MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

INSTITUTE OF ADULT EDUCATION

THE ENHANCEMENT OF ACCESS AND QUALITY TO SECONDARY EDUCATION THROUGH ALTERNATIVE EDUCATION PATHWAY

GEOGRAPHY SYLLABUS
FOR ALTERNATIVE SECONDARY EDUCATION PATHWAY

STAGE I & II

2026

Designed and prepared by:
The Institute of Adult Education,
Dar es Salaam,
Tanzania.

1.0 Introduction

Geography Syllabus for Alternative Secondary Education Pathway comprises of both Stage One (equivalent to Form One and Two) and Stage Two (equivalent to Form Three and Four) written in a modular format. It has integrated components that originate from formal education syllabus. The integrated syllabus has been prepared to allow learners to complete the course within two years' time. It is designed for learners outside the formal education system to enable them sit for Ordinary Certificate of Secondary Education Examination using acquired competences, both competently and professionally in their daily undertakings. The syllabus uses Competence Based Education and Training (CBET) approach which is result based indicating what a learner is expected to do after completing the course.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

a) Develop and improve his or her personality so that he or she values himself or herself, and develops self-confidence;
b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large; 2
d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
e) Develop life and work-related skills to increase efficiency in everyday life;
f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Ordinary Secondary Education

The objectives of Ordinary Secondary Education (General-Education) are to:

a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
b) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
d) Improve communication using Tanzanian Sign Language (TSL), tactile communication, Kiswahili and English. The student should be encouraged to develop competence in least one other foreign language, depending on the school situation;
e) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation;
f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
g) Develop readiness to continue to upper secondary and tertiary education

4.0 Objectives of Secondary Education through Alternative Education Pathway in Tanzania

The objectives of Secondary Education through Alternative Education Pathway are to;

a) Provide equivalent education to children, youth and adults who could not get the opportunity in the formal education system;
b) Complement government efforts of achieving education for all (EFA) objectives;
c) Cater for youth and adults who dropped out of school due to various reasons; and
d) Provide education to disadvantaged and marginalized groups including girls.

5.0 General Competences for Ordinary Secondary Education

The general competences that will be developed by a student of Ordinary Secondary Education are to:

a) Use the knowledge and skills developed in the Primary Education stage to strengthen and expand academic understanding;
b) Value citizenship and national customs;
c) Demonstrate confidence in learning various professions including Science and Technology, theoretical and practical knowledge;
d) Use language skills including Tanzanian Sign Language (TSL), Kiswahili language, English and at least one other foreign language to communicate;
e) Use knowledge of cross-cutting issues to manage the environment around them; and
f) Use knowledge and skills to enable them to be self-employed, employed and manage life and environment

6.0 Structure of the Syllabus

The syllabus for Geography subject comprises the following:

i) **Name of the Module**

This implies set of separate units that can be joined together to form a part of a subject course of study

ii) **Main competences**

These are major learning areas to be mastered by the learner

iii) **Specific competences**

These are specific learning areas to be demonstrated by the learner

iv) **Learning activities**

These are observable tasks to be done by teachers and learners in realizing specific competences

v) **Suggested facilitation and learning methods**

This part indicates what learning approaches facilitators and learners are going to use in the process of facilitation and learning

vi) **Assessment criteria**

Indicates the level of performance attained in a particular learning activity

vii) **Suggested resources**

These are learning and facilitation materials used to support the process of facilitation and learning

viii) **Time/hours**

These are proposed hours of learning which can be used for self-study and face to face facilitation

7.0 Number of modules

This syllabus contains two stages which makes a total of six modules as shown below;

Stage I Modules

Module 1. Describing the concept of geography and the earth
Module 2. Describing the earth and earth and its major features
Module 3. Interpreting maps and photographs.

Stage II Modules

Module 1. Analyzing climate, relief and natural vegetation
Module 2. Describing land survey
Module 3. Analyzing human geography

8.0 Further readings

A number of books have been suggested for further reading at the end of the syllabus

GEOGRAPHY SYLLABUS STAGE I

COMPETENCES FOR GEOGRAPHY STAGE I

Upon completion of stage I modules of Geography, learner should be able to:

1. Demonstrate an understanding of the origin and structure of the earth, and earth systems.
2. Demonstrate an understanding of the major features of the earth's surface
3. Demonstrate an understanding of the basic techniques of map and photograph interpretation

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
1. DESCRIBING THE CONCEPT OF GEOGRAPHY AND THE EARTH	Demonstrate mastery of the of the structure of the earth	1.1.1 Demonstrate an understanding of the origin and the structure of the earth and earths systems	(a) Explain the concept and scope of Geography (branches, importance and relationship with other disciplines)	**Scanning.** The learner should focus on explaining key concepts and scope of Geography **Skimming.** The learner should focus on gathering main ideas of the text. **Field observation.** The learner should relate the subject matter with real world experience.	**Improvisation:** Guiding learner to prepare and use different teaching and learning resources related to the lesson. **Group discussion**: In manageable groups learner discuss and summaries on the meaning, branches and importance of Geography, and relationship between Geography and other Disciplines)	Basic concepts of Geography are clearly explained	Relevant modules, books, Charts, ICT simulation tools on the concept and scope of geography	12Hours	6Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			(b) Describe the Earths(origin, shape, size, position and movements of the earth in the solar system, and parallels and meridians)	**Scanning.** The learner should focus on identifying key concepts and information about the Earth **Skimming.** The learner should focus on gathering main ideas of the text. **Field Observation:** The learner should relate the subject matter with real world experience.	**Brainstorming:** Guide learner to brainstorm and present about the origin, shape, size, position and movements of the earth in the solar system, and parallels and meridians **Field Observation:** Guide learner to observe the nearby Earth's surface and examine some of the components of the solar system **Project work:** Group leaner to design a model on the components of	The Earth is described correctly The internal structure of the Earth is correctly described	Relevant module, books, globe, picture of solar system, relevant ICT simulation tools and models on the planet earth	10 Hours	4Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					the solar system (Size, shape, distance, position), and then present in class **Group Discussion** Guide learner to discuss about landforms, vegetation and human activities to support the concept of geography and summaries the importance in relationship to other disciplines **Case study:** Guide learner to visit the nearby landforms,	Major features of the Earth are correctly described The internal structure of the Earth is correctly described	Environment, relevant, module, books, relief maps, globe/models, and relevant ICT simulation tools Relevant modules, books, globe/models, environment, and relevant ICT tools, flash with content on internal structure of the earth		

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
2. DESCRIBING THE EARTH AND ITS MAJOR FEATURES	2.1 Demonstrate mastery of the structure of the earth	2.1.1 Demonstrate an understanding of the major features of the Earth surface	a) Describe major features of the Earth's surface (continents, oceans, major relief features, large inland water bodies and vegetation zones b) Describe the internal	**Self Study.** Learners to examine major features of the Earth's surface **Field Observation.** The learner should relate the subject matter with real world experience	vegetation and water bodies available in their communities to examine its formation, distribution and importance to the communities **Brain Storming.** Guiding learner to brainstorm on the internal structure of the earth. **Field observation:** Guide learner to visit relevant sources to read and describe the internal structure of the Earth **Group Work.**	The external structure of the Earth is correctly described	Relevant modules, books, globe/models, environment, and relevant ICT tools, flash with content on external structure of the earth (atmosphere, hydrosphere, biosphere)	12 Hours	6 Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
		2.1.2 Demonstrate an understanding of the origin and the structure of the Earth and earth systems	structure of the Earth (crust, mantle, core) and their major characteristics (location, size/ thickness, density and gross composition (c) Describe the main external Earth systems (Hydrosphere, Atmosphere and Biosphere	**Scanning.** The learner should focus on identifying key concepts and information on the internal structure of the Earth. **Skimming.** The learner should focus on gathering relevant ideas of the text. **Field observation** The learner should relate the subject matter with	Assign learner to design models, drawings and describe to characterize the internal structure of the earth. **Questions &Answers:** Guide learner to explain the main external earth systems **Library study:** Organise learner to examine the main external earth systems **Field observation:**		Relevant modules, books, globe/models, environment, and relevant ICT tools, flash with content on external structure of the earth (atmosphere, hydrosphere, biosphere)	8 Hours 09 Hours	04 Hours 04 Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				real world experience **Skimming.** The learner should focus on gathering main ideas of the text. **Self Study.** Learners to examine the external earth systems in individual through e-library.	Guide learner to observe and discuss the hydrosphere, atmosphere and biosphere with cases from their communities **Group Discussion.** Guide learner to describe the external structure of the Earth				
3. **INTERPRETING MAPS AND PHOTOGRAPHS**.	3.1 Demonstrate mastery of basic skills and techniques in Geograph	3.1.1 Demonstrate an understanding of the basic techniques of map and photograph	(a) Describe the basic principles of reading and interpreting maps (key, symbols, direction, margin/frame, map title, scale	**The use of ICT tools and simulation.** The learner should use ICT tools like computer, tablets etc.	**Brainstorming:** Guide learner to examine the basic principles of reading and interpreting maps. **Group Discussion** Guide	The basic principles of reading and interpretation of maps are clearly described	Maps, relevant modules, books and ICT simulation tools.	8 Hours	3 Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
	y.	interpretation.	and contour patterns) (b) Reading and interpreting various type of maps and their importance (topographical and statistical map). (c) Describe	to describe the basic principles of reading and interpreting maps **Self-study.** Learner to study different types of maps and their importance through e-library.	learner to discuss basic principles of reading and interpreting maps. **Questions and answers** Guide learner to interpret various types of maps and their importance. **Case Study** Guide learner to interpret and analyse various types of maps and their importance to the community	Reading and interpreting various type of maps and their importance are clearly explained The concept	Suggested relevant modules, books, maps and relevant ICT tools	6 Hours	3Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			the basic concept of photograph in Geography (meaning, types, elements and uses).	**ICT Simulation tools.** The learner should be emphasized to use ICT tools like computers, lap tops, smart phones tablets and internet to access materials related to concept of photograph and its principles.	**Brainstorming :** Guide learner to brainstorm the meaning, types, elements and importance of photographs in Geography **Group discussion.** Guiding learner to describe different parts of photograph and interpret them, then to explain the uses of photographs in Geography	of photograph and its contents are clearly explained.	Relevant materials like module, books on photographs, photographs (ground, vertical and oblique), magazine/ camera, newspapers, and relevant ICT tools.	8Hours	4Hours
			(d) Describe the basic principles of photograph interpretation (identifying foreground,	**ICT Simulation tools.** The learner should emphasize to	**Question & Answers:** Guide learner to discuss basic principles of photograph interpretation	The basic principles of interpreting photographs are clearly described.	Relevant modules, books on photographs, photographs (ground,	7 Hours	4Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			middle ground and background, associating objects with geographical phenomena)	use ICT tools like computers lap tops smart phones tablets and internet to access materials related to concept of photograph and its principles.	**Group discussion;** Guiding learner to discuss the basic principles of reading and interpreting photographs then associate objects with geographical phenomena **Case Study** Guide learner to use photographs to interpret different cases of geographical phenomena		vertical and oblique), magazine/ newspapers, and relevant ICT tools.		

GEOGRAPHY SYLLABUS STAGE 11

COMPETENCES FOR GEOGRAPHY STAGE II

Upon completion of stage II modules of Geography, a learner should be able to:

1. Demonstrate an understanding of the relationship between relief, climate and natural vegetation
2. Demonstrate an understanding of basic techniques in land surveying
3. Demonstrate an understanding of the relationship between geography, environmental health, human settlements and economic activities
4. Carry out a project in Geography

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA.	FACILITATION/LEARNING RESOUSES	TIME HOURS	
				SELF LEARNING	FACE TO FACE SESSION			SELF LEARNING	FACE TO FACE
1. ANALYZING CLIMATE, RELIEF AND NATURAL VEGETATION	1.1. Demonstrate mastery of climate and natural vegetation	1.1.1 Demonstrate an understanding of the relationship between relief, climate and natural vegetation	a) Describe the major climatic regions of the world (tropical, temperate, polar and sub-tropical).	**Scanning.** The learner should focus on identifying key concepts and information. **Skimming.** The learner should focus on gathering main ideas of the text. **Field observation.** The learner should relate the subject matter with real world experience	**Brain Storming.** Guiding learner to brainstorm on major climatic regions of the world **Group Discussion:** Guide learner to characterize the major world climatic regions **Field visit:** Guide learner to observe local climate characteristics and associate them with the world climatic regions	The influence of climate relief and vegetation to human life are clearly studied.	Maps, photographs, globe and online materials on the relationship between major features of the earth's surface, climate and natural vegetation	16 Hours	8 Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA.	FACILITATION/LEARNING RESOUSES	TIME HOURS	
				SELF LEARNING	FACE TO FACE SESSION			SELF LEARNING	FACE TO FACE
			b) Describe the relationship between major features of the earth surface, climate and natural vegetation	**Scanning.** The learner should focus on identifying key concepts and information. **Skimming.** The learner should focus on gathering main ideas of the text. **Field observation.** The learner should relate the subject matter with real world experience	**Graphical and Maps presentation** Guide learner to draw graphs and maps to characterise major world climatic regions **Question and answers.** Guide learner to describe the concepts of climate, vegetation and relief and issues related to climate, natural vegetation and relief **Group Discussion.** Guide learner	The relationship between major features of the earth surface/climate and natural vegetation are correctly described	Maps, photographs, globes and online materials on the relationship between major features of the earth surface, climate and natural vegetation	16 Hours	8 Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA.	FACILITATION/LEARNING RESOUSES	TIME HOURS	
				SELF LEARNING	FACE TO FACE SESSION			SELF LEARNING	FACE TO FACE
			c) Describe the influence of relief, climate and vegetation to human life	**Scanning.** The learner should focus on identifying key concepts and information. **Skimming.** The learner should focus on gathering main ideas of the text. **Field observation.** The learner should relate the subject matter with	to discuss climatic regions of the world and their vegetation zones **Group Discussion.** Guide learner to justify the relationship between major features of the Earth's surface, climate and natural vegetation **Brain Storming.** Guiding learner to brainstorm on issues related to climate, vegetation and relief	The influence of relief, climate and vegetation to human life are clearly described	Maps, photographs, globes and online materials on the relationship between major features of the earth surface, climate and natural vegetation to human life	16 Hours	5Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA.	FACILITATION/LEARNING RESOUSES	TIME HOURS	
				SELF LEARNING	FACE TO FACE SESSION			SELF LEARNING	FACE TO FACE
				real world experience	**Question and answers.** Guide learner to describe the concepts of climate, vegetation and relief **Group Work.** Assign learner to discuss the influence of climate, relief and vegetation on human life **Brain Storming.** Guiding learner to brainstorm on issues related to climate, vegetation and relief.				
2. **DESCRIBING LAND SURVEY**	2.1 Demonstrate mastery	2.1.1 Demonstrate an understanding	a) Explore the basic tenets of surveying	**Reading books** The learner is required to	**Group Discussion:** Guide leaner to explain	The basic tenets surveying is correctly	Relevant books on land surveying,	12 hours	6 hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA.	FACILITATION/LEARNING RESOUSES	TIME HOURS	
				SELF LEARNING	FACE TO FACE SESSION			SELF LEARNING	FACE TO FACE
	of basic skills and techniques in land surveying	of basic techniques in land surveying	(meaning, types, equipment, methods and importance)	read various relevant sources in order to understand survey **Self-study** The learner is required to learn through e-library **ICT simulation tools** The learner is advised to use electronic devices such as computer, smartphones	the basic concepts of surveying **Brainstorming:** Guide learner to brainstorm on methods and importance of surveying **Guest speaker:** Invite resourceful persons from surveying institutions/ companies to share experiences on surveying activities	explored	tape measure/chain, Arrows, plumb bob, cross-staff ranging poles, pegs, notebook, pencil/pen, and relevant ICT tools		

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA.	FACILITATION/LEARNING RESOUSES	TIME HOURS	
				SELF LEARNING	FACE TO FACE SESSION			SELF LEARNING	FACE TO FACE
			b) Carry out simple tape/chain survey	**Reading books** The learner is required to read various sources in order to understand survey (simple tape/chain survey) **Self-study** The learner is required to learn through e-library **ICT simulation tools** The learner is advised to use electronic	**Question and answers.** Guide learner to mention types of survey **Brainstorming:** Guide learner to brainstorm about the concept of survey **Question and answers.** Guide learner to explain types of survey **Group Discussion:** Guide leaner to discuss the basic concepts of	The simple tape / chain survey is correctly carried out	Relevant books on land surveying, tape measure/chain, Arrows, plumb bob, cross-staff ranging poles, pegs, notebook, pencil/pen,	12 hours	5 hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA.	FACILITATION/LEARNING RESOUSES	TIME HOURS	
				SELF LEARNING	FACE TO FACE SESSION			SELF LEARNING	FACE TO FACE
				devices such as computer, smartphones	surveying, to apply the findings from surveying on socio-economic and environment activities **Guest speaker:** Invite resourceful persons from surveying institutions/ companies to share experiences on surveying activities and its use				
3. ANALYZING HUMAN GEOGRAPHY.	1.1 Demonstrate mastery of huma	3.1.1 Demonstrate an understanding of the relationship	a) Describe the geographical factors that influence the spatial	**Searching more information:** by using internet or e-library	**Field observation:** Guide learner to observe and discuss on the types and	The geographical factors that influence the spatial	Relevant books on human settlement, population distribution,	18 Hours	08 Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA.	FACILITATION/LEARNING RESOUSES	TIME HOURS	
				SELF LEARNING	FACE TO FACE SESSION			SELF LEARNING	FACE TO FACE
	n Geography.	between geography, environmental health, human settlements and economic activities	distribution of population, human settlements and economic activities (climate, soil, relief, vegetation, transport and water supply)	**Self-study** The learner is required to learn various sources of information **Field observation** A learner to observe on the types and characteristics of human settlements and settlement patterns from the surrounding communities	characteristics of human settlements and settlement patterns from the surrounding communities **Brainstorming:** Guide learner to brainstorm the factors influencing population distribution and human settlement **Case studies:** Guide learner to apply different cases of human settlements and link them with geographical factor	distribution of human population, human settlements and economic activities are clearly described The impacts of human population distribution on economic activities and the environment are clearly explained	National census reports, data from birth and death rate, and migration		

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA.	FACILITATION/LEARNING RESOUSES	TIME HOURS	
				SELF LEARNING	FACE TO FACE SESSION			SELF LEARNING	FACE TO FACE
			b) Examine the impacts of population distribution on economic activities and the environment (land use and settlement patterns changes)	**Searching more information:** by using module, internet or library **Self-study** The learner is required to learn various relevant sources of information **Field observation** A learner to observe on the types and characteristics of human settlements and settlement patterns from the surrounding	**Brainstorming:** Guide learner to brainstorm about the impacts of population distribution on economic activities and the environment **Group Discussion:** Guide learner to discuss and present in class on the impacts of population distribution on sustainability of the environment **Field observation:** Guide learner to observe and	The impacts of human population distribution on economic activities and the environment are clearly examined	Relevant books on human settlement, population, photographs on human settlement patterns environment	10 Hours	4 Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA.	FACILITATION/LEARNING RESOUSES	TIME HOURS	
				SELF LEARNING	FACE TO FACE SESSION			SELF LEARNING	FACE TO FACE
				communities	summarize the relationship between population distribution and environmental change (land use change, change in settlement patterns **Case studies: Guide** Learner to apply different cases from local communities to show the relationship between population distribution and the environment				
			c) Develop and carry out a simple	**Self-study.** A learner is required to read various	**Project/Field work.** Guide learner in groups to	The assessment of the project in	Relevant books on geographical research,	6 Hours	3 Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA.	FACILITATION/LEARNING RESOUSES	TIME HOURS	
				SELF LEARNING	FACE TO FACE SESSION			SELF LEARNING	FACE TO FACE
			research project in Geography.	relevant sources through e-library, modules, books in order to understand issues related to research project in geography **Conduct simple research** A learner is ought to conduct a simple research project in geographical phenomenon	prepare a good research title for the project, to conduct a simple research project **Role Play**: Organize learner to practice report presentations on geographical research	Geography is completed and submitted on time	research reports, and relevant ICT tools		
			d) Complete and submit a report of the project	**Project work.** Learner in groups to	**Project/Field work** Guide a	The project work in Geography is clearly	Relevant books on geographical research,	12 Hours	3 Hours

NAME OF THE MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA.	FACILITATION/LEARNING RESOUSES	TIME HOURS	
				SELF LEARNING	FACE TO FACE SESSION			SELF LEARNING	FACE TO FACE
				prepare, present and submit a good research project in geographical phenomenon then to submit a project work	learner to conduct simple research work then to complete and submit a report of the project **Group Presentation** Organize learner to present and submit a report for assessment.	completed and submitted on time	research reports, and relevant ICT tools		

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