Monetary Fund (IMF)	understand the role and functions of the World Bank and the International Monetary Fund (IMF)	- describe when and why the World Bank and IMF were established - discuss how funds are made available to countries - discuss how the IMF and World Bank are often accused as being unfair in their lending policies by the Third World Countries

10. ASSESSMENT

A learner-centred curriculum and learner-centred teaching encompass a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of this teaching-learning process, and which objectives will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning.

10.1. Continuous Assessment (CA)

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 provide a reliable and valid assessment of the learner's performance in the specific objectives. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, i.e. where they are doing well, and why, and where, how and why they need to improve. The parents should be informed regularly about the progress of their children in all subjects, be encouraged to acknowledge achievements, and given suggestions as to how they can support the child's learning activities.

The learner's progress and achievements in this subject must be reported to parents in 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 in and achievements of 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 descriptions
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 History are:

- A: Knowledge with understanding
- B: Critical analysis

A description on each assessment objective follows:

A: Knowledge with understanding

Learners should be able to:

A1. recall, select, organise and deploy relevant knowledge of the syllabus content and locate knowledge within the range of local, regional, national, international and global scale.

A2. demonstrate an understanding of:

- change and continuity, cause and consequence, similarity and difference;
- the motives ,emotions, intentions and beliefs of people in the past;
- use and apply historical knowledge and understanding in verbal, numerical, diagrammatic and pictorial form
- select, organise, present and interpret historical data

B: Critical analysis

Learners should be able to:

B1. interpret and evaluate a variety of historical sources and their uses as evidence, e. g. to comprehend sources; to locate and extract relevant information from sources; and to distinguish between fact, opinion and judgment in sources.

Although the assessment objectives are expressed separately, they are not discrete.

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 History. 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 continuous assessment task

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

Practical exercise: These are assessment of practical skills done during a practical activity where learners are required to plan, and carry out investigations, collect, report on and analyse information. Questions regarding the interpretation of sources (information) should be formulated along the specifications of Assessment Objectives A and B. Exercises should be kept short (15 marks). At least two exercises should be done per semester. The marks should be rounded to 30 at the end of a semester.

Projects: A project is a longer assignment than a practical exercise and gives learners an opportunity to complete an investigation into one of the themes/topics outlined in the syllabus. This type of investigation will enable the teacher and learner to pursue a topic in greater depth and in a more lively and creative way than possible with short discrete practical exercises. A project can be done by learners as individuals and groups, in or outside the classroom. The teacher should monitor and guide learners throughout the process. All assessment objectives will be assessed in a project. It is vital that learners know the assessment criteria before embarking on a project. Two projects should be completed annually (two each semester in Grade 8 and three each semester in Grade 9) . At the end of the year, the project mark should be rounded to 10 marks.

Topic tests: Completed topics should be concluded with a test indicating the achievements of the learners in these topics. This assesses learner's level of understanding of historical concepts and mastery of skills. It is imperative that questions cover all assessment objectives. Questions should be resource based and be drawn up in line with the specification grid as outlined in the syllabus statements. Feedback should be given immediately after the marking in order to provide more help to learners. At least three topic tests should be given per semester. At the end of the year, topic test marks should be converted to 30.

End-of term tests: End of term test will be a comprehensive test of the whole term's work. End-of- term test assesses learners' level of understanding of historical concepts 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. No homework should be assigned during the time of writing the end – of- term tests.

Summary of continuous assessment tasks

Continuous assessment Grade 8						
	Term 1		Term 2		Term 3	
Components	Number & marks	Total	Number & marks	Total	Number & marks	Total
Practical exercise	2×15	30	2×15	30	2×15	30
Projects	$(2 \times 10) \div 2$	10	$(2 \times 10) \div 2$	10	$(2 \times 10) \div 2$	10
Topic tests	$(2 \times 30) \div 2$	30	$(2 \times 30) \div 2$	30	$(2 \times 30) \div 2$	30
End of term test		(65×2)		(65×2)		
	65	130	65	130		
Term marks		200		200		70
Weighted term marks		$200 \div 2$		$200 \div 2$		
		100		100		

Continuous assessment Grade 9						
	Term 1		Term 2		Term 3	
Components	Number & marks	Total	Number & marks	Total	Number & marks	Total
Practical exercise	2×15	30	2×15	30	2×15	30
Projects	$(3 \times 10) \div 3$	10	$(3 \times 10) \div 3$	10	$(3 \times 10) \div 3$	10
Topic tests	$(2 \times 30) \div 2$	30	$(2 \times 30) \div 2$	30	$(2 \times 30) \div 2$	30
End of term test		(65×2)		(65×2)		
	65	130	65	130		
Term marks		200		200		70
Weighted term marks		$200 \div 2$		$200 \div 2$		
		100		100		

10.10. End-of-year examinations: detailed guidelines

In Grade 8 there will be internal end-of-year examination. 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	Description of papers	Duration	Marks
8 & 9	Written examination This will consist of one paper of two sections: Section A: will consist of 34 multiple-choice questions testing learners' recall of facts (AO 1). Questions may be set on any part of the subject content. Thirty four (34) marks will be allocated to this section. Learners must answer all questions. Section B: will consist of three (3) structured questions on Namibian, African and World History, which will permit free response writing. Each question will be structured into eight parts (e.g. a – h), and will make use of historical source material (e.g. cartoons, photographs, extracts, etc.). Each question will carry a maximum of thirty two (32) marks and will be compulsory (3x3=96 marks). One question will be set on each area of the learning content, e.g. Namibia, African and World History.	2 hours	130
	Continuous assessment This will consist of continuous assessment tasks conducted in the school during the year.		70
		Total Marks =200	

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 History in Grades 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	Section A: Multiple choice questions (34) Section B: Structured questions (96)	130	65%
Continuous assessment	Practical exercises, projects and topic tests.	70	35%
	Total marks	200	100

The promotion marks are calculated as follows:

Promotional mark for Grade 8 & 9				
Term mark	Term 1	Term 2	Term 3	Total
	70	70	70	210
CA mark	210÷3			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
A1, A2	26%	34
B, A1, A2	74%	96
Total	100%	130

Assessment objectives for continuous assessment

A1, A2	40%
B	60%
Total	100%

10.13. Assessment criteria for History projects

History: 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

Account for	asks candidates to explain a particular event outcome. Candidates are expected to present a reasoned case for the existence of something
Analyse	asks candidates to respond with a closely argued and detailed examination of a perspective or a development. A clearly written analysis will indicate the relevant interrelationship between key variables, any relevant assumptions involved and also include a critical view of the significance of the account as presented. If this key is augmented e.g. " <i>the extent to which</i> " then candidates should be clear that judgement is also sought.
Assess	asks candidates to measure and judge the merits and quality of an argument or concept. Candidates must clearly identify and explain the evidence for the assessment they make
Compare/compare and contrast	asks candidates to describe two situations and present the similarities and differences between them
Define	ask candidates to give a clear and precise account of a given word or term, example: <i>Define what is a Referendum?</i>
Describe	asks candidates to give a portrayal of a given situation. It is a neutral request to present a detailed picture of a given situation, event, pattern, process or outcome, although it may be followed by a further opportunity for discussion and analysis. Example: <i>Describe the Odendaal Plan of 1964</i>
Discuss	asks candidates to consider a statement or to offer a considered review or balanced discussion of a particular topic. If the question is presented in the form of a quotation, the specific purpose is to stimulate a discussion on each of its parts. The question is asking for the candidate's opinion; these should be presented clearly and supported with as much evidence and argument as possible.
Distinguish/identify	tell apart, show or indicate the difference between, find out what is unique a situation
Evaluate	asks candidates to make an appraisal of the argument or concepts under investigation or discussion. Candidates should weight the nature of the evidence available, and identify and discuss the convincing aspects of the argument, as well as limitations and implications

Examine	asks candidates to investigate an argument or concept and present their own analysis. Candidates should approach the question in a critical and detailed way which uncovers the assumptions and interrelationships of the issue.
Explain	asks candidates to describe clearly make intelligible and give reasons for a concept, process, relationship or development
Give/state/write	writes down your answer
How	on its own this is a straightforward invitation to present an account of a given situation or development. Often a second part will be added to such an essay question to encourage analysis. For example: <i>How important was the information campaign carried out by UNTAG in Namibia during 1989? Explain your answer.</i> Adding a second word such as “successfully”, “effective”, “accurate”, or far” turns a “how” question into one that requires a judgement. The candidates are now expected to provide his/her detailed reasons for that judgement.
List	gives a number of points, generally each one word
Name	identify by mentioning the name of something or an event

ANNEXE 2: Glossary of terms

Abdicate	to give up your position
Alliance	an agreement between people
Ancestral lands	land that have been in the family for a long time; lands that belonged to one's ancestors
Apartheid	a policy or system of segregation or discrimination of race
Civil War	when citizens of the same country fight each other
Civilisation	to have reached a certain development in terms of politics, economics, technology and culture
Coalition	two political parties joining for the purpose of an election
Cold war	the state of political hostility that existed between the Soviet bloc countries and the US-led Western powers 1945-1990
Democratic government	a government chosen by all people, irrespective of race or social position
Dynasty	succession of rulers due to blood relationships
Expedition	a journey under difficult or unknown circumstances
Empire	a dominant state which has different countries and their peoples under control
Foreign Interest	foreign ownership of a country's resources
Genocide	when almost entire generations of people are killed
Humanitarian	for the benefit of human beings
Holocaust	The mass murder of Jews under the German Nazi regime during the period 1941-45
Legal sanction	a lawful way or mechanism
Massacre	an indiscriminate and brutal slaughter of people
Migration	to move from one part of a country to another
Nationalist	when people of one area or language want to govern themselves

Nazism	The ideology and practice of the Nazis, especially the policy of racist nationalism, national expansion and state control of economy
Occupy	to move an army into an area, and claim it as your own
Pastoralism	a nomadic way of life where animals are herded
Persecute	to repeatedly go after people as though they were enemies, treating them badly
Prejudice	to discriminate without any reason
Protectorate	land that is said to be protected by a stronger state which gains certain advantages from this
Purpose	is the advanced reason why something is done or used.
Provenance (Attribution)	is the history of ownership of a valued object or work of art or literature. The provenance of something is the place that it comes from or that it originally came from
Repression	to repress means to crush or put down any sort of resistance or opposition
Republic	country where the rulers are elected by the people
Reliable source	is any source that has competence in the field of interest, without any biases or conflicts of interest related to the topic. Finding reliable sources is important in order to ensure that what is written or reported is accurate
Resistance	the opposition of authority
Sovereign	an independent state or ruler
Urbanization	the development of a country area into a town or city / people moving from rural areas to urban areas
Usefulness	the quality of having utility and especially practical worth or applicability

ANNEXE 3:**Abbreviations**

BC and AD	Before Christ and Anno Domini
CANU	Caprivi African National Unity
COMECON	Council for Mutual Economic Assistance
EEC	European Economic Commission
ELOC	Evangelical Lutheran Ovambo- Kavango Church (ELOC)
GBV	Gender Based Violence
IMF	International Monetary Fund
LCE	Learner- Centred Education
MPC	Multi- Party Conference
NUDO	National Unity Democratic Organization
OAU	Organization African Union
OPC	Ovambo People's Congress
OPEC	Organization Petroleum Exporting Countries
OPO	Ovambo People's Organization
SA	South Africa
SWA	South West Africa
SWANLA	South West African Native Labour Association
SWANU	South West African National Unity
SWAPO	South West African People Organization
TGNU	Transitional Government National Unity
UN	United Nations
UNTAG	United Nations Transition assistance Gr

Annexe 4: ASSESSMENT RECORD SHEET FOR HISTORY GRADE 8

School: Teacher:..... Year:.....																	
	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
Name of learner		1	2	Total Mark	1	2	Total marks (10+10 ÷2)	1	2	Total marks (30+30 ÷2)	30+10 +30	(65 x 2)	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	10	30	30	30	70	130	200	100	70	130	100
	1																
	2																
	3																
	1																
	2																
	3																
	1																
	2																
	3																

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

ANNEXE 5: ASSESSMENT RECORD SHEET FOR HISTORY GRADE 9

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

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



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