



NDOLA TRUST SCHOOL

Grade 8

Online Classes

Term 2: Week 8

Content: _____



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(Ndola Trust School Limited)

“Success through Hard Work”

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PRINCIPLE OF DOUBLE ENTRY

A Transaction is any activity involving the exchange of goods and services for money.

In the principle of double entry for every transaction there are two effects. The receiving aspect and the giving aspect. This means that a bookkeeping entry will have to be made to show an increase or decrease of one item and another decrease or increase of the other item

- To show the **receiving (increasing)** aspect in a transaction we **Debit** and to show the **giving (loss)** we **Credit**.

DEBIT	CREDIT
➤ WHO HAS RECEIVED	➤ WHO GAVE
➤ WHAT HAS RECEIVED	➤ WHAT IS GIVEN
➤ WHAT IS ALREADY THERE	➤ WHO LOST

JOURNALIZING A TRANSACTION

- Is to show which account will be **debited** and which account will be **credited** when posting to the ledger.

-

EXAMPLE

From the following transactions identify which item is debited and which item is credited.

1. 1 January 2020 Bought goods by cash K5000

The double entry effect is **Bought goods** which is **Purchases** and **Cash**

In this transaction the Purchases is **Receiving** because the Business has received the goods (**increase**) while cash is giving (**losing money value**) because the business paid cash for the goods to the **supplier of goods**. It will appear as:

Purchases –K5000	Cash ----K5000
(receiving)	(giving)
Debit	Credit

Therefore:

DEBIT – Purchases K5000

CREDIT – Cash K5000

2. 3 January 2020 Sold goods by cash K7000

The double entry effect is **sold goods** which is **Sales** and **Cash**

In this transaction Cash is **receiving value** because the business has **received** cash after selling goods (**increase**) while Sales is giving (**losing goods**)

Cash –K7000	Sales --- K7000
(receiving)	(giving)
Debit	Credit

Therefore:

DEBIT – Cash K7000

CREDIT- Sales K7000

3. Bought motor vehicle by cheque.

The double entry effect is Motor vehicle and Bank.

In this transaction is **Motor Vehicle** is **receiving (increase in asset)** because the business has received a **Motor vehicle** and **Bank** is giving (**losing value**) because the business is paying using a cheque.

Motor vehicle

Bank

(receiving)

(giving)

DEBIT

CREDIT

Therefore:

DEBIT— Motor vehicle K20 000

CREDIT- Bank K20 000

INSTRUCTIONS:

1. Copy the notes above in your note book and write the Exercise below.
2. Hand in your note books in School in the Grade 8 inbox in the waiting bay.

EXERCISE

State account to be debited and credited in the following transactions:

1 January 2020 Bought goods by cash K2 000

5 January 2020 Sold goods by cash K5 000

7 January 2020 Bought Shop fitting for K700, paying by cheque

10 January 2020 Paid wages by cheque K3 000

12 January 2020 Paid K500 cash into bank

HOME ECONOMICS

GRADE 8 LAUNDRY WORK

LAUNDRY

The term laundry simply means to wash and iron or to wash and finish off articles.

In laundry there are materials and equipment needed to carry out the tasks easily.

LAUNDRY MATERIALS

- Washing soap(detergents,flakes,bars,pastes and medicated)
- Water(soft or hard water)
- Jik(stain removal)
- Sta- soft(fabric softener)
- Borax(water softener)
- Starch
- Washing soda
- Bleach
- Laundry blue

LAUNDRY EQUIPMENT

- Washing Machine
- Basins(Galvanised, enamel and plastics)
- Tongs
- Clothes horse(for indoor drying)
- Pegs
- Clothes line
- Boiler
- Driers
- Irons (Flat,steam,electric and charcoal/box)
- Blanket and bed sheet

EXERCISE

1. List down the basic equipment used to carry out the following processes
 - a) Washing
 - b) drying
 - c) ironing
2. Give the advantages and disadvantages of the following types of irons. Flat, steam, charcoal and electric.
3. Name the main source of water.
4. What are the other natural sources of water?
5. State the difference between soft and hard water.
6. List the disadvantages of using hard water



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GRADE 8

GEOGRAPHY

WEEK 8

MAP READING AND INTERPRETATION

➤ **Explaining the difference between maps and diagrams.**

-**Maps:** These are diagrams that represent the surface of the earth or part of it. There are many kinds of maps, designed for various purposes – globes, road maps, weather maps, rainfall maps, relief maps etc. Maps represent real places (natural) and artificial (man-made) features.

- **Diagrams** : Represent things and ideas. These are lines drawn that have labels. They help to explain how something works or how something should be done. A diagram often shows something in three dimensions.

-**A plan** : This is another type of diagram e.g. a floor plan showing all the rooms in a house.

Maps are drawn by specially trained people called **Cartographers**.

Cartographers need to know the characteristics of a map such as following things:

-They need to know different ways that land can be measured accurately which we call land surveying.

- They must be able to use computer systems that match up images of the earth's surface and survey measurements. At times they decode satellite images sent to Earth from space.

-They need to know Geography very well, so that they know what is important to show on the map that they draw.

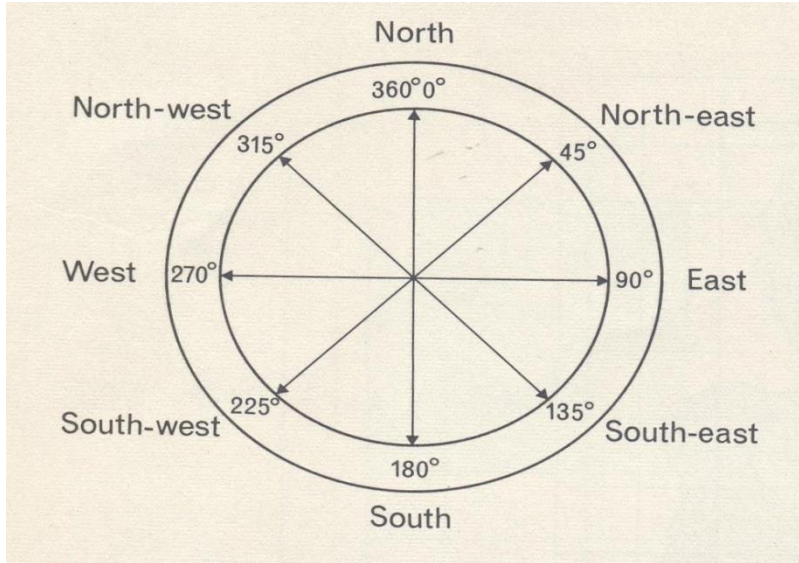
-They need to show the name for the list of symbols and the description of what each symbol means.

-They need to know the direction to indicate position of a place in relation to another.

Direction Indicator

Maps always show information about places so that we know where the place is, the cartographer always shows direction. He will use the cardinal points of a **compass**. The compass will have the compass directions.

Below are the points of a Compass.



GRID SYSTEMS

- **Describe the location of a place or point on a map.**
 - Using the Four and Six figure grid reference system

								D	
						C			
			B						
	• A								
18	19	20	21	22	23	24	25	27	

A is identified as Easting **18** and northing **41**. The four grid reference is **1941**
The six grid reference is **194 419**.

- **Interprete relief features**
 - Contour lines
 - Map makers use contour lines to show height on maps
Each contour line joins places of the same height above sea level.
 - Spot heights
 - They are points on an ordinance survey maps whose heights have been measured by land surveyors. Spot height are marked by a dot with the height in metres written beside the dot.
 - Trigonometrical Station
These are stations are places , usually on hill summits , whose altitude ,latitude and longitude have been measured.

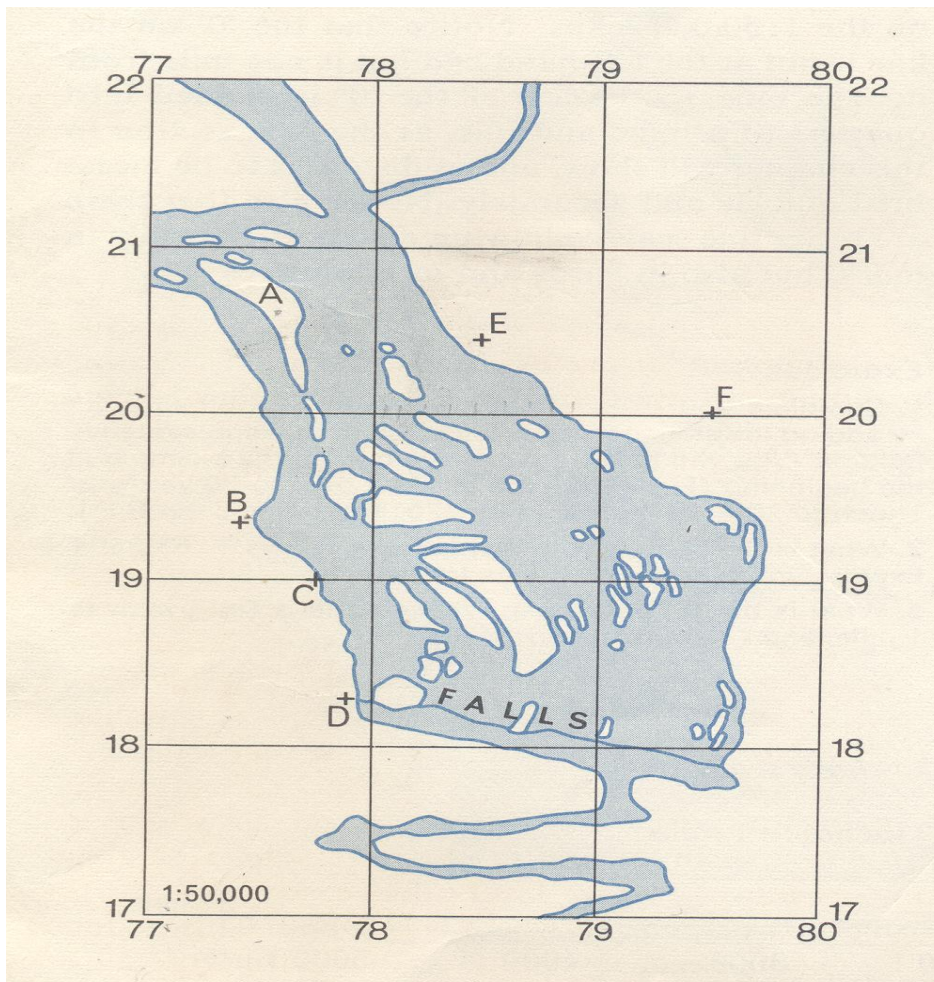
ACTIVITIES

Class exercises

–Note taking. Write down the notes in your exercise book.

Homework – Look at the map below and find the four grid reference of the following :

A, B, C D, E .





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GRADE 8

SOCIAL STUDIES (HISTORY)

Copy the following notes into your exercise books and answer the questions that follow at the end.

THE MIDDLE STONE AGE PERIOD

THE Middle Stone Age period existed between 40,000 and 10,000 years ago. The men of this period were more intelligent than the Early Stone Age man and all the other earlier creatures. An example of a man who lived during this period was **Broken Hill Man** who lived in Central Africa and **Neanderthal Man** who lived in North Africa and Europe.

Broken Hill Man was discovered by in 1921 by miners who were digging into kopjes or small hills in Kabwe, formerly known as Broken Hill. The miners found a big skull which was radio-carbon dated and estimated to have been alive about 25,000 years ago. The skull was sent to the London Museum where scientists declared that it was a human head.

Appearance.

Broken Hill Man looked like a modern man although he had a smaller brain. However, the brain of Broken Hill Man was bigger compared to those of the other earlier creatures. Broken Hill Man was about six feet tall and had a big strong body and a big forehead.

Because Broken Hill Man had a bigger brain than Homo-Habilis, he was much more intelligent. He used his intelligence to scare away fierce animals using fire and was therefore able to live in caves where he was protected from sun, rain and wind. The fire kept him warm and he was able to use it to cook his food, too.

The Middle Stone Age men lived in open grasslands and in the forest. They moved up and down in search of food.

The Middle Stone Age men who lived in the forest developed heavy, clumsy tools for digging and chopping down trees and branches. They developed **traps** which they laid down in the paths of animals that they wanted to hunt down. The traps were made by digging big holes and

covering them with grass and branches. The men would chase the animals in the direction of the traps and once the animals had fallen in, it would be easy for the men to kill them.

On the other hand, the Middle Stone Age men who lived in the open grasslands could not use the trap snares as successfully as the men of the forest. Instead they learnt to sharpen stone into **missile stones (throwing stones)** which they threw at the animals. So the men of the grasslands made lighter and better tools than those of the men of the forest.

To carry out such an exercise, Broken Hill Man must have used language as he needed to co-operate with others to carry out such advanced hunting tasks for his time.

Broken Hill Man depended on roots, fruit, fish and wild animals for his food. He made better and more improved tools than Homo-Habilis. He learnt to make **stone spear heads** which he put on wooden handles or shaft. The round stone balls were perhaps used for throwing at animals and crushing nuts. By using spears and missiles or throwing stones they were able to kill even large animals like elephants at a distance. Broken Hill Man is the earliest creature whose remains have been found in Zambia.

FOLLOW-UP EXERCISE

COPY THE FOLLOWING QUESTIONS INTO YOUR EXERCISE BOOKS AND DRAW A CIRCLE AROUND THE LETTER THAT REPRESENTS THE BEST ANSWER.

- About how many years ago did the latest of the Middle Stone Age creatures live?*
 - 40,000 years ago*
 - 55,000 years ago*
 - 25,000 years ago*
 - 10,000 years ago*
- Name the earliest creature whose bones have been found in Zambia.*
 - Proconsul Africanus*
 - Homo-Habilis*
 - Broken-Hill Man*
 - Zinjanthropus.*
- In which Stone Age period was fire effectively used to scare away fierce animals?*
 - Early Stone Age Period.*
 - Middle Stone Age*
 - Late Stone Age*
 - Iron Age.*
- When the bones of Broken Hill Man were discovered and carbon dated, he was found to have lived?*

- a) *25,000 years ago*
 - b) *40,000 years ago*
 - c) *10,000 years ago*
 - d) *55,000 years ago*
5. *Broken Hill Man was able to live in caves because*
- a) *He had a large body*
 - b) *He was about six feet tall*
 - c) *He used his intelligence to use fire to scare away fierce animals*
 - d) *Fierce animals were scared of him.*
6. *Broken Hill Man was discovered in*
- a) *East Africa*
 - b) *Central Africa*
 - c) *North Africa*
 - d) *South Africa*
7. *Pre-historians assume that Broken Hill Man might have used a language because*
- a) *He looked like modern man.*
 - b) *He could walk on his two legs.*
 - c) *He worked in groups to kill animals.*
 - d) *He was more intelligent than Homo-Habilis*
8. *The typical man of the Middle Stone Age man was*
- a) *Broken Hill Man*
 - b) *Neanderthal man*
 - c) *Homo- Habilis*
 - d) *Zinjanthropus.*



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Civics 8 week 8

INSTRUCTIONS

- 1. Read the given notes on Central Government thoroughly.**
- 2. Answer all the given questions**
- 3. Remember to submit your work in good time.**
- 4. The due date for submission is Friday, 31st July 2020.**

kindly note that these notes will be followed by a live zoom lesson, after a reminder is given on Google class. This therefore, means that everyone is expected to download a zoom application.

TOPIC 9: CENTRAL GOVERNMENT (continuation)

Types of ministers in Zambia

There are two types of ministers in Zambia namely:

1. Cabinet ministers

These are ministers in charge of various ministries in government such as ministry of education

2. Provincial ministers

These are ministers in charge of provinces of Zambia such as minister of Lusaka province.

Types of civil servants

1. The secretary to the cabinet

This is the senior most civil servants in charge of all civil servants in Zambia.

2. Permanent secretary

This is the senior civil servant in charge of the ministry. Eg ministry of education

3. Provincial permanent secretary

This is the senior most civil servant in charge of a province.

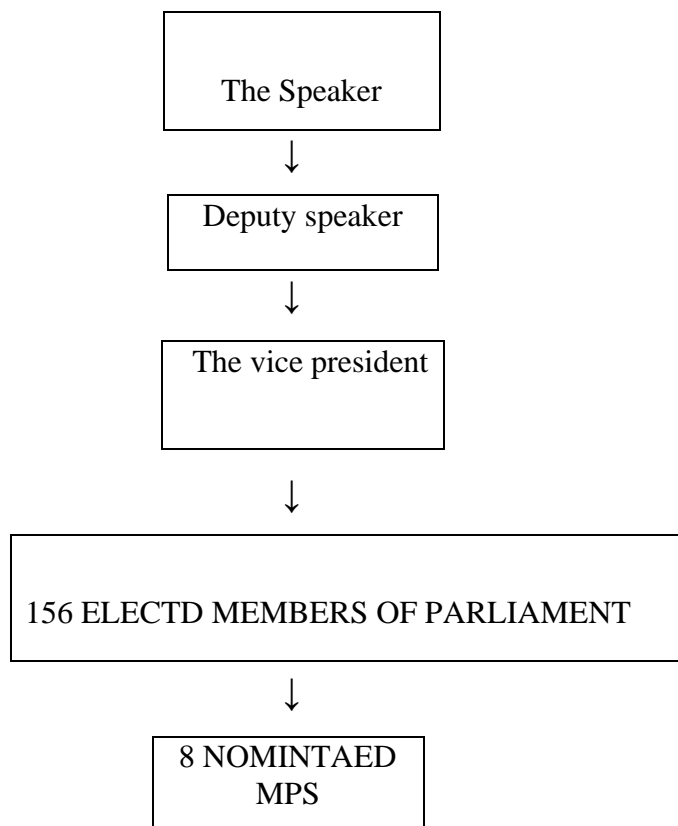
4. Civil servants

These are civil servants working under various ministries and department such as teachers, nurses, policemen, doctors and accountants.

2.LEGISLATURE

This is the organ or arm of governments that make, change and abolish laws. The word **Legislature** comes from the word **legislate** which means to make laws. It is made up of the speaker, deputy speakers, vice president, elected and nominated members of parliament

Structure of Legislature



Functions of the Legislature

1. To make laws of the country

2. To make change on the laws of the country
3. To abolish the laws of the country
4. To ratify presidential appointments such as the Chief Justice, DPP and Judges.
5. To approve the country's national budget
6. To audit the money given to different projects in the national budget
7. To represent demands of people from various constituencies

iii. Powers of the legislature

1. Can override presidential veto
2. Can impeach (remove) the president
3. Can reject presidential appointments e.g Chief justice
4. Can refuse to ratify treaties such as those on Gay marriages
5. Can conduct investigation on presidential action
6. Can reject or passes the budget
7. Can impose taxes on certain areas in the country
8. Can authorize certain expenditures in the country

List down the staff of national assembly

1. The speaker of the national assembly

- (a) He/she is the chairperson of national assembly
- (b) He/she is elected by the MPs from outside parliament among the members of public
- (c) He/she chairs the sitting of the national assembly
- (d) He/she makes sure that standing orders are followed in parliament.

Standing orders are rules and customs followed in the national assembly

(e) He/she does not vote for or against any motion in parliament except if there is a tie on the votes by MPs. The voting by the speaker to break a tie is known as **casting vote**.

(f) **Mace** is a symbol of speaker's power of authority.

2. The deputy speaker of national assembly

(a) There are two deputy speakers of national assembly one elected from outside parliament and one elected from among members of parliament

(b) He/she chairs the sitting of national assembly when the speaker is not there.

(c). He/she is free to vote for or against the motion in parliament as long as he/she is an MP as well.

3. The vice President

(a) he/she is the **leader of the house** in parliament

(b) He/she is elected as a running mate to mean if the president wins he/she has automatically been elected as vice president during general elections

4. The clerk of national assembly

(a) He/she is the **Chief Administrative Officer** of the national assembly

(b) He/she takes down or records the minutes of the daily debates in parliament in a book called **National Assembly Debate Book (NADB)**

5. The sergeant at arms

(a) He/she is the security officer of the national assembly

(b) he/she assists the speaker to maintain order in parliament

(c) He/she sends an MP who behaves contrary to parliament code of conduct

when ordered by the speaker to maintain order or when instructed by the

speaker.

TASK

1. Explain the following terms:

A. Ratification

B. Treaty

C. Veto

D. Impeachment

E. Nomination

2. Briefly explain how you could improve the lives of people if you were a member of parliament

❖ **Send your work to anycity87@gmail.com**

WEEK 8 / FRENCH

GRADE 8

COMPREHENSION: Read the text below

TEXT : La sale de classe

La salle typique consiste of d'une salle chambre assez grande avec un tableau noir dressé contre le mur devant. Le professeur y écrit à la craie. Cette salle peut contenir au moins une trentaine d'élèves. Dans le secteur public, le nombre d'élèves peut atteindre même une soixantaine

Cela dépend de l'administration locale généralement. La surface des murs latéraux est réservée pour étaler la différence cartes et les dessins. On y voit la carte du monde, la mappe monde, les règles de la grammaire de langues, les formules de mathématiques et les dessins industriels .

Chaque élève a un sac. Là-dedans, il a une trousse où l'on trouve des crayons , une gomme , un taille-crayon et des stylos . À côté de la trousse dans le cartable il y a des cahier et des livres.

A. Questions

1. Dans le secteur public un classe contient combien d'élèves ?
A. une trentaine B. une soixantaine C. moins de trente D. Plus de soixante
2. Où est le tableau dans une salle de classe typique ? Il est ...
A. devant la classe B. derrière la classe C . à gauche de la classe D. à droite de la classe
3. Dans la salle de classe typique , le professeur écrit au tableau à la classe ? Vrai ou Faux
4. Les élèves apprennent les formules de mathématiques ? Oui ou Non
5. Chaque élève a un sac dans la classe typique . D'accord ou Pas d'accord

B. Vocabulaire : Identify the equivalent french words in the above text.

1. a room = _____
2. Enough = _____
3. to contain = _____
4. Walls = _____
5. world = _____
6. Pencil case = _____
7. rubber = _____
8. formulae = _____
9. pupil = _____
10. board = _____

