MINISTRY OF EDUCATION, SPORT AND CULTURE

ZIMBABWE

GEOGRAPHY SYLLABUS

ZIMBABWE JUNIOR CERTIFICATE

P. O. Box MP 133
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HARARE

REVISED 2007

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1.0 PREAMBLE

This syllabus is designed to cover the study of Geography in the first two years of secondary school. It intends to provide a basic course in Geography and a firm foundation for the study of "0" Level Geography. It is designed to equip pupils with skills of graphicacy and enable them to acquire knowledge, skills and attitudes needed to understand geographical phenomena. The syllabus seeks to raise in pupils an awareness of the physical, social, economic and political environment and promote practices that enhance sustainable livelihoods.

2.0 AIMS

The aims of the syllabus are to:

2.1 equip pupils with skills involved in map and atlas work;

2.2 promote skills of enquiry, observation, recording and interpretation of information;

2.3 make pupils aware of spatial patterns, environmental issues, relationships and the dynamic nature of these patterns, issues and relationships;

2.4 stimulate interest in pupils in the sustainable use and conservation of resources;

2.5 encourage pupils to apply basic spatial concepts on a range of scales in a variety of environments;

2.6 develop in pupils positive attitudes towards people of different communities and cultures and their economic activities within their own societies and elsewhere in the world;

2.7 stimulate in pupils interest that will lead to their understanding of relationships and dynamic nature of physical and human landscapes and processes;

2.8 develop in pupils skills of informed judgement, decision making and problem-solving in the environment.

3.0 ASSESSMENT OBJECTIVES

By the end of the course pupils should be able to:

3.1 read topographical maps;

3.2 interpret data presented in graphical, numerical, photographic, diagrammatic and prose form;

3.3 demonstrate an understanding of the relationships of geographical phenomena and how they change;

3.4 describe processes responsible for shaping the physical and human landscape;

3.5 explain how human and physical processes bring about change in the landscape;

3.6 apply basic geographical principles and concepts to predict situations at a variety of scales;

3.7 explain economic activities and cultural behaviours of various societies in different parts of Zimbabwe and the Southern African Development Community;

3.8 explain how to use resources sustainably;

3.9 demonstrate the skills of informed judgement, decision making and problem solving in different environmental issues

4.0 SCHEME OF ASSESSMENT

There should be continuous assessment throughout the course (Form 1-2)

4.1 SPECIFICATION GRID

ASSESSMENT OBJECTIVES	PAPER I	PAPER II
3.1	✔	
3.2	✔	✔
3.3	✔	✔
3.4	✔	✔
3.5	✔	✔
3.6	✔	✔
3.7	✔	✔
3.8	✔	✔
3.9		✔

4.2 WEIGHTING OF ASSESSMENT OBJECTIVES

OBJECTIVES	PAPER 1	PAPER 2
1. Knowledge with understanding	40%	30%
2. Skills (their recall and application)	40%	40%
3. Judgement, decision-making and values	20%	30%
Totals	**100%**	**100%**

4.3 PAPER DESCRIPTIONS

PAPER AND DESCRIPTION	MARKS	TIME
Paper 1 multiple choice questions	50 marks	1 ½ hours
Paper 2 Structured, Free and Data response	50 marks	1 ½ hours
Totals	**100 marks**	**3 hours**

There will be an external examination this course. This examination shall consist of two papers: Paper 1 and Paper 2.

Paper 1 (1½ hours) – 50 marks
This paper will consist of 50 multiple choice questions and candidates are required to answer all the questions.
The paper will carry 50% of the marks for the subject.

Paper 2 (1½ hours) – 50 marks
This paper will consist of 8 structured questions and candidates are required to answer any 5 of the questions. The paper will carry 50% of the marks for the subject.

4.4 GUIDELINES TO CONTENT WEIGHTING

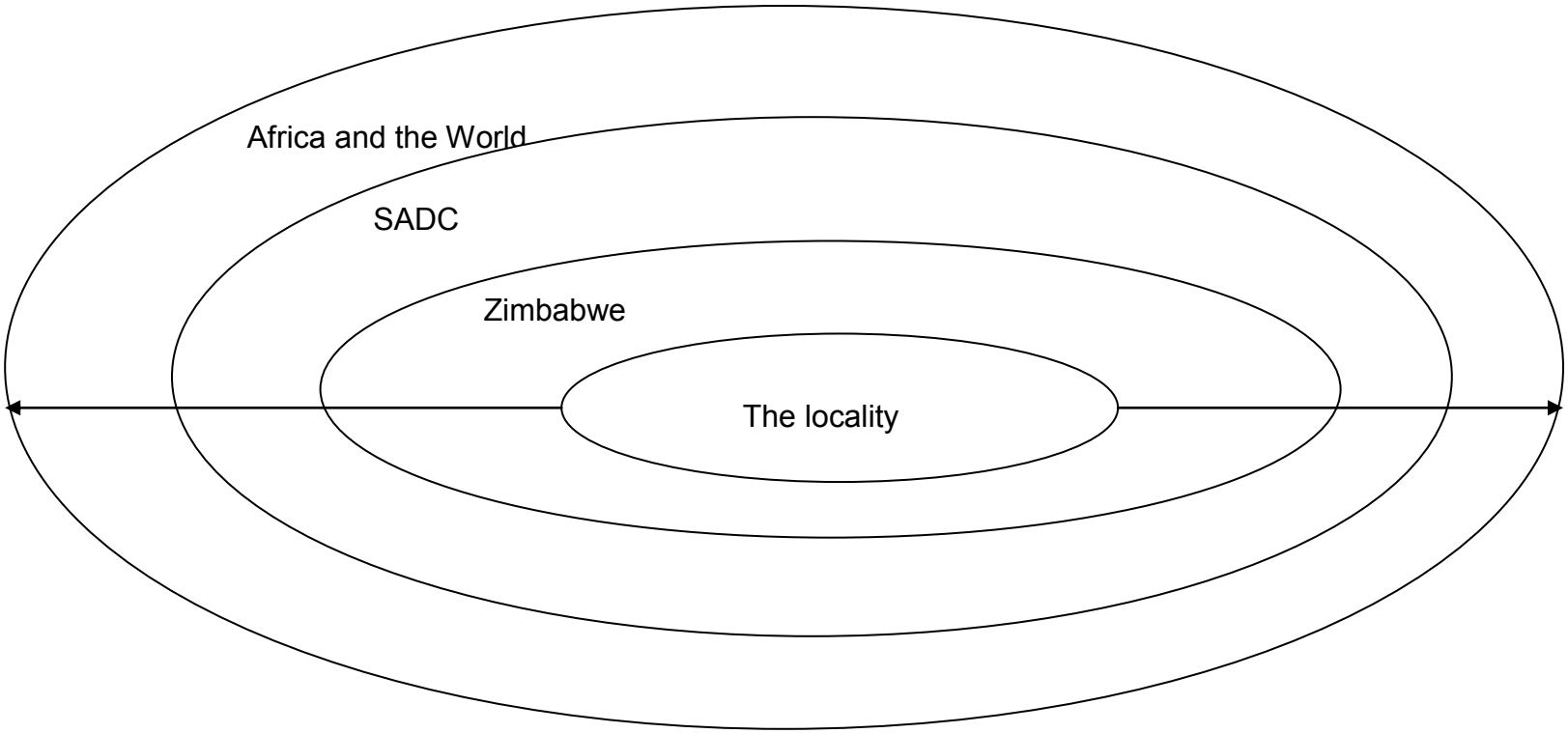
TOPIC	NUMBER OF QUESTIONS	
OBJECTIVES	**PAPER 1**	**PAPER 2**
1. Mapping and Atlas work	12	-
2. Weather Studies and climate	6	1
3. Physical environment	5	1
4. Population studies	6	1
5. Geographical themes		
a) Natural Resources – water, energy, mining	3	1
b) Farming	5	1
c) Industry	6	1
d) Transport and Trade	3	1
e) People and Settlement	4	1

5.0 METHODOLOGY AND TIME ALLOCATION

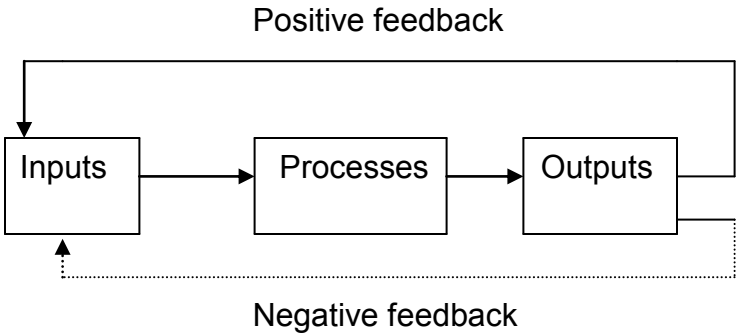
5.1 APPROACHES

Various approaches are recommended in the teaching of geography. This syllabus suggests the use of the concentric, systems and integrated approaches.

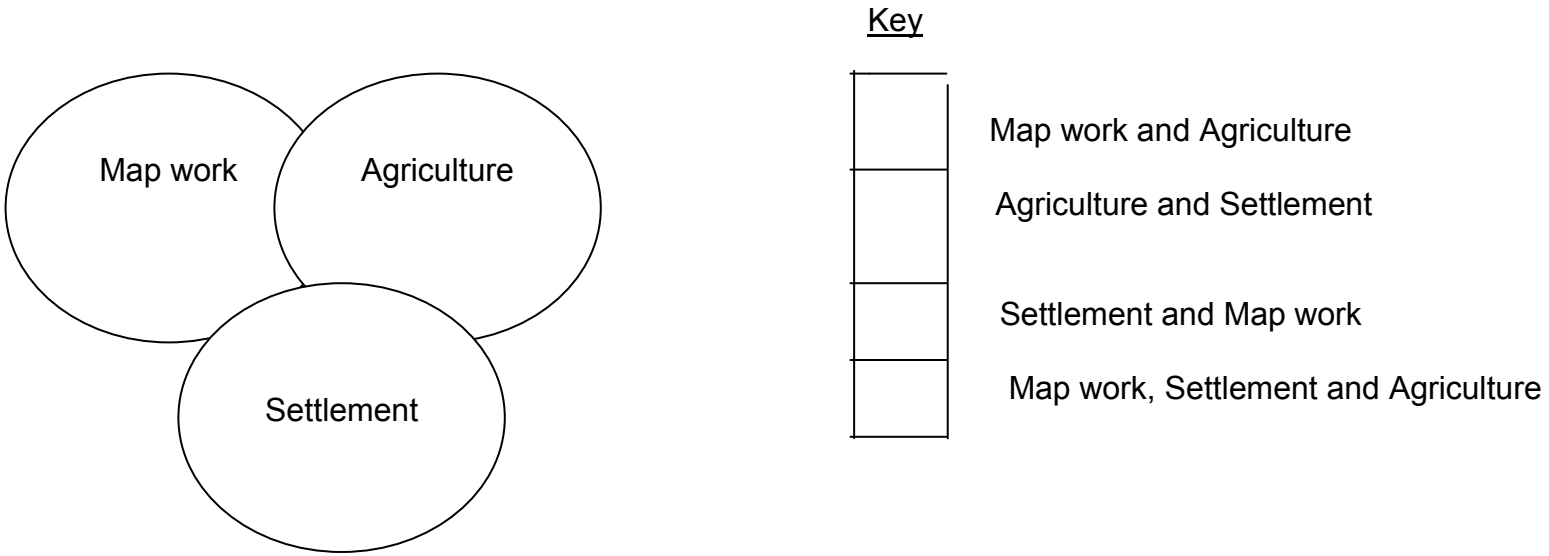
5.1.1 The concentric approach: this concerns starting teaching geography of the locality then moving further to the whole of Zimbabwe, Southern African Development Community, Africa and the world. This approach is illustrated in the following diagram:



5.1.2 Systems approach entails the study of inter-relationships of various components in the environments to make up a whole Focus should be on inputs, processes and outputs and feedback in a given system. This is illustrated below:



5.1.3 The integrated approach. Related topics whether they are on map work, physical or human environment should be taught together rather than in isolation. Map work, for instance can be taught together with rural settlement, as pupils will be learning how to use contour lines to explain phenomena by relating contour lines to settlement patterns. Where contour lines are close together there are few or no settlements. Fields are located where contour lines are far apart. The reasons for this are then discussed. The approach is illustrated below:



5.2 METHODS

The following methods are suggested:

- fieldwork
- exposition
- groupwork and discussion
- song and dance
- drama
- debate
- project
- role play

5.2 TIME ALLOCATION

At least 2 hours per week per class should be allocated to geography lessons.

6.0 SUMMARY OF CONTENT

The syllabus is divided into three sections:

SECTION A Map and Atlas work

SECTION B Physical Environment

SECTION C Human Environment

7.0 DETAILED SYLLABUS CONTENT

7.1 SECTION A: MAP AND ATLAS WORK

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.1. 1 THE EARTH	- describe the shape of the earth	- shape of the earth;	- using clay, papier-mache, plasticine or any other material pupils mould the shape of the earth; - describing shape of the earth; - drawing the earth;
	- show position of the Equator, Tropic of Cancer, Tropic of Capricorn and the Poles on the drawing of the earth	- position of Equator, Tropics and the Poles	- marking positions of the Equator, Tropics and the Poles on the moulded earth or drawing of the earth;
	- define rotation - explain how rotation causes day and night	- meaning of rotation - effects of rotation	- using the mould, model of the globe and torch to demonstrate rotation. and its effects;
	- define revolution	- meaning of revolution	- demonstrating the process of revolution
	- explain how revolution causes seasons	- effects of revolution	- discussing effects of revolution;
7.1.2 MAPS AND PHOTOGRAPHS	- define a map - state different types of maps - describe the uses of maps	- definition of a map - different types of maps - uses of maps	- describing a map - drawing maps - grouping maps according to their uses and types
	- state types of photographs	- types of photographs;	- grouping photographs into oblique, inclined and aerial photographs
	- describe the position of objects on a photograph	- position of objects on a photograph	- naming objects on photographs referring to such positions as foreground, middle ground, background and left, middle and right;

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
MAPS AND PHOTOGRAPHS (Cont)	- state the differences between a map and an aerial photograph - explain the relationship between an aerial photograph and a map	- differences between a map and an aerial photograph - relationship between an aerial photograph and a map	- comparing maps and aerial photographs - identifying corresponding features on an aerial photograph and a map using stereoscope
7.1.3 SCALE	- define scale - estimate distances - identify types of scale - convert scale from one type to another	- meaning of scale - distances - ways of showing scale such as linear, fraction/ratio and statement - conversion of scale from one type to another	- drawing objects to scale; e.g. pupil's desk, teacher's table and classroom area - using pacing to estimate distances - illustrating different ways of showing scale - using scale for measuring distances on a map and converting scales from linear to fraction or from statement to linear
7.1.4 CONVENTIONAL SIGNS	- define a conventional sign - relate conventional signs on the map key to features on the map	- definition of a conventional sign - conventional signs	- discussing conventional signs - reading maps using conventional signs
7.1.5 LOCATION	- identify cardinal and ordinal points; - use compass points to locate objects - identify eastings and northings on maps - use the four figure and six figure grid references - define bearing	- cardinal and ordinal points - cardinal and ordinal points - the grid system - four and six figure grid references - bearing;	- drawing cardinal and ordinal points - locating objects on map using compass points - describing eastings and northings - locating places on the map using the four and six figure grid references - demonstrating the use of bearing on maps;

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.1.6 ATLAS WORK	- define large and small scale maps	- large and small scale maps	- describing large and small scale maps
	- reduce and enlarge maps	- map reduction and enlargement	- reducing and enlarging maps
	- distinguish between latitude and longitude lines	- latitude and longitude	- identifying latitude and longitude
	- locate places on maps using latitude and longitude	- latitude and longitude	- locating places on a map using latitude and longitude
	- demonstrate how to use table of contents and index	- table of contents and index	- practising use of table of contents and index

7.2 SECTION B – PHYSICAL ENVIRONMENT

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.2.1 WEATHER STUDIES	- define weather	- weather	- describing weather conditions they experience
	- state weather elements	- weather elements	- describing weather elements
	- identify weather instruments	- weather instruments	- matching elements to the corresponding instruments
	- describe how instruments at a weather station function	- functions of weather instruments	- discussing how weather instruments function
	- identify the factors influencing the location of a weather station	- location of a weather station	- determining the suitability of the location of a school weather station
	- design a weather record data sheet	- weather record data sheet	- designing a weather record data sheet
	- read and record weather data	- weather data	- recording weather data
	- calculate weather data	- calculation of weather data	- calculating maximum and minimum temperature, daily temperature range, mean daily and monthly temperature, mean daily and monthly rainfall totals

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
WEATHER STUDIES (Cont)	- construct and interpret weather tables, diagrams and graphs - explain weather hazards - suggest measures to reduce effects of hazards	- weather tables, diagrams and graphs - weather hazards: nature, causes and effects	- drawing weather tables, diagrams and graphs - discussing the nature of weather hazards
7.2.2 CLIMATE	- define climate - identify climatic elements - identify different climatic regions - state the causes and effects of climatic change - define an ocean current - identify ocean currents and their effects	- climate - climatic elements - climatic regions of Zimbabwe and Africa - causes and effects of climatic change e.g. global warming, El Nino, drought and floods, desertification, latitude and altitude - ocean currents - ocean currents	- stating the meaning of climate - differentiating between weather and climate - discussing climate elements - drawing maps of Zimbabwe and Africa showing major climatic regions - drawing climatic graphs for different climatic regions - discussing causes and effects of climatic change - describing ocean currents - drawing a map of Southern Africa showing warm and cold ocean currents - locating warm and cold ocean currents on a map of Africa and the world - describing effects of ocean currents
7.2.3 ROCKS AND ROCK WEATHERING	- describe rocks and their formation - define weathering - describe the types and processes of weathering - identify landforms resulting from weathering	- rocks: types and formation - weathering - types and processes of weathering - landforms resulting from weathering	- discussing rock types - collecting and naming rock samples - describing the characteristics and processes of weathering - listing types of weathering - locating landforms using 1:50 000 Ordance Survey maps - drawing diagrams of landforms resulting from weathering

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.2.4 SOILS	- define soil - describe how soil is formed - identify soil types - describe the soil profile - define soil erosion - explain the causes and the effects of soil erosion - describe soil conservation methods	- soil and its components - soil formation - soil types and their characteristics - soil profile - soil erosion - causes and effects of soil erosion - conservation methods	- observing the soil and listing its components - collecting soil samples and describing their characteristics - describing characteristics of other soil types - drawing the soil profile and labelling its parts - discussing how soil erosion takes place - demonstrating how soil erosion takes place - discussing the causes and effects of soil erosion - identifying types of soil erosion in the school grounds/community - debating on soil conservation methods - participating in soil conservation measures
7.2.5 **ECOSYSTEMS**	- define ecosystem - identify major types of ecosystems - state components of ecosystems - describe how human activities disturb the ecosystems	- ecosystems - major types of ecosystems: savannah, equatorial, desert - components of ecosystems - causes and consequences of disturbing an ecosystem	- listing inputs and outputs of an ecosystem - discussing interaction between people, animals and plants in an environment - describing major types of ecosystems - using maps to describe the distribution of types of ecosystems - discussing the causes and consequences of disturbing ecosystems

7.3 SECTION C – HUMAN ENVIRONMENT

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.3.1 ENVIRONMENTAL RESPONSIBILITIES	- define human environment - list factors that make a clean and safe environment - explain human responsibilities towards the environment	- human environment - factors that make a clean and safe environment - human responsibilities towards a safe environment	- discussing human environments - describing factors that make a clean and safe environment - identifying environments that are clean and those in danger - debating on environmental issues - participating in activities that lead to a better environment
7.3.2 NATURAL RESOURCES	- define natural resource - identify types of natural resources	- natural resources - renewable and non-renewable resources	- describing natural resources - classifying natural resources assembled in the classroom into renewable and non-renewable
	- define mining - identify factors influencing mining	- mining - factors influencing mining	- discussing the meaning of mining - listing factors that influence mining
(a) MINING A Case Study	- identify mines and minerals in Zimbabwe	- distribution of mines in Zimbabwe	- drawing maps showing distribution of mines and minerals in Zimbabwe
	- describe socio-economic impact of mining and solutions	- environmental impacts of mining: Socio-economic, physical, political	- discussing environmental impacts - visiting a local mine to study environmental impact of mining and solutions
	- describe methods of mining in Zimbabwe	- mining methods - advantages and disadvantages of each mining method	- drawing diagrams illustrating different mining methods - drawing a table showing mining methods and writing advantages and disadvantages of each
	- explain the uses and importance of minerals	- uses of minerals - value of minerals	- completing a table showing various minerals and their uses - discussing the uses and importance of minerals in Zimbabwe

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
(b) FORESTRY A Case Study	- define forestry - identify types of forests	- forestry - types of forests, indigenous and exotic	- discussing forestry - discussing types of forests in Zimbabwe - locating types of forests on map in Zimbabwe
	- explain causes and effects of forest exploitation	- forest exploitation	- discussing causes, benefits and problems arising from forest exploitation
	- outline solutions related to forest exploitation problems	- sustainable use of forests	- suggesting solutions to forest exploitation problems
7.3.3 ENERGY	- define energy - identify different sources of energy	- energy - sources of energy	- outlining meaning of energy - discussing sources of energy; - discussing advantages and disadvantages of each source of energy
	- listing uses of energy	- uses of energy	- drawing a table to show each type of energy and its use
	- describe ways of conserving energy	- conservation of energy	- discussing conservation of energy
7.3.4.0 INDUSTRIAL STUDIES	- define industry - identify types of industry	- industry - types of industry	- discussing industrial activities - classify industries into primary, secondary or tertiary
	- list products of various industry	- products of industry	- visiting a local city, town, service centre or growth point and listing the names of industries and their products
7.3.4.1 PRIMARY INDUSTRY	- define primary industry	- primary industry	- discussing primary industry
	- identify types of primary industry	- types of primary industry	- describing characteristics of primary industries
Agriculture: A Case Study	- define agriculture	- agriculture	- discussing crops grown and animals kept on a farm

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
Agriculture: A Case Study (Cont)	- describe farming systems and their products	- farming systems	- discussing farming system - visiting a communal village and a commercial farm and comparing inputs, processes and outputs
	- name inputs, processes and outputs of a farm	- the farm as a system	- drawing a flow diagram showing inputs, processes, outputs of each activity
	- state how the farming regions of Zimbabwe were derived	- farming regions	- juxtaposing rainfall map and farming region map to determine how farming regions were derived
	- describe types of farming in each farming region of Zimbabwe	- types of farming	- drawing a table to show types of farming associated with each region
	- identify problems and solutions related to the farming	- problems of farming and their solutions	- researching on problems of farming and their solutions and discussing results
	- describe land tenure systems in Zimbabwe	- land tenure systems in Zimbabwe	- discussing land tenure systems in Zimbabwe
	- describe how land tenure influences agriculture	- influence of land tenure in Zimbabwe	- discussing effects of land tenure on agriculture
	- explain the importance of agriculture	- the value of agriculture	- discussing the importance of agriculture
7.3.4.2 SECONDARY INDUSTRY: Processing and manufacturing industry: a Case Study	- explain factors influencing the location of industries	- factors influencing the location of industry	- justifying location of industries
	- define secondary industry	- secondary industry	- discussing secondary industry
	- describe the distribution of manufacturing and processing industries in Zimbabwe	distribution of manufacturing and processing industries	- drawing a map of Zimbabwe showing the distribution of manufacturing and processing industries
	- identify types of secondary industry	- types of secondary industry; - importance of industries to Zimbabwe	- describing characteristics of secondary industry
	- describe the importance of industries to Zimbabwe		- discussing the importance of industries in Zimbabwe
	- identify problems associated with manufacturing and processing	- problems associated with industries and their solutions	- investigating problems associated with industries and their solutions

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.3.4.3 TERTIARY INDUSTRY Tourism: A Case Study	- define tertiary industry - identify types of tertiary industry - define tourism - describe distribution of major tourist centres in Zimbabwe - identify factors that promote or limit access to tourist attractions - describe the negative and positive impact of tourism in Zimbabwe	- tertiary industry - types of tertiary industry - tourism - distribution of tourist attractions in Zimbabwe - factors that promote or limit access to tourist attractions - impact of tourism in Zimbabwe	- discussing types of tertiary industry - describing characteristics of tertiary industry - discussing tourism - drawing a map of Zimbabwe showing major tourist centres - tabulating factors that promote or limit access to tourist attractions - debating on the impact tourism - visiting a local tourist attraction
7.3.5 SETTLEMENT	- define settlement - name types of settlements - describe the patterns of settlements - describe the importance of shelter - distinguish between site and situation of settlements - describe the factors that influence growth of settlements - indicate position of their settlement on a map - describe the distribution of urban settlements in Zimbabwe - identify problems of the different settlements and suggest solutions	- settlement - types of settlements: rural, urban, growth points, farm, peri-urban, mining - patterns of settlement - importance of shelter - site and situation of settlements - factors that influence growth of settlements - location of settlement - distribution of urban settlements in Zimbabwe - problems and solutions of the different settlements	- discussing settlement - describing settlement types - drawing settlement patterns - discussing the importance of shelter - discussing meaning of site and situation of settlements - listing factors that influence growth of settlements and explaining how each influences growth - field work – visiting nearest settlement different from their own - locating one's settlement on map in relation to the nearest growth point or town - drawing a map of Zimbabwe and plotting towns and cities - discussing problems of the different settlements and suggesting solutions

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
7.3.6 POPULATION AND MIGRATION	- define population - describe population characteristics - name factors influencing population distribution in Zimbabwe - name sources of population data - identify determinants of population growth - define migration - state types of migration - list causes and effects of migration - identify advantages and disadvantages of large and of small families	- population - population characteristics - factors influencing population distribution - sources of population data; - determinants of population growth - migration of population - types of migration - causes and effects of migration - family units	- giving the meaning of population - discussing population characteristics - listing factors influencing population distribution - drawing a map to show population distribution in Zimbabwe - listing sources of population data - calculating birth rate, death rate, natural increase, net migration in relation to population growth - discussing migration - illustrating each type of migration - drawing a table on causes and effects of migration - researching on advantages and disadvantages of large and small families - discussing ways of overcoming disadvantages
7.3.7 TRANSPORT, COMMUNICATION AND TRADE	- define transport - describe each type of transport in Zimbabwe - describe the various types of communication - list advantages and disadvantages of each type of communication	- transport - types of transport - types of communication - advantages and disadvantages of each type of communication	- discussing transport routes - drawing a map of Zimbabwe showing major transport routes - listing characteristics of transport routes - discussing with personnel from various types of communication - field work-studying the means of communication and transport in the district in which the school is - listing advantages and disadvantages of each type of communication

TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES
TRANSPORT, COMMUNICATION AND TRADE (Cont)	- define trade - distinguish between internal and international trade	- trade - types of trade	- discussing meaning of trade - discussing types of trade - making a list of goods traded within Zimbabwe - marking on a world map countries Zimbabwe trades with - drawing table of imports and exports of Zimbabwe
	- explaining trading blocs - explain trading blocs	- trading blocs: Southern Africa Development Community (SADC), Common Market for Eastern and Southern Africa (COMESA), European Union (EU), Council for Mutual Economic Assistance (COMECON), Economic Organisation of West African States (ECOWAS), Organisation of Petroleum Exporting Countries (OPEC).	- naming trading blocs: - discussing functions of trading blocs
	- state the problems of international trade and suggest solutions	- Reasons for formation of trading blocs - problems of international trade and solutions	- discussing problems of international trade and suggesting solutions