



**Republic of Namibia**

# **MINISTRY OF EDUCATION**

## **JUNIOR SECONDARY PHASE**

### **HISTORY SYLLABUS**

### **GRADES 8 - 10**

**2010**

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

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*History Syllabus Grades 8 - 10*

**ISBN: 99916-48-22-4**

Printed by NIED  
[www.nied.edu.na](http://www.nied.edu.na)

***Publication date: January 2010***

*JSC History Grades 8-10 syllabus NIED 2010*

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## 1. INTRODUCTION

This syllabus describes the intended learning and assessment for History in the Junior Secondary Phase, Grades 8-10. 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. History functions within the social and economic area of learning.

The aims, learning objectives, and basic competencies which overlap between subjects are amongst the essential learnings within the curriculum as a whole. Under optimal circumstances, this subject should have three (3) periods per week.

## 2. RATIONALE

History is the 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

**History promotes the following aims in the curriculum guide:**

- to promote democratic principles and practices at the school level within the educational system, and in civic life;
- to develop the learner's social responsibility towards other individuals, family life, the community and the nation as a whole;
- to 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;
- to enable the learners to contribute to the development of culture in Namibia;
- to promote wider inter-cultural understanding; and
- to 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. BASIC COMPETENCIES AND LEARNING OUTCOMES

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

- apply knowledge and skills of the syllabus content;
- communicate;
- interpret sources;
- participate in group activities;
- investigate relevant information; and
- evaluate and use a range of sources as evidence in their historical context.

A few learners will just be able to manage the minimum competencies, and must receive compensatory teaching through adapted teaching approaches, adapted materials, and assistance from peers.

On completing the Junior Secondary Phase of education in History, all learners are expected to be able to understand all basic competencies.

A small number of learners have special educational needs to a degree which requires greater individual attention or resources. Some will have handicaps which do not necessarily limit cognitive and affective learning and development, e.g. visually impairment, hearing impairment or physical handicap.

## 5. PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE

History is based on content drawn from various social sciences, including Economics, Civics and Politics. These social sciences are connected through their focus on human relationships, their concepts and their methods of enquiry. While the focus of History lies on human actions in the past, Economics, Civics and Politics focus on processes and decision making in the areas of economic activities, human rights and responsibilities, and government.

## **6. GENDER ISSUES**

Including gender perspectives in the curriculum is important in order to raise awareness of gender stereotyping (e.g. gender roles we previously associated with doctors, nurses, farmers, mechanics, lawyers, etc.) Teachers are obliged to promote gender equality in all spheres of life. Learners will do the same activities together, and activities should be organised so that all aspects of cognitive, affective, psycho-motor and interpersonal development are taken into account.

## **7. LOCAL CONTEXT AND CONTENT**

The Learning content is set out in three columns, which contain topics (first column), learning objectives (second column), and basic competencies (third column). The learning objectives are derived from the topics. They express in broad terms the desired learning outcome. The basic competencies are the basic knowledge, understanding, skills, attitudes and concepts which learners should achieve with regard to the learning objective. They are the basis for assessing whether or not children are learning. They are not meant in any way to limit the initiative of the teacher or the teaching programme of any particular school.

## **8. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES**

The cross-curricular issues, including Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD) and Information and Communication Technology (ICT), have been introduced to the formal curriculum to be dealt with in each subject and across all phases because each of the 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; and
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community.

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

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

<b>Cross-Curricular Topics</b>	<b>Environmental Learning</b>	<b>HIV and AIDS</b>	<b>Population Education</b>	<b>EHRD</b>	<b>ICT</b>
<b>Grade 8 Topics</b>	<ul style="list-style-type: none"> <li>- Migration of Bantu-Speaking people</li> <li>- Migration of Khoisan and Damara people</li> </ul>	–	<ul style="list-style-type: none"> <li>- Focus on population migration issues</li> </ul>	<ul style="list-style-type: none"> <li>- Slavery</li> </ul>	–
<b>Grade 9 Topics</b>	<ul style="list-style-type: none"> <li>- Colonial Administration</li> <li>- Urbanisation</li> </ul>	–	–	<ul style="list-style-type: none"> <li>- Establishment of German colonial rule</li> </ul>	<ul style="list-style-type: none"> <li>- Industrial revolution</li> </ul>
<b>Grade 10 Topics</b>	–	<ul style="list-style-type: none"> <li>- Economic Systems in Africa</li> </ul>	–	<ul style="list-style-type: none"> <li>- Apartheid in Namibia</li> <li>- The Namibian Constitution</li> <li>- Human rights</li> <li>- International Conferences on Women's rights</li> </ul>	–

## **9. APPROACH TO TEACHING AND LEARNING**

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

The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to 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.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when learners 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 be organised as appropriate to the task in hand. Cooperative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

## 10. SUMMARY OF LEARNING CONTENT

GRADE 8	GRADE 9	GRADE 10
<p>INTRODUCTION</p> <p>Studying History</p> <p>NAMIBIAN HISTORY</p> <p><u>Themes:</u></p> <ol style="list-style-type: none"> <li>1. Namibia before the 19<sup>th</sup> Century</li> <li>2. Namibia during the 19<sup>th</sup> Century</li> </ol>	<p>NAMIBIAN HISTORY</p> <p><u>Themes:</u></p> <ol style="list-style-type: none"> <li>1. Formal Colonisation</li> <li>2. Resistance and Social Dynamics</li> <li>3. The War of National Resistance 1904-1908</li> <li>4. German and South African Rule: 1909-1945</li> </ol>	<p>NAMIBIAN HISTORY</p> <p><u>Themes:</u></p> <ol style="list-style-type: none"> <li>1. The Development of Nationalism</li> <li>2. South African Colonial Administration, 1945 - 1979</li> <li>3. The Role of the Church on the Road to Independence</li> <li>4. Namibia becomes a Republic</li> <li>5. The Equal Treatment for Males and Females</li> </ol>
<p>AFRICAN HISTORY</p> <p><u>Themes:</u></p> <ol style="list-style-type: none"> <li>1. Early Humankind</li> <li>2. Rise and Decline of Empires and Kingdoms</li> </ol>	<p>AFRICAN HISTORY</p> <p><u>Themes:</u></p> <ol style="list-style-type: none"> <li>1. Social and Political change in Africa, 1800 - 1900</li> <li>2. The Period of European Conquest and Colonial Rule</li> <li>3. Social and Economic change in Africa 1800-1945</li> <li>4. Culture and Society</li> </ol>	<p>AFRICAN HISTORY</p> <p><u>Themes:</u></p> <ol style="list-style-type: none"> <li>1. The Struggle for Political Independence and Democracy</li> <li>2. The Struggle for Economic Development</li> </ol>
<p>WORLD HISTORY</p> <p><u>Themes:</u></p> <ol style="list-style-type: none"> <li>1. Early Civilisations</li> <li>2. Forms of Government</li> <li>3. Socio-Economic Systems and Developments</li> </ol>	<p>WORLD HISTORY</p> <p><u>Themes:</u></p> <ol style="list-style-type: none"> <li>1. Social, Political and Economic Developments</li> </ol>	<p>WORLD HISTORY</p> <p><u>Themes:</u></p> <ol style="list-style-type: none"> <li>1. Social, Political and Economic Developments</li> </ol>



## 11. LEARNING CONTENT

### 11.1 LEARNING CONTENT FOR GRADE 8

INTRODUCTION: STUDYING HISTORY		
TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	BASIC COMPETENCIES <i>By the end of Grade 8, learners should be able to:</i>
What is history?	understand what is history	<ul style="list-style-type: none"><li>• demonstrate that history is about how people view and record the past</li></ul>
How do we study history?	<p>understand various types of historical sources</p> <p>understand the difference between primary and secondary sources</p> <p>understand why certain sources are more trustworthy than others</p> <p>understand the chronology and analysis of primary sources</p> <p>understand the basic skills used in history</p>	<ul style="list-style-type: none"><li>• name types of written historical and pictorial sources</li><li>• name types of primary and secondary sources</li><li>• collect examples of primary and secondary sources</li><li>• explain why a primary source is more useful than a secondary source</li><li>• explain why primary sources need to be supported by additional evidence</li><li>• discuss in groups how one can verify evidence from primary source</li><li>• demonstrate basic skills used in history</li></ul>
Why do we study history?	understand one's own past and that of other societies	<ul style="list-style-type: none"><li>• share interest in and appreciation of other societies' past and their way of life</li></ul>

<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 8, learners should be able to:</i>
<b>Time in history</b>	<p>understand how time is calculated in history</p> <p>understand that time is a key concept in history</p>	<ul style="list-style-type: none"> <li>• draw a timeline of yourself or your family history</li> <li>• mention ways of how to measure time in history</li> <li>• explain what is meant by BC and AD</li> </ul>
<b>Views on history</b>	<p>understand that different views exist in history</p>	<ul style="list-style-type: none"> <li>• demonstrate how absolute objectivity can be influenced through the interpretation of sources</li> </ul>

<b>NAMIBIAN HISTORY</b> <b>THEME 1: NAMIBIA BEFORE THE 19<sup>th</sup> CENTURY</b>		
<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 8, learners should be able to:</i>
<b>1.1 The Stone Age in Namibia</b>	<p>understand that evidence of the Stone Age period is provided by archaeology and oral traditions</p> <p>understand the idea about places of settlement and socio-economic lifestyles</p>	<ul style="list-style-type: none"> <li>• list at least three types of historical evidence of the Stone Age people</li> <li>• mention the area inhabited by Stone Age people and the reasons for settling there</li> <li>• describe features of their economic, cultural and social lifestyle</li> </ul>
<b>1.2 Migrations of Bantu-Speaking People</b>	understand the relations between the Bantu-speaking people of Namibia	<ul style="list-style-type: none"> <li>• define the term 'migration'</li> <li>• describe the places of origin, and the reasons why trek routes were used by Bantu-speaking people</li> <li>• mention the names of the major language groups that moved southwards</li> <li>• indicate on a map where they have settled and list reasons for settling there</li> <li>• discuss the dependence of the Bantu-speaking people on their environment</li> </ul>
<b>1.3 Migration of the Khoisan and Damara People</b>	understand the origin, movements and settlements of the Khoisan and Damara people	<ul style="list-style-type: none"> <li>• discuss the possible origin of the Khoisan and Damara people</li> <li>• compare how the Khoisan and Damara people made a living</li> <li>• explain why a 'good' environment was important for these people</li> </ul>

<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 8, learners should be able to:</i>
<b>1.4 Focus on Population Migration Issues</b>	understand that the migrations of Bantu-speaking people, Khoisan and the Damara had implications on the population	<ul style="list-style-type: none"> <li>• indicate on a map the different routes along which the Bantu-speaking people, Khoisan and Damara migrated</li> <li>• list the most important reasons why the above-mentioned groups migrated to Namibia</li> <li>• draw a map of Namibia indicating where the Damara and Khoisan settled</li> <li>• describe briefly some of the major cultural lifestyles of the Bantu-speaking people (e.g. Herero, Ovambo)</li> </ul>
	understand that the migrations of the Nama, Oorlam and the Basters (Rehoboth people) also had implications on the population of Namibia	<ul style="list-style-type: none"> <li>• draw a map indicating where the Nama groups settled</li> <li>• give reasons why the Oorlam people immigrated from the Cape Colony</li> <li>• list the different Oorlam groups which settled in Namibia</li> <li>• explain the origin of the Basters and where they settled</li> <li>• compare the lifestyle of the Oorlam and Basters with that of the Nama groups</li> <li>• evaluate the impact of migrations on the Namibian population</li> </ul>
<b>1.5 Technological Developments in Namibia during the Stone and Iron Age</b>	understand that the Stone and Iron Age people had mastered certain technical skills	<ul style="list-style-type: none"> <li>• mention at least three artefacts from the Stone and Iron Age in Namibia</li> <li>• give examples of technological activities practiced during the Stone and Iron Ages and name the people who practiced them</li> </ul>

<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 8, learners should be able to:</i>
<b>1.6 Interactions</b>	understand that different groups interacted in various ways before the start of the colonial era	<ul style="list-style-type: none"> <li>• give reasons why people interacted with each other</li> </ul>
<b>THEME 2: NAMIBIA DURING THE 19<sup>th</sup> CENTURY</b>		
<b>2.1 Oorlam Migrations and Population Movements in Namibia</b>	understand the Oorlam migrations in the 19 <sup>th</sup> century	<ul style="list-style-type: none"> <li>• list the names of the Oorlam groups and indicate on a map the places where they have settled</li> <li>• explain why the Oorlam became the most powerful group in south-central Namibia</li> </ul>
<b>2.2 Social and Political Organisation: (Chieftaincies in South-Central Namibia) and Trends Toward State-Formation</b>	understand that the first attempts of state formation took place	<ul style="list-style-type: none"> <li>• describe the basic type of political organisation of the major groups in south-central Namibia</li> <li>• give reasons why the leaders of south-central Namibia decided to cooperate in 1858</li> </ul>
<b>2.3 Kingdoms in the North</b>	understand that the people of northern Namibia had different forms of political organisations	<ul style="list-style-type: none"> <li>• explain why certain groups had kings and others not, and describe the powers of these kings</li> </ul>
<b>2.4 Interaction, Trade and the Emergence of Classes</b>	understand that Namibians had various forms of contact in the 19 <sup>th</sup> century	<ul style="list-style-type: none"> <li>• give examples of political, economic and social relations between groups</li> <li>• discuss the economic system of one of the major groups</li> <li>• mention examples of trade between Namibian groups</li> <li>• list the major commodities that were produced by people</li> <li>• discuss how the trade in rifles and other goods affected people</li> <li>• describe what is meant by classes and give examples of why and where classes developed</li> </ul>

AFRICAN HISTORY		
THEME 1: EARLY HUMANKIND		
TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	BASIC COMPETENCIES <i>By the end of Grade 8, learners should be able to:</i>
<b>1.1 Evolution and Creation</b>	<p>understand that humanity originated in Africa</p> <p>understand the origin of human beings, e.g. evolution and creation</p>	<ul style="list-style-type: none"> <li>• discuss the development of humankind in Africa, and how it moved to other parts of the world</li> <li>• compare the theory of evolution with the idea of creationism</li> <li>• discuss how 'modern man' developed from forty to fifty thousand years ago</li> </ul>
<b>1.2 Hunters and Gatherers</b>	<p>understand the various types of hunters and gatherers</p> <p>understand that these people had specialised skills</p>	<ul style="list-style-type: none"> <li>• distinguish between various types of hunters and gatherers and their activities</li> <li>• demonstrate how they applied their skills to make a living (at least one example from each group)</li> </ul>
<b>1.3 Pastoralism</b>	<p>understand that pastoralism developed during the Iron Age</p> <p>understand how and when the domestication of animals took place</p>	<ul style="list-style-type: none"> <li>• describe how pastoralism developed and how it spread throughout Africa</li> <li>• define the term 'domestication'</li> <li>• explain why animals were domesticated</li> </ul>
<b>1.4 Agricultural products</b>	<p>understand that African societies were affected by the introduction of agricultural products</p>	<ul style="list-style-type: none"> <li>• list which agricultural products were introduced and when</li> <li>• give examples of how the introduction of agricultural products affected societies</li> </ul>

THEME 2: RISE AND DECLINE OF EMPIRES AND KINGDOMS		
TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	BASIC COMPETENCIES <i>By the end of Grade 8, learners should be able to:</i>
2.1 Egypt	<p>understand that ancient Egypt is the oldest known civilisation in Africa</p> <p>understand that in Egypt a high degree of development of human life was achieved</p>	<ul style="list-style-type: none"> <li>• explain when and why Egypt began to develop into a kingdom</li> <li>• construct a timeline of the periods into which Egyptian history was divided</li> <li>• mention the most important achievements of the various Egyptian kingdoms</li> </ul>
2.2 Great Zimbabwe	<p>understand that Great Zimbabwe was a state built by Africans</p> <p>understand that its fame rested on the control of trade</p>	<ul style="list-style-type: none"> <li>• explain when and why Great Zimbabwe developed into a kingdom</li> <li>• name the successor states to Great Zimbabwe</li> <li>• mention the goods traded in the kingdom and how trade was operated between Great Zimbabwe and the coastal areas</li> </ul>

WORLD HISTORY		
THEME 1: EARLY CIVILISATIONS		
TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	BASIC COMPETENCIES <i>By the end of Grade 8, learners should be able to:</i>
<b>1.1 Middle East (Mesopotamia)</b>	understand that this civilisation formed an important link between Africa, the Middle East and Asia	<ul style="list-style-type: none"> <li>draw a map locating the Mesopotamian civilisation</li> <li>list the characteristics of this civilisation</li> <li>describe the factors that led to its decline</li> <li>explain how this civilisation's writings developed</li> </ul>
<b>1.2 Asia (China)</b>	understand that highly developed civilisations existed which provided the foundation for present-day China	<ul style="list-style-type: none"> <li>draw a map locating the Chinese civilisation</li> <li>describe when and why this civilisation developed</li> <li>list the specific characteristics of this civilisation</li> <li>describe the factors that led to its decline</li> </ul>
<b>1.3 Europe (Rome)</b>	understand that Rome is the cornerstone of Western Civilisation	<ul style="list-style-type: none"> <li>draw a map locating the Roman civilisation</li> <li>describe when and why this civilisation developed</li> <li>list the characteristics of this civilisation</li> <li>mention the distinctive stages in the history of this civilisation</li> <li>describe the factors that led to its decline</li> </ul>
THEME 2: FORMS OF GOVERNMENT		
<b>2.1 Why do people have governments?</b>	understand that all societies had forms of government	<ul style="list-style-type: none"> <li>define the term 'government'</li> <li>list reasons why various forms of government were introduced</li> <li>discuss how the different forms of government developed from one stage to another</li> <li>explain the characteristics of each form of government</li> </ul>



TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	BASIC COMPETENCIES <i>By the end of Grade 8, learners should be able to:</i>
<b>2.2 Different forms of government:</b> – <b>Republic (Athens)</b>  – <b>Empire (Rome)</b>  – <b>Dynasty (Tang-China)</b>	understand the formation of a republican form of government in Athens  understand that the Roman conquest of new areas led to the establishment of an empire  understand the reasons for the development of the Tang dynasty	<ul style="list-style-type: none"> <li>list the characteristics of the republic of Athens</li> <li>compare the difference between the republic of Athens and present-day republics</li> <li>indicate on a map the territories that formed part of the Roman empire</li> <li>list the characteristics of the Roman empire</li> <li>mention the basic characteristics of the Tang dynasty</li> <li>compare the Tang dynasty with latter-day dynasties (e.g. Austria, 18th century)</li> </ul>
<b>THEME 3: SOCIO-ECONOMIC SYSTEMS AND DEVELOPMENTS</b>		
<b>3.1 Slavery</b>	understand that slavery was practiced all over the world and that it differed from place to place and time to time	<ul style="list-style-type: none"> <li>define the term 'slavery'</li> <li>mention the various forms of slavery and their characteristics</li> <li>discuss how slavery is an abuse of peoples' human rights</li> </ul>
<b>3.2 Feudalism</b>	understand what is feudalism	<ul style="list-style-type: none"> <li>define the term 'feudalism'</li> <li>discuss the origin and development of feudalism</li> <li>compare the differences between feudalism in Europe and that of Asia</li> </ul>
<b>3.3 The Emergence of Classes</b>	understand the development of classes	<ul style="list-style-type: none"> <li>define the term 'classes'</li> <li>discuss the development of classes</li> </ul>

TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	BASIC COMPETENCIES <i>By the end of Grade 8, learners should be able to:</i>
<b>3.4 Capitalism</b>	understand the meaning and role of capitalism	<ul style="list-style-type: none"> <li>• define the term 'capitalism'</li> <li>• discuss how capitalism developed</li> <li>• discuss when, where and why capitalism developed</li> <li>• explain the immediate effects of capitalism on the European society</li> </ul>

## 11.2 LEARNING CONTENT FOR GRADE 9

NAMIBIAN HISTORY		
THEME 1: FORMAL COLONISATION		
TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	BASIC COMPETENCIES <i>By the end of Grade 9, learners should be able to:</i>
<b>1.1 European Interest in Namibia</b>	understand the reasons for European interest in Namibia	<ul style="list-style-type: none"> <li>distinguish between the different European groups who came to Namibia</li> </ul>
<b>1.2 Protection Treaties</b>	understand the reasons the Germans had when they signed the protection treaties with the indigenous leaders	<ul style="list-style-type: none"> <li>identify who the indigenous leaders were and with whom protection treaties were signed</li> <li>evaluate the impact the treaties had on the indigenous leaders and the Germans</li> </ul>
<b>1.3 Resistance and Increase of German Troops</b>	<p>understand why Maharero decided to declare his protection treaty no longer valid</p> <p>understand why it was necessary for the German government to send more troops to Namibia</p>	<ul style="list-style-type: none"> <li>explain Maharero's reasons for canceling the protection treaty</li> <li>describe the most important tasks of the German troops</li> </ul>
<b>1.4 Establishment of German Colonial Rule</b>	understand why Germany decided to colonise Namibia	<ul style="list-style-type: none"> <li>define the terms 'colonial rule' and 'resistance'</li> <li>explain why the Germans came to Namibia</li> <li>identify the indigenous leaders who opposed German colonial rule</li> <li>describe how German colonisation affected the different indigenous groups and their various rights</li> </ul>

THEME 2: RESISTANCE AND SOCIAL DYNAMICS		
TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	BASIC COMPETENCIES <i>By the end of Grade 9, learners should be able to:</i>
<b>2.1 Changing patterns in Traditional Rule</b>	understand why Hendrik Witbooi refuse to accept German rule	<ul style="list-style-type: none"> <li>• discuss the reasons that led Hendrik Witbooi to refuse German ‘protection’</li> <li>• discuss the various ways in which the German administration tried to convince Hendrik Witbooi to accept its authority</li> </ul>
	understand that 1896 was a turning point in the relationship between the German administration and the Nama and Herero people	<ul style="list-style-type: none"> <li>• discuss the reasons for the uprisings of the Mbanderu and Khauas people against German rule</li> <li>• explain the importance of these uprisings for the Namibian people</li> </ul>
	understand that Leutwein tried to negotiate with the indigenous leaders in order to accept German rule	<ul style="list-style-type: none"> <li>• discuss how Leutwein tried to convince the Nama and Herero leaders to accept German rule</li> <li>• evaluate Leutwein’s policy</li> </ul>
	understand the German policy to expropriate Namibian land	<ul style="list-style-type: none"> <li>• discuss how the German administration proceeded to expropriate Namibian land for white settlement</li> </ul>

<b>THEME 3: THE WAR OF NATIONAL RESISTANCE 1904 – 1908</b>		
<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 9, learners should be able to:</i>
<b>3.1 Herero Versus Colonial Power</b>	understand the reasons for the Herero uprising	<ul style="list-style-type: none"> <li>list the causes of the conflict</li> <li>discuss the development and outcome of the war</li> </ul>
<b>3.2 The South Versus Colonial Power</b>	understand the reasons for the Nama uprising in the South	<ul style="list-style-type: none"> <li>list the causes for the uprising(s)</li> <li>discuss the development and outcome of the war</li> <li>identify the groups involved in the conflict</li> </ul>
<b>3.3 The Aftermath</b>	understand the impact of these wars on the Namibian people	<ul style="list-style-type: none"> <li>explain the effects the war had on the Namibian people with reference to the following: <ul style="list-style-type: none"> <li>leadership (political autonomy);</li> <li>tribal unity;</li> <li>land and livestock; and</li> <li>migrant labourers</li> </ul> </li> </ul>
<b>THEME 4: GERMAN AND SOUTH AFRICAN RULE 1909 – 1945</b>		
<b>4.1 German Administration: 1909-1915</b>	understand establishment of colonialism in Namibia	<ul style="list-style-type: none"> <li>describe the establishment of German administration</li> <li>discuss how the German administration undertook to promote economic development</li> <li>describe the German policy with reference to European settlement under the following: <ul style="list-style-type: none"> <li>land allocation;</li> <li>economic development (mining, agriculture, industry)</li> </ul> </li> <li>describe the German policy on the ownership of livestock by the indigenous people</li> </ul>

<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 9, learners should be able to:</i>
<b>4.2 South-African Military Rule: 1915-1920</b>	understand why South Africa invaded Namibia to wage war against the German forces	<ul style="list-style-type: none"> <li>• explain why German Southwest-Africa (SWA) was conquered by South Africa</li> </ul>
<b>4.3 1920-1945: South Africa as the Mandatory Power of Namibia</b>	understand under which conditions South Africa administered Namibia on behalf of the League of Nations	<ul style="list-style-type: none"> <li>• list the conditions under which South Africa administered Namibia</li> <li>• discuss how South Africa administered Namibia</li> <li>• describe the South African policy with reference to the following: <ul style="list-style-type: none"> <li>- Land Act of 1913 (Union of South Africa)</li> <li>- Creation of additional reserves for the indigenous groups south of the Red Line</li> <li>- Economic development (mining, agriculture, industry)</li> </ul> </li> <li>• compare the South African and German policies on the ownership of livestock by the indigenous people</li> <li>• explain how Namibians reacted to the loss of political autonomy (e.g. Mandume, Bondelswarts and Baster Revolts)</li> </ul>

<b>AFRICAN HISTORY</b>		
<b>THEME 1: SOCIAL AND POLITICAL CHANGE IN AFRICA: 1800-1900</b>		
<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 9, learners should be able to:</i>
<b>1.1 The Kongo Kingdom</b>	understand the origin and development of the Kongo Kingdom	<ul style="list-style-type: none"> <li>• discuss the origin of the Kongo Kingdom</li> <li>• name the most important leaders and their contributions</li> <li>• discuss how Portuguese rule affected the Kongo Kingdom</li> </ul>
<b>1.2 The Zulu Kingdom</b>	understand the origin and development of the Zulu Kingdom	<ul style="list-style-type: none"> <li>• discuss the origin of the Zulu Kingdom</li> <li>• discuss how the Zulu Kingdom developed into the most powerful state in Southern Africa by 1816</li> <li>• explain the causes behind the expansion of the Zulu Kingdom after 1818</li> </ul>
<b>THEME 2: THE PERIOD OF EUROPEAN CONQUEST AND COLONIAL RULE</b>		
<b>2.1 The ‘Scramble’ for Africa</b>	understand the motives behind European powers in their decision to take control of Africa	<ul style="list-style-type: none"> <li>• define the term 'scramble' for Africa</li> <li>• discuss the reasons for the 'scramble' for Africa</li> </ul>
<b>2.2 Berlin Conference</b>	understand that the Berlin Conference of 1884 divided Africa among European powers	<ul style="list-style-type: none"> <li>• list the decisions taken at the Berlin Conference</li> <li>• discuss how the Conference affected the future of Africa</li> </ul>
<b>2.3 Partition of Africa</b>	understand that African people reacted in various ways to the European invasion of their land	<ul style="list-style-type: none"> <li>• list four reasons for the partition of Africa</li> <li>• name the European states and the areas that they controlled</li> <li>• define the terms 'collaboration' and 'resistance'</li> <li>• discuss how African leaders reacted to European invasion</li> </ul>

<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 9, learners should be able to:</i>
<b>2.4 Colonial Administration</b>	understand why European powers used different systems in ruling African people	<ul style="list-style-type: none"> <li>define the following terms: <ul style="list-style-type: none"> <li>- indirect rule;</li> <li>- assimilation;</li> <li>- association; and</li> <li>- settler colonialism</li> </ul> </li> <li>describe the reasons why European powers used different systems in ruling African people</li> <li>explain why Africans rejected these systems, and the impact of this rejection on their environment</li> </ul>
<b>2.5 Changes in Existing Forms of Government and Social Organisation</b>	understand that Africans' social and political ways of living was affected by colonialism	<ul style="list-style-type: none"> <li>discuss how colonialism changed Africa's government systems (e.g. political, economic, religious beliefs and cultural practices)</li> <li>explain Africans' reaction to European institutions, e.g. <ul style="list-style-type: none"> <li>- political;</li> <li>- economic;</li> <li>- social and religious</li> </ul> </li> </ul>
<b>THEME 3: SOCIAL AND ECONOMIC CHANGE IN AFRICA 1800–1945</b>		
<b>3.1 Trade</b>	understand how European trading companies monopolised (controlled) trade in Africa	<ul style="list-style-type: none"> <li>list the major European companies and the goods traded</li> <li>discuss how these companies played a significant role in African trade</li> <li>explain how European control affected African trade</li> </ul>
<b>3.2 Urbanisation</b>	understand the effects of urbanisation on societies	<ul style="list-style-type: none"> <li>define the term 'urbanisation'</li> <li>list the reasons that forced people to move to urban areas</li> <li>discuss how urbanisation affected African societies with specific reference to their environment</li> </ul>



THEME 4: CULTURE AND SOCIETY		
TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	BASIC COMPETENCIES <i>By the end of Grade 9, learners should be able to:</i>
4.1 Negritude	understand the meaning and development of Negritude	<ul style="list-style-type: none"> <li>• define the term 'Negritude'</li> <li>• discuss how Negritude developed</li> <li>• explain the link between Negritude and the Black Consciousness Movement of the late 1960's</li> </ul>

<b>WORLD HISTORY</b> <b>THEME 1: SOCIAL, POLITICAL AND ECONOMIC DEVELOPMENTS</b>		
<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 9, learners should be able to:</i>
<b>1.1 Absolute Monarch (France)</b>	<p>understand that royal absolutism was established after 1600</p> <p>understand that the idea of the divine rights of kings was widely preached</p>	<ul style="list-style-type: none"> <li>define the term 'royal absolutism'</li> <li>explain why kings obtained absolute power</li> <li>discuss how the divine rights of kings were widely preached</li> <li>explain when, how and why the absolute power of kings declined</li> </ul>
<b>1.2 Liberalism</b>	understand that liberalism originated in Britain	<ul style="list-style-type: none"> <li>define the term 'liberalism'</li> <li>discuss the origin of liberalism</li> </ul>
<b>1.3 French Revolution</b>	understand how the French Revolution affected people all over the world	<ul style="list-style-type: none"> <li>list the causes of the French Revolution</li> <li>describe the course of the French Revolution</li> <li>discuss the short- and long-term effects of the French Revolution</li> </ul>
<b>1.4 Industrial Revolution</b>	understand the origin and development of the Industrial Revolution	<ul style="list-style-type: none"> <li>define the term 'Industrial Revolution'</li> <li>discuss the origin and development of the Industrial Revolution</li> <li>explain how the Industrial Revolution affected the European society</li> <li>collect information on the causes and consequences of the Industrial Revolution by using ICT</li> </ul>

### 11.3 LEARNING CONTENT FOR GRADE 10

NAMIBIAN HISTORY		
THEME 1: THE DEVELOPMENT OF NATIONALISM		
TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	BASIC COMPETENCIES <i>By the end of Grade 10, learners should be able to:</i>
<b>1.1 The development of Namibian Nationalism</b>	understand why Namibian Nationalism started	<ul style="list-style-type: none"> <li>define the term Namibian 'Nationalism'</li> <li>explain the nationalist activities with reference to role players and movements</li> </ul>
<b>1.2 The Ovambo People's Organisation (OPO)</b>	understand that the aim of OPO was to improve the life of contract workers	<ul style="list-style-type: none"> <li>list reasons for the establishment of OPO</li> <li>mention the founding members of OPO</li> <li>discuss the role Sam Nujoma played in the formation of OPO</li> <li>discuss how OPO helped to organise strikes</li> <li>describe the contract labour system</li> <li>discuss how men were recruited by South West African Native Labour Association (SWANLA)</li> <li>explain how the contract labour system affected people's family life and living standard</li> </ul>
<b>1.3 South West African National Union (SWANU)</b>	understand that SWANU was one of the earliest movements	<ul style="list-style-type: none"> <li>name SWANU's founding members</li> <li>describe its aims and establishment and why it was a failure</li> </ul>
<b>1.4 Other Political Organisations</b>	understand that there were also other political organisations which played an important role in Namibia	<ul style="list-style-type: none"> <li>list the founding members of NUDO, CANU and the Damara Tribal Council</li> <li>describe the aims of each of these political organisations</li> <li>distinguish which of NUDO, CANU and the Damara Tribal Council contributed most to independence</li> </ul>

<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 10, learners should be able to:</i>
<b>1.5 The Windhoek Massacre</b>	understand the causes, events and consequences of the Windhoek Massacre	<ul style="list-style-type: none"> <li>discuss the causes, course of events and the consequences of the Windhoek Massacre</li> </ul>
<b>1.6 South West African Peoples Organisation (SWAPO) and the Liberation Struggle</b>	<p>understand that SWAPO was formed to unite all Namibians</p> <p>understand that SWAPO launched an armed struggle to liberate Namibia</p>	<ul style="list-style-type: none"> <li>list reasons for the establishment of SWAPO</li> <li>discuss how Sam Nujoma actively kept Namibia at the centre of international attention</li> <li>list the conditions on which SWAPO received assistance from Organisation of African Unity (<i>now called African Union</i>)</li> <li>explain when and why SWAPO launched the War of National Liberation</li> <li>give an account of Ya Toivo's Pretoria speech</li> <li>describe how an independent Angola favoured the armed struggle in Namibia</li> <li>mention the Namibian refugee camps established in other countries during the armed struggle</li> <li>explain the Cassinga Massacre</li> </ul>
<b>THEME 2: SOUTH AFRICAN COLONIAL ADMINISTRATION 1945 -1979</b>		
<b>2.1 South African Colonial Rule and the Mandate</b>	<p>understand South African rule in Namibia between 1945-1979</p> <p>understand that Namibia was represented in the South African Parliament</p>	<ul style="list-style-type: none"> <li>describe the inheritance of Namibia as a Mandate by the United Nations</li> <li>name the two main political parties in the South African parliament</li> <li>explain why these parties were the only two representing Namibia in the South African parliament</li> </ul>

<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 10, learners should be able to:</i>
<b>2.2 Apartheid in Namibia</b>	understand that South African racial policies were introduced in Namibia	<ul style="list-style-type: none"> <li>• discuss the Odendaal Plan</li> <li>• name and explain the economic and political recommendations made by the Odendaal Plan</li> <li>• list the effects of the Odendaal Plan on the Namibian population</li> <li>• evaluate the impact of the Odendaal Plan with specific reference human rights</li> </ul>
<b>2.3 United Nations and Namibia</b>	understand the reaction of the international community to South African rule in Namibia	<ul style="list-style-type: none"> <li>• describe the reasons why the United Nations and South Africa clashed over Namibia</li> <li>• discuss how the International Court of Justice tried to stop South African administration over Namibia</li> </ul>
<b>2.4 South Africa Changes Direction</b>	understand that South Africa tried to change direction under international pressure	<ul style="list-style-type: none"> <li>• describe how the Turnhalle Conference was formed and its main features</li> <li>• list reasons why SWAPO, the United Nations and the Organisation of African Unity refused to recognise the Turnhalle Constitution</li> <li>• discuss the setting-up of the Turnhalle Conference, its constitution and reasons for its failure</li> </ul>
<b>2.5 United Nations and the Western Contact Group</b>	understand that the United Nations and the Western Contact Group tried to persuade South Africa to grant Namibia independence	<ul style="list-style-type: none"> <li>• name the members of the Western Contact Group</li> <li>• describe how they persuade SA to grant independence to Namibia</li> <li>• evaluate the successes and/or failures of the Western Contact Group</li> </ul>

<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 10, learners should be able to:</i>
<b>2.6 Namibia During the 1980s: Government Structures Before Independence</b>	<p>understand how the different governments were introduced and administered</p> <p>understand the reasons for the establishment of the Multi Party Conference (MPC) and the Transitional Government of National Unity (TGNU)</p> <p>understand the role played by South West African Peoples Organisation (SWAPO) during the 1980s to liberate Namibia</p>	<ul style="list-style-type: none"> <li>describe the first, second and third tier governments</li> <li>name the groups representing MPC</li> <li>give reasons for the establishment of the MPC and why it failed</li> <li>give the reasons why the TGNU was formed, and list problems it encountered</li> <li>explain the role played by SWAPO to liberate Namibia</li> <li>describe and discuss the talks SWAPO held with South Africa</li> </ul>
<b>THEME 3: THE ROLE OF THE CHURCH ON THE ROAD TO INDEPENDENCE</b>		
<b>3.1 Independent Churches</b>	understand the establishment of Independent Churches	<ul style="list-style-type: none"> <li>give reasons why these churches were established</li> <li>list the names of the independent churches and their leaders</li> </ul>
<b>3.2 The Church and the Liberation and Armed Struggle</b>	<p>understand the reasons why church leaders supported the Liberation Struggle</p> <p>understand that although the church opposed apartheid it neither support nor condemned the armed struggle</p>	<ul style="list-style-type: none"> <li>list reasons why the churches could not remained silent</li> <li>list reasons why the church neither support nor condemned the armed struggle</li> </ul>

<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 10, learners should be able to:</i>
<b>3.3 Evangelical Lutheran Ovambo-Kavango Church (ELOC) Referendum</b>	understand the meaning and aim of the ELOC Referendum	<ul style="list-style-type: none"> <li>describe what is meant by the ELOC referendum</li> <li>list the aims of the referendum</li> <li>mention the reasons why the South African Prime Minister , John B Vorster, agreed to the referendum</li> <li>describe the outcome of the referendum</li> </ul>
<b>3.4 Open and Pastoral Letters</b>	<p>understand the purpose of the Pastoral and Open letters</p> <p>understand why church leaders confronted the South African Prime Minister</p>	<ul style="list-style-type: none"> <li>list the reasons for the Pastoral and Open letters</li> <li>describe the main criticisms of South African rule in the Open letter</li> <li>explain why the churches confronted the South African Prime Minister (J B Vorster)</li> </ul>
<b>3.5 General Strike and State of Emergency, 1972</b>	understand why workers striked and why a state of emergency was imposed	<ul style="list-style-type: none"> <li>list the reasons for the strike</li> <li>describe the extent of the strike and the state of emergency as a consequence</li> </ul>
<b>3.6 Attempts to Repress the Church</b>	understand measures to repress church leaders and the destruction of church property	<ul style="list-style-type: none"> <li>describe the measures taken against church leaders, including the destruction of church property</li> </ul>
<b>3.7 Ecumenical Christian Centre (ECC)</b>	understand that the ECC was established in Namibia	<ul style="list-style-type: none"> <li>list reasons why the ECC was established</li> </ul>
<b>3.8 Council of Churches of Namibia (CCN)</b>	understand the reasons for the establishment of the CCN	<ul style="list-style-type: none"> <li>describe the reasons for the establishment of the CCN</li> <li>list the member churches of the CCN</li> <li>give reasons for the exclusion of some churches</li> </ul>

<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 10, learners should be able to:</i>
<b>3.9 The Ai-Gams Declaration</b>	understand that different churches and parties had issued the Ai-Gams declaration in Namibia	<ul style="list-style-type: none"> <li>describe the Ai-Gams Declaration</li> </ul>
<b>THEME 4: NAMIBIA BECOMES A REPUBLIC</b>		
<b>4.1 United Nations Resolution 435</b>	<p>understand that Resolution 435 brought about the independence of Namibia</p> <p>understand that the implementation of Resolution 435 was delayed for ten years (1978-1989)</p>	<ul style="list-style-type: none"> <li>explain the purpose of Resolution 435</li> <li>describe the agreements in 1988 between South Africa, Angola and Cuba</li> <li>list the reasons why it took longer before Resolution 435 was implemented</li> </ul>
<b>4.2 United Nations Transition Assistance Group (UNTAG)</b>	understand that UNTAG supervised the implementation of Resolution 435 in Namibia	<ul style="list-style-type: none"> <li>define the term 'UNTAG'</li> <li>describe the purpose of UNTAG</li> <li>name the leading personalities who were in charge of UNTAG operations in Namibia</li> </ul>
<b>4.3 Registration and Informing Voters</b>	understand that as part of Namibia's first internationally supervised elections the voters were registered and educated on voting	<ul style="list-style-type: none"> <li>explain what is meant by the following: <ul style="list-style-type: none"> <li>voter and voting;</li> <li>elections;</li> <li>international supervision</li> </ul> </li> <li>describe the process of informing voters</li> </ul>
<b>4.4 Repatriation of Exiles and Political Prisoners</b>	understand that Namibians living in exile were brought back and all political prisoners released to participate in the elections	<ul style="list-style-type: none"> <li>define the following terms: <ul style="list-style-type: none"> <li>exiles;</li> <li>repatriation;</li> <li>political prisoners</li> </ul> </li> <li>list the most important reasons for the repatriation of exiles and released of political prisoners</li> </ul>



<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 10, learners should be able to:</i>
<b>4.5 The Election of 1989</b>	understand that the 1989 election brought about Namibia's independence	<ul style="list-style-type: none"> <li>• name the parties and the number of seats they have won in the Constituent Assembly</li> </ul>
<b>4.6 The Constitution</b>	understand that after the 1989 election the elected representatives drew up the Constitution of the Republic of Namibia	<ul style="list-style-type: none"> <li>• describe the main features of the Namibian Constitution, e.g. <ul style="list-style-type: none"> <li>- the Executive branch;</li> <li>- the Legislative branch;</li> <li>- the Judicial branch</li> <li>- Regional and Local Authority</li> </ul> </li> </ul>
<b>THEME 5: EQUAL TREATMENT FOR MALES AND FEMALES</b>		
<b>5.1 Human Rights</b>	understand that the Constitution protects human rights	<ul style="list-style-type: none"> <li>• discuss how the Constitution protects human rights</li> </ul>
<b>5.2 Position of Women</b>	understand the position of women in Namibia	<ul style="list-style-type: none"> <li>• describe the position of women on the basis of: <ul style="list-style-type: none"> <li>- their position in the family;</li> <li>- their position in the society</li> </ul> </li> </ul>
<b>5.3 International Conferences on Women's Rights</b>	understand the different international conferences on Women's rights	<ul style="list-style-type: none"> <li>• compare the achievements of the Mexico Conference (1975) on women's rights with the position of women today</li> <li>• describe the other international conferences on women's rights, e.g. <ul style="list-style-type: none"> <li>- Copenhagen Conference (1980);</li> <li>- Nairobi Conference (1985);</li> <li>- Beijing Conference (1995)</li> </ul> </li> </ul>

<b>AFRICAN HISTORY</b> <b>THEME 1: THE STRUGGLE FOR POLITICAL INDEPENDENCE AND DEMOCRACY</b>		
<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 10, learners should be able to:</i>
<b>1.1 African Nationalism</b>	understand the meaning of African nationalism	<ul style="list-style-type: none"> <li>define the term 'African Nationalism'</li> </ul>
<b>1.2 Pan Africanism</b>	understand the origin and development of the Pan-African Movement	<ul style="list-style-type: none"> <li>describe the origin, aims and development of Pan-Africanism</li> <li>discuss the role of major figures within the Pan-African Movement</li> </ul>
<b>1.3 The Search for African Unity</b>	understand the meaning of African Unity  understand the origin, aims and development of the Organisation of African Unity (OAU)/ African Union	<ul style="list-style-type: none"> <li>describe how Kwame Nkrumah contributed to pro-African unity</li> <li>describe the events that led to the establishment of the OAU (African Union)</li> <li>list the main aims of the OAU</li> <li>draw the structure of the OAU</li> <li>indicate in a table the successes and failures of the OAU</li> </ul>
<b>1.4 Democratisation in Africa</b>	understand what democratisation means and relate it to various forms of government in Africa	<ul style="list-style-type: none"> <li>describe the origin and main features of apartheid</li> <li>distinguish between military rule and civilian rule</li> <li>list examples of dictatorships</li> <li>describe measures to promote democratisation in Africa, with reference to Namibian examples</li> </ul>

## THEME 2: THE STRUGGLE FOR ECONOMIC DEVELOPMENT

TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	BASIC COMPETENCIES <i>By the end of Grade 10, learners should be able to:</i>
<b>2.1 Economic Systems in Africa</b>	understand the essential features of capitalist, socialist and mixed economies by means of specific case studies	<ul style="list-style-type: none"> <li>• discuss the Harambee concept of economic development in Kenya</li> <li>• discuss the Ujamaa concept of economic development in Tanzania</li> <li>• distinguish between socialism in general and African socialism in particular</li> <li>• define the term 'Zambian humanism'</li> <li>• discuss the operation of a mixed economy with reference to the situation in Namibia</li> </ul>
<b>2.2 The Economic Crisis in Africa</b>	understand the factors which caused the economic crisis in Africa	<ul style="list-style-type: none"> <li>• list causes of underdevelopment in Africa</li> <li>• discuss the factors that caused an economic crises in Africa after independence (e.g. debt; oil crisis; underdevelopment; foreign aid; famine; HIV and AIDS; civil war)</li> </ul>
<b>2.2.1 The Lagos Plan</b>	<p>understand the measures that were taken by African countries to combat their economic problems</p> <p>understand the activities of the International Monetary Fund (IMF) and the World Bank</p>	<ul style="list-style-type: none"> <li>• list measures taken by African countries to combat their economic problems</li> <li>• list measures taken to overcome underdevelopment in Namibia</li> <li>• describe how effective IMF and World Bank prescriptions have been in Africa</li> </ul>

<b>WORLD HISTORY</b>		
<b>THEME 1: SOCIAL, POLITICAL AND ECONOMIC DEVELOPMENTS</b>		
<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>BASIC COMPETENCIES</b> <i>By the end of Grade 10, learners should be able to:</i>
<b>1.1 Nationalism and Fascism</b>	understand nationalism and fascism as phenomena in the 20th century	<ul style="list-style-type: none"> <li>discuss how the Allied Powers after World War I supported the nationalist aspirations of people in Eastern Europe in 1919</li> <li>explain the origin and development of Fascism in Italy and Nazism in Germany</li> <li>evaluate the impact of Nazism and Fascism on the European society in general, and on Germany and Italy in particular</li> </ul>
<b>1.2 Communism</b>	understand communism and how it was applied in China	<ul style="list-style-type: none"> <li>list the basic features of communism</li> <li>describe how communism was practiced in the Chinese society</li> </ul>
<b>1.3 Cold War</b>	understand the origin and nature of the Cold War	<ul style="list-style-type: none"> <li>define the term 'Cold War'</li> <li>discuss the development of the Cold War</li> <li>explain why the superpowers became involved in Korea and Vietnam</li> </ul>
<b>1.4 League of Nations and the United Nations</b>	understand the aims and functions of the League of Nations and the United Nations	<ul style="list-style-type: none"> <li>list the aims and functions of the League of Nations and the United Nations</li> </ul>
<b>1.5 Regional and National Co-operation</b>	understand that regional economic cooperation started in Europe after 1945, followed by others in Eastern Europe, the Middle East and Africa	<ul style="list-style-type: none"> <li>list the reasons for the establishment of the following organisations: European Economic Commission (EEC); COMECON; Organisation of Petroleum Exporting Countries (OPEC); and the Southern Africa Development Community (SADC)</li> <li>name the member states that belong to EEC, COMECON, OPEC and SADC</li> </ul>

TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	BASIC COMPETENCIES <i>By the end of Grade 10, learners should be able to:</i>
<b>1.6 The World Bank and International Monetary Fund (IMF)</b>	understand the role and functions of the World Bank and the International Monetary Fund (IMF)	<ul style="list-style-type: none"> <li>• describe when and why the World Bank and IMF were established</li> <li>• discuss how funds were made available to countries</li> <li>• debate whether the IMF and World Bank are often accused as being unfair in their lending policies by the Third World</li> </ul>

## **12. ASSESSMENT**

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

### **12.1 Continuous assessment**

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

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

### **12.2 Formative and summative assessment**

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

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

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

### **12.3 Informal and formal methods**

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

When it is necessary to structure assessment more formally, the teacher should as far as possible use the same sort of situation as ordinary learning and practice situations to assess the competency of the learner. The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a great deal of time. Short tests in any subject should be limited to part of a lesson and only exceptionally use up a whole lesson. End-of-term tests should only be written in the first lesson of the day, so that teaching and learning can continue normally for the rest of the time.

In Grade 10 a mock examination may be held to learn examination skills and to identify areas of the syllabus which may need extra attention. Mock examinations only serve a useful purpose if they are used as a learning experience in how to organise oneself, how to read the paper, how to interpret and answer examination-type questions, and how to allocate time in an examination. This involves the teacher going through the paper systematically with the class when their answers are returned.

## 12.4 Evaluation

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

## 12.5 Criterion-referenced grades

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

## 12.6 Grade descriptors in the Junior Secondary Phase

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

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

## 12.7 Conducting and recording assessment

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

## 12.8 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:

- B3. 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 judgement in sources.

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

## **12.9 Continuous Assessment: Detailed guidelines**

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

### **12.9.1 Types of Continuous Assessment**

**Practical Exercises:** 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 (2) exercises should be done per term. The marks should be rounded to thirty (30) at the end of a term.

**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. Three (3) projects should be completed annually (one each term) in grade 8&9 and two (2) projects in grade 10 (one project in term 1 and one in term 2). At the end of the year, the project mark should be rounded to ten (10) marks. Assessment criteria on page 7 can be adapted and used.

**Topic Tests:** 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 two (2) topic tests should be given per term. At the end of the year, topic test marks should be rounded to thirty (30).

### **End-of term tests**

End of term test will be a comprehensive test of the whole term's work. End-of-the term test assesses learners' level of understanding of 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.

### **12.9.2 Summary of Continuous Assessment Tasks**



CONTINUOUS ASSESSMENT GRADES 8 & 9						
COMPONENTS	TERM 1		TERM 2		TERM 3	
	Number & Marks	Total CA	Number & Marks	Total CA	Number & Marks	Total CA
Practical Exercises	2×15	30	2×15	30	2×15	30
Projects	1×10	10	1×10	10	1×10	10
Topic Tests	(2×30)÷2	30	(2×30)÷2	30	1×30	30
End of Term Test	65	(65×2) 130	65	(65×2) 130		
Term Marks		200		200		70
Weighted Term Marks		200÷2 <b>100</b>		200÷2 <b>100</b>		

CONTINUOUS ASSESSMENT GRADE 10				
COMPONENTS	TERM 1		TERM 2	
	Number & Marks	Total CA	Number & Marks	Total CA
Practical Exercises	2×15	30	2×15	30
Projects	1×10	10	1×10	10
Topic Tests	(2×30)÷2	30	(2×30)÷2	30
End of Term Test /	65x2	130	130	130
Term Marks		200		200
Weighted Term Marks		200÷2 <b>100</b>		200÷2 <b>100</b>

#### 12.10 End of year examinations: Detailed guidelines

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

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

<b>WRITTEN EXAMINATION GRADES 8 - 10</b>			
<b>Component Number</b>	<b>Description of papers</b>	<b>Duration</b>	<b>Marks</b>
<b>8, 9 &amp; 10</b>	<b>Written Examination</b> This will consist of one paper of two sections: <b>Section A:</b> 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. <b>Section B:</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. One question will be set on each area of the learning content, e.g. Namibia, African and World History.	120 minutes (2 hours)	130
<b>2</b>	<b>Continuous Assessment</b> This will consist of Continuous Assessment Tasks conducted in the school during the year.		70
		<b>Total Marks =200</b>	

### 12.11 Promotion marks

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

<b>Component</b>	<b>Description</b>	<b>Marks</b>	<b>Weighting</b>
<b>Written Examination</b>	Section A: Multiple choice questions (34) Section B: Structured questions (96)	130	65%
<b>Continuous Assessment</b>	Practical exercises, projects and topic tests.	70	35%
	<b>TOTAL MARKS</b>	<b>200</b>	<b>100</b>

The promotion marks are calculated as follows:

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

PROMOTION MARK FOR GRADE 10			
TERM MARK	Term 1	Term 2	Total
	200	200	400
CA mark	$(400 \div 47) \times 7$ (CA mark for Grade 10 to be send to DNEA)		70
End-of-year examination	130 Marks (JSC exam)		130
Promotion Mark Term 3	CA Mark + End-of-Year Examination $\div 2$ $200 \div 2$		100

### 12.12 Specification Grids

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

Assessment Objectives	Weighting %	Paper 1 marks
A1, A2	26%	34
B3, A1, A2	74%	96
<b>Total</b>	<b>100%</b>	<b>130</b>

Assessment Objectives for Continuous Assessment

A1, A2	40%
B	60%

### 12.13 Assessment Criteria

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

# ANNEXE 1: Assessment Record Sheet for Grades 8 & 9

ASSESSMENT RECORD SHEET FOR HISTORY		Grade: .....										Year: .....					
School: .....		Teacher: .....															
	Term	Practical Exercises			Projects				Topic Tests			End of Term Test	Term Mark	Weighted Term Mark	CA Mark	Exam Mark	Promotion Mark
Name of Learner ↓		1	2	Total Mark	1	2	3	Total Mark	1	2	Total Mark	(65x2)	200 (Term 1&2) +70 (Term 3)	200÷2	(470÷47)x7		(70+130) ÷ 2
		15	15	30	10	10	10	10	30	30	30	130	200	100	70	130	100
	1																
	2																
	3																
	1																
	2																
	3																
	1																
	2																
	3																
	1																
	2																
	3																
	1																
	2																
	3																

ANNEXE 2 Assessment Record Sheet for Grade 10

ASSESSMENT RECORD SHEET FOR HISTORY											Grade: .....		Year: .....	
School: .....											Teacher: .....			
	TERM	Practical Exercise			Project			Topic Test			End of Term Test	Term Mark	Weighted Term Mark	CA Mark
Name of Learner ↓		1	2	Total Mark	1	2	Total Mark	1	2	Total Mark	(65×2)	70+ 130	200÷2	(400÷40)×7
		15	15	30	10	10	20	30	30	30	130	200	100	70
	1													
	2													
	1													
	2													
	1													
	2													
	1													
	2													
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	1													
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	1													
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	1													
	2													

### Annexure 3: Glossary of Terms

<b>AD (BEC)</b>	after the birth of Christ
<b>Abdicate</b>	to give up your position
<b>Alliance</b>	an agreement between people
<b>Ancestral lands</b>	lands that have been in the family for a long time; lands that belonged to one's ancestors
<b>BC (CE)</b>	before the birth of Christ / before the common era
<b>Civil War</b>	when citizens of the same country fight each other
<b>Civilisations</b>	to have reached a certain development in terms of politics, economics, technology and culture
<b>Coalition</b>	two political parties joining for the purpose of an elections
<b>Communal Land</b>	land that is shared and worked on by a community
<b>Domestication</b>	to tame wild animals to use them for hunting, farming, transport or as pets
<b>Democratic Government</b>	a government chosen by all people, irrespective of race or social position
<b>Dynasty</b>	succession of rulers due to blood relationships
<b>Expedition</b>	a journey under difficult or unknown circumstances
<b>Empire</b>	a dominant state which has different countries and their peoples under its control
<b>Foreign Interest</b>	foreign ownership of a country's resources
<b>Genocide</b>	when almost entire generations of people are killed
<b>Humanitarian</b>	for the benefit of human beings
<b>Indigenous</b>	belonging naturally to a region and cultural environment
<b>Legal Sanction</b>	a lawful way or mechanism
<b>Migration</b>	to move from one part of a country to another
<b>Mixed Economy</b>	an economy that allows for private and government ownership of businesses side by side
<b>Nationalist</b>	when people of one area or language want to govern themselves
<b>Occupy</b>	to move an army into an area, and claim it as your own
<b>Pastoralism</b>	a nomadic way of life where animals are herded
<b>Persecute</b>	to repeatedly go after people as though they were enemies, treating them badly
<b>Prejudice</b>	to discriminate without any reason
<b>Protectorate</b>	land that is said to be protected by a stronger state which gains certain advantages from this
<b>Repression</b>	to repress means to crush or put down any sort of resistance or opposition
<b>Republic</b>	country where the rulers are elected by the people
<b>Resistance</b>	the opposition of authority
<b>Sovereign</b>	an independent state or ruler
<b>Urbanisation</b>	the development of a country area into a town or city / people moving from rural areas to urban areas



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