

EGCSE

Eswatini General Certificate of Secondary Education

GEOGRAPHY SYLLABUS

Subject Code: 6890

For Examination in 2021 - 2023



Examinations Council
of Eswatini

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ESWATINI GENERAL CERTIFICATE OF SECONDARY EDUCATION

Broad Guidelines

The Ministry of Education is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Form 4 and Form 5) so that at the completion of secondary education, learners will

- be equipped to meet the changing needs of the Nation, and
- have attained internationally acceptable standards.

Eswatini's National Education Policy Directives

EGCSE syllabuses for studies in Form 4 and Form 5 will individually, and collectively, enable learners to develop **essential skills** and provide a broad **learning experience** which

- inculcates values and attitudes as well as knowledge and understanding,
- encourages respect for human rights and freedom of speech,
- respects the values and beliefs of others, relating to issues of gender, culture and religion,
- develops desirable attitudes and behaviour towards the environment,
- provides insight and understanding of global issues which affect quality of life in Eswatini and elsewhere, e.g., the AIDS pandemic; global warming; maldistribution of wealth; and technological advances.

The National Curriculum for Form 4 and Form 5

Learners will be given opportunities to develop **essential skills** which will overlap across the entire range of subjects studied. These skills are listed below.

- Communication and language skills
- Numeracy skills: mathematical ideas, techniques and applications
- Problem-solving skills
- Technological awareness and applications
- Critical thinking skills
- Work and study skills
- Independent learning
- Working with others

To develop these skills, learners must offer **five compulsory subjects** and at least **two elective subjects** chosen from one or more Field of Study.

Compulsory Subjects

- SiSwati – either First Language or Second Language
- English Language
- Mathematics
- Science
- Religious Education

Fields of Study

- Agriculture Field of Study
- Business Studies Field of Study
- Consumer Science Field of Study
- Social Sciences and Humanities Field of Study
- Technical Field of Study

INTRODUCTION

The Eswatini General Certificate of Secondary Education (EGCSE) syllabuses are designed as two-year courses for examination in Form 5. The Geography syllabus is designed to assess positive achievement at all levels of ability. Assessment will require candidates to show knowledge with understanding, analysis, interpretation, application, judgement, decision making, investigation and evaluation skills. Performance in tasks will differentiate candidates rather than differentiation through tiered papers.

EGCSE syllabuses follow a general pattern. The main sections are:

Aims
Assessment Objectives
Assessment
Curriculum Content

Geography is an **elective subject** and falls into the following Field of Study Groups: Social Sciences, Humanities, Sciences and Technical.

AIMS

The aims of the syllabus are the same for all learners. These aims are set out below and describe the educational purposes of a course in Geography for the EGCSE Examination. They are not listed in order of priority.

The aims are to enable learners to:

1. develop a sense of place and an understanding of geographical and relative location on a local, regional and global scale;
2. acquire knowledge and understanding of the language, concepts, and systems fundamental to the study of physical and human Geography;
3. develop an awareness of the spatial distribution of phenomena on the earth's surface and the relationships among the dynamic nature of such distributions;
4. develop an understanding of the relationships and interactions of people and their environment in response to physical and human processes;
5. develop an understanding of social, economic, environmental and cultural issues in Eswatini;
6. develop an understanding of the importance of positive human attitudes and values on the management of the environment and sustainable development of resources;
7. develop an understanding of different communities and cultures throughout the world and an awareness of the contrasting opportunities and constraints presented by different environments;
8. develop an informed concern about the quality of the environment and the future of the human habitat and thereby, enhancing learners' sense of responsibility for the care of the earth and its people.

ASSESSMENT OBJECTIVES

Assessment Objectives in Geography are:

- A** Knowledge with Understanding
- B** Analysis and Interpretation
- C** Judgement and Decision-Making
- D** Investigation and Evaluation.

A description of each assessment objective follows.

A KNOWLEDGE WITH UNDERSTANDING

Learners should be able to demonstrate knowledge and understanding of:

1. physical, human and geographical features within the range of local, regional (Southern African Development Community) and international scales;
2. geographical concepts, principles and processes;
3. the inter-relationships between people's activities and the total environment and ability to seek explanations for them;
4. the spatial patterns and an appreciation of the range of physical, economic, social and political processes and interactions which are experienced by peoples in different environments;
5. the changes which occur through time in places, landscapes and spatial distributions;
6. causes and effects of geographical forces and processes;
7. the importance of scale (whether local, regional and global).

B ANALYSIS AND INTERPRETATION

Learners should be able to:

8. select, organise, present and interpret geographical data;
9. extract, use, apply and interpret geographical knowledge and understanding in numerical, diagrammatic, pictorial, graphical tables, maps, photographs, and cartoon forms; written materials;
10. recognise patterns, deduce relationships, draw valid conclusions, and make inferences;
11. use a variety of techniques for presenting geographical information in an acceptable, effective and appropriate way.

C JUDGEMENT AND DECISION-MAKING

Learners should be able to:

12. demonstrate an ability to make reasoned judgements;
13. suggest, justify and evaluate proposed solutions to environmental and socio-economic challenges;
14. recognise how values and perceptions affect both individuals and groups in making decisions within a geographical context.

D INVESTIGATION AND EVALUATION

Learners should be able to:

15. formulate the statement of a problem;
16. use different sources of gathering information including
 - (a) Documentary: books, magazines, journals, newspaper
 - (b) Audio-visuals: radio, television, films, pictures, photographs
 - (c) Statistics
 - (d) Maps and plans at a variety of scales
 - (e) Internet;
17. use suitable techniques for observing, collecting, classifying, presenting, analysing and interpreting data;
18. depict information in a variety of effective ways.

Specification Grid

The relationship between the assessment objectives and components of the scheme of assessment.

Paper 1	Assessment Objectives			
	AO A	AO B	AO C	Total
Theme 2	10	8	7	25
Theme 3	10	8	7	25
Theme 4	10	8	7	25
Total	30(40%)	24(32%)	21(28%)	75

Paper 2	AO A	AO B	AO C	AO D	Total
Section A	0	25	0	0	25
Section B	5	15	5	0	25
Section C	4	3	4	14	25
Total	9(12%)	43(57%)	9(12%)	14(19%)	75

The assessment objectives are weighted to give an indication of their relative importance. The percentages or number of marks are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

ASSESSMENT

Scheme of Assessment

All papers are compulsory. Candidates must enter for Papers 1 and 2 and are eligible for the award of Grades A* to G. A description of each paper follows.

Paper 1 (1 hour 45 minutes) consisting of 75 marks

Candidates will be required to answer **three** questions (25 marks each), **one** question from each theme.

Six questions will be set: two questions from Theme 2 (The Physical World), two questions from Theme 3 (Economic Development, Utilisation and Management of Resources) and two questions from Theme 4 (Population and Settlements).

Candidates will be required to answer one question from each Theme.

Questions will be structured with gradient of difficulty, will be resource-based and involve problem solving and free response writing. This paper will mainly be concerned with Assessment Objectives A, B, and C.

Candidates will answer on the spaces provided in the question paper.

See '**Paper 1 Study Notes**' under Appendix: Study Notes.

This paper will be weighted at 50% of the final total available marks.

Paper 2 (2 hours) consisting of 75 marks

Candidates will be required to answer **all** questions in Section A and B each section is 25 marks. In Section C candidates will answer either question 5 or 6 for 25 marks.

This paper will be mainly skills-based and will test a candidate's ability to handle various ways of depicting geographical information. The questions will be neutral in that they will not require specific information of place. Candidates will be able to demonstrate skills of analysis and interpretation and application of graphical, enquiry skills (questionnaires, observation, counts and measurements) and other techniques as appropriate.

In Section A one question will be based on a map of a tropical area at (1: 25 000 or 1: 50 000) scale. This may be in full colour or be a black and white simulated map. A key will be provided.

Candidates will answer on the spaces provided in the question paper.

See '**Paper 2 Study Notes**' under Appendix: Study Notes.

This paper will be weighted at 50% of the final total available marks.

Section A is Map work. Section B Skills based data response questions and Section C is about geographical investigations.

Weighting of Papers

Paper	Weighting
1	50%
2	50%

CURRICULUM CONTENT

Learners will study all themes in the Curriculum Content outlined below. 'Notes for Guidance' on each of the themes are provided as an Appendix.

Appropriate teaching time for the Geography syllabus should be equivalent to six (6) periods of forty (40) minutes each over a period of sixty (60) weeks/cycles.

THEME 1 – MAP READING AND INFORMATION HANDLING	
GENERAL OBJECTIVES	Notes for guidance
<p>1.1 Features of a map (to be done in relation to the World, Africa and Eswatini): atlas type, survey maps, large scale plans</p> <p><i>All learners should be able to:</i></p> <ul style="list-style-type: none"> Describe the different types of maps (physical, population, weather) etc; Identify and interpret symbols used in maps by using a key; Identify physical features on a map; Orient a map. 	<p>Describe and explain the principles of a map; title, scale, symbols, key, true north and grid north. Identify and interpret symbols in maps using a key found at the bottom of maps, symbols such as river / watercourse, dam, lake, rapid / waterfall, cultivation, road, built up area, church, dip tank, mine name etc.</p> <p>Differentiate between linear, aerial and point symbols</p> <p>Identify physical features on a map; e.g river valleys, uplands, ridge, plateau, scarp, floodplains etc. Design and construct a large-scale plan (2-dimensional map) of the school.</p>
<p>1.2 Measuring distance and calculation of area.</p> <p><i>All learners should be able to:</i></p> <ul style="list-style-type: none"> Identify the different types of map scale; Measure distance of straight and curved lines; Calculate area of regular and irregular shaped features. 	<p>Describe and explain the different types of scales; linear, representative fraction and statement scale. Learners should measure straight and curved distances and convert it to actual distance on the ground in kilometres and metres. Learners should calculate area of regular and irregular shaped features.</p>
<p>1.3 Location in maps</p> <p><i>All learners should be able to:</i></p> <ul style="list-style-type: none"> Demonstrate the principle used when 	<p>Demonstrate the principle used when reading four and six figure grid references that is start with Easting's then Northing's.</p>

<p>reading 4 and 6-figure grid references Locate features on a map using 4 and 6-figure grid references.</p>	<p>Learners should locate features on a map using 4 and 6 figure grid reference.</p>
<p>1.4 Directions in maps</p> <p><i>All learners should be able to:</i></p> <ul style="list-style-type: none"> Identify and explain features of a sixteen-point compass; Measure whole circle bearing using a protractor; Interpret whole circle bearings into compass direction from grid north. 	<p>Identify and explain features of a sixteen point compass. Measure whole circle bearings using a protractor from the grid north. Interpret whole circle bearings into compass direction.</p>
<p>1.5 Relief on maps</p> <p><i>All learners should be able to:</i></p> <ul style="list-style-type: none"> Describe relief using contour lines, spot heights, trigonometrical stations etc; Interpret the relief from contour lines, spot heights, cross section etc; Interpret and calculate gradient from maps. 	<p>Describe and explain relief on maps using contour lines, spot heights, trigonometrical stations, layer colouring, hachuring, and bench marks. Interpret relief from contour lines, spot height, and trigonometrical stations. Interpret and calculate gradient from maps.</p>
<p>1.6 The relationship between physical and human features on maps and photographs</p> <p><i>All learners should be able to:</i></p> <ul style="list-style-type: none"> Describe and explain the distribution of vegetation and infer human activity from map evidence 	<p>Describe patterns of vegetation, land-use and communication and infer human activity from map evidence. Practice in describing landforms, natural vegetation, land use and settlement shown on photographs is essential. Attention should be given to drawing simple annotated sketches to illustrate the features recognised and described from photographs. The varied size and scale of photographic features should be noted. Simple descriptions only are required by the examiners but candidates may be required to explain the features recognised, for example the process present at work and those responsible for their formation. It should be stressed that these processes have operated over a considerable time scale and present landforms are often the product of the processes in the past. Explain the effects of physical landscape on man-made features and human activities, such as transport routes, farming, and settlement.</p>

<p>1.7 Introduction to basic research methods</p> <p><i>All learners should be able to:</i></p> <ul style="list-style-type: none"> • Identify a problem area/topic; • State the aims of the study; • Formulate the hypotheses; • Differentiate sampling techniques (description, advantages and limitations); • Types of data (primary and secondary data); • Describe methods of data collection: <ul style="list-style-type: none"> - Observation - Interview schedules - Questionnaires - Counts - Measurements; • Design the format of data collection instruments e.g. questionnaire, survey sheets etc; • Describe the advantages and limitations of the methods used. 	<p>Identify a problem area/ topic from all the themes. State the aims of the study that is reasons for investigating that particular topic. Formulate a hypothesis; which is the opinion based on evidence of what the outcome might be. Identify and differentiate between different types of data i.e (primary and secondary data) where you have; primary data which is information collected from the field e.g observation, counts, measurements, interviews and questionnaires, and secondary data which are pieces of information obtained from other sources e.g information taken from websites, libraries, newspaper reports, television sets, travel agents, and estate agents.</p> <p>Describe and explain the different sampling techniques which are random, systematic, stratified etc. Explain advantages and limitations of each of the sampling methods.</p>
<p>1.8 Data presentation and analysis</p> <p><i>All learners should be able to:</i></p> <ul style="list-style-type: none"> • Analyse data collected; • Present data using: <ul style="list-style-type: none"> - Maps, - Graphs (line, bar, triangular, pie charts, compound, comparative, flow lines) - Tables, - Photographs, - Labelled field sketches. 	<p>Present data using tables, graphs, (line, bar, compound, triangular, histogram, scatter, pie chart, pictograph, block bar graph etc).</p> <p>Maps (flow line, desire line, isoline, chloropleths, flow lines).</p> <p>Extract and interpret information from diagrams, graphs, tables of data and written material. Graphs recommended for interpretation and plotting should include two dimensional graphs to show a range of geographic information .Candidates should also be familiar with the use and interpretation of pie charts, they should be able to describe and analyse features and trends from tables of data and suggest relationships. The production of sketch maps should be encouraged as an integral part of the presentation of information. Draw effective conclusion based on the hypothesis of the study. What is written matches the aims of the investigation.</p>
<p>1.9 Data interpretation and evaluation</p>	

<p><i>All learners should be able to:</i></p> <ul style="list-style-type: none"> • Draw effective conclusions based on the hypotheses of the study, • Suggest solutions where possible and make recommendations. 	<p>Draw effective conclusion based on the hypothesis of the study by commenting on hypothesis; support using data; evaluate data collection method and make recommendations.</p>
<p>THEME 2 – THE PHYSICAL WORLD</p>	
<p>GENERAL OBJECTIVES</p>	<p>Notes for guidance</p>
<p>2.1 Plate movements and resulting landforms</p> <p><i>All learners should be able to:</i></p> <ul style="list-style-type: none"> • Describe the structure of the earth; • Describe the types of tectonic plate boundaries; • Describe and explain the processes involved in plates movement; • Describe the landforms that result from the processes of plate movement, such as volcanic mountains, ocean trenches and ridges; • Describe and explain the formation and distribution of volcanoes and earthquakes in relation to plate movements; • Evaluate the impact of these processes and landforms on people and environment, • Suggest efforts made towards limiting the impact of these processes. <p>Case Studies required for 2.1</p> <ul style="list-style-type: none"> • An area affected by earthquakes and volcanoes. 	<p>Describe and explain the structure of the earth e.g. air (atmosphere), water (hydrosphere) crust (lithosphere) mantle (mesosphere) core (barysphere). Describe and explain the causes of plates movement e.g. heat which causes convection currents in the mantle. Describe the types of plate boundaries/margins e.g. constructive, destructive margins at subduction zones, destructive margin at collision zone, conservative boundary.</p> <p>Describe and explain the general processes involved in plates movement e.g. earthquakes etc. Describe and explain the features and landforms that result from the processes of plate movement such as volcanoes, Describe the general distribution of volcanoes and earthquakes and explain how these distribution is related to movements at plate boundaries. Evaluate the impact of the landforms such as the, volcanoes, on people and environment, further describe possible strategies for solutions and mitigation measures.</p> <p>Describe and explain the general processes involved in plate movements Show a basic understanding of plate tectonics, describing the global patterns of plates, their structure, and be aware of plates and their effects. Plates moving towards each other (sea floor spreading) plates moving towards each other (subduction) and plates sliding past each other. Describe and explain an understanding of the main features of volcanoes (and their eruption) and earthquakes. Evaluate the impacts of these processes .i.e. destruction of infrastructure, loss of life, loss of scenic beauty and environmental pollution. Suggest efforts made to reduce impacts. i.e. rubberised buildings, flexible pipes, etc.</p>

<p>2.2 River processes and Landforms <i>All learners should be able to:</i></p> <ul style="list-style-type: none"> • Describe and explain the work of a river in eroding, transporting and depositing; • Describe and explain the river erosion and transportation processes; • Describe forms of river valleys (long profile and shape in cross section); • Explain deposition in a river's course; • Describe the volume and velocity of running water and how it affects river processes; • Describe the nature of the load (boulders, pebbles, sand and silt) and how they are affected as they are transported along the course of the river; • Explain the formation of the landforms associated with river processes; • Evaluate the impact of rivers/floods to the people and the environment; • Suggest preventive measures to flooding. <p>Case Study required for 2.2</p> <ul style="list-style-type: none"> • The opportunities presented by a river or rivers, the associated hazards and their management. 	<p>Reference to be made to the erosional processes of hydraulic action, corrasion, corrosion (solution) and attrition.</p> <p>River transport should include the processes of traction, saltation, suspension, and solution and reasons why, when and where in a rivers course deposition takes place should be studied. It should be realised that the effectiveness of the river processes concerned will vary according to the volume and velocity of the running water and the nature of the load (boulders, pebbles, sand and silt), which in turn will be affected by the bedrock along the course of the river.</p> <p>Describe and explain the landforms associated with these processes.</p> <p>A study should be made of the following: forms of river valleys (long profile and shape in cross section), rapids, waterfalls, potholes, meanders, ox-bow lakes, deltas, levees, and floodplains.</p> <p>Evaluate the impact of rivers to the people and the environment e.g. positive impact include water supply, fertile flood plain, transport, production of hydro-electric power, etc. negative impacts – flooding, harbouring dangerous animals, diseases, and communication breakdown etc.</p> <p>Describe and explain the influence of people on rivers e.g. pollution.</p> <p>Suggest preventive measures to flooding e.g. dam construction, raised banks, diversion of river channel, etc.</p>
<p>2.3 Weather and climate <i>All learners should be able to:</i></p>	

<ul style="list-style-type: none"> • Describe and explain factors affecting weather and climate. • Describe and explain factors affecting weather and climate; • Describe and explain the siting of a weather station; • Describe and explain the features of the Stevenson screen box; • Describe and explain the siting of a Stevenson screen box; • Describe and explain the siting and use of the following instruments at a weather station: rain gauge, maximum-minimum thermometer, six's thermometer wet and dry bulb thermometer (hygrometer), barometer, anemometer, wind vane, and sunshine recorder; • Make calculations where appropriate using information from these instruments; • Describe the main types of cloud and be able to estimate the extent of cloud cover; • Assess the impact of rainfall on people and the environment; • Suggest the responses of people to rainfall hazards in LEDCs and MEDCs. <p>Case Studies required for 2.3</p> <ul style="list-style-type: none"> • Make calculations using data from weather instruments; • Use and interpret graphs and other diagrams showing weather and climate. 	<p>Describe and explain how the following factors affect temperature; latitude, altitude, distance from the sea, ocean currents and winds.</p> <p>Describe and explain the use and siting of the following instruments at a weather station: rain gauge, maximum-minimum thermometer six's, wet dry bulb thermometer (hygrometer), barometer, anemometer and wind vane, sunshine recorder etc.</p> <p>Make calculations using information from these instruments.</p> <p>Use and interpret graphs, and other diagrams showing weather data.</p> <p>Describe and explain characteristics, of siting and use of Stevenson Screen e.g. white louvered sides, away from trees and buildings, storing thermometers.</p> <p>Describe and explain the main types of clouds, (cirrus, cumulonimbus, and stratus).and estimate the extent of cloud cover (oktas).</p> <p>Describe and the effects of rainfall on people, economies and environment. e.g. destruction of crops, flooding ,soil erosion.</p> <p>Describe and explain the responses of people to rainfall hazards in LEDCs and MEDCs e.g. dam construction; evacuation, etc.</p> <p>Assess the impact of drought and flooding to the people and the environment e.g. crops destroyed, destruction of infrastructure.</p>

<p>2.4 Climatic regions/Biomes <i>All learners should be able to:</i></p> <ul style="list-style-type: none"> For each of the following climatic regions: tropical rainforest and hot desert. <ul style="list-style-type: none"> Name, locate and give an example; Describe and explain the main features of the climate: annual temperature range, rainfall, cloud, humidity, pressure and winds; Describe the natural vegetation and explain how it is adapted to the Climate. Evaluate the impact of climatic regions to the people and the environment. <p>Case Studies required for 2.4</p> <ul style="list-style-type: none"> An area of tropical rainforest. An area of hot desert. 	<p>Name and locate an example of each climatic region e.g. tropical rainforest, and hot deserts.</p> <p>Describe and explain the main characteristics of climate in the region: temperature – mean temperature of hottest month, mean temperature of coolest month, therefore the annual range; rainfall – the amount and seasonal distribution; other climatic features – wind, cloud, humidity etc.</p> <p>Factors influencing these characteristics should be noted such as latitude, pressure systems, and the winds to which they give rise, distance from the sea, altitude and ocean currents.</p> <p>Candidates should be familiar with climatic graphs showing the main characteristics of temperatures and rainfall of the climates in the regions listed.</p> <p>For each of the following climatic types – tropical rainforest, and hot deserts.</p> <p>Describe the natural vegetation and explain how it adapted to the climate .e.g. tropical rainforest e.g. tall trees due to high amount of rainfall etc.</p> <p>Describe and explain how human interference has affected the vegetation e.g. deforestation, disappearance of some species etc.</p>
<p>2.5. Climate change <i>All learners should be able to:</i></p> <ul style="list-style-type: none"> Describe and explain causes of climate change; Suggest mitigation measures and adaptive responses to climate change. <p>Case Study required for 2.5</p> <p>An area of affected by climate change.</p>	<p>Describe and explain the causes of climate change, e.g. fossil fuels, deforestation, cattle farming, etc.</p> <p>Evaluate the impact of climate change(a rise in sea level, melting of ice caps and glaciers, flooding of low lying coastal areas).</p> <p>Suggest mitigation measures and adaptive responses, e.g. use cleaner and renewable energy sources (hydro-electricity), use public transport rather than private cars, conserve green house sinks, etc.</p>

THEME 3 – ECONOMIC DEVELOPMENT, UTILISATION AND MANAGEMENT OF RESOURCES	
GENERAL OBJECTIVES	Notes for guidance
3.1 AGRICULTURE	
<p>3.1.1 Preparing virgin land for agriculture <i>All learners should be able to:</i></p> <ul style="list-style-type: none"> Describe and explain the steps in land preparation for agriculture; Explain problems encountered in preparing land for agriculture. 	<p>Describe and explain the steps in land preparation for agriculture i.e. removal of vegetation, uprooting of tree stumps, removal of crops, terracing, irrigation, burning of vegetation, ploughing, harrowing, application of lime/fertiliser, insecticides, pesticides and herbicides.</p> <p>Describe and explain problems encountered in preparing land for agriculture i.e. lack of capital, lack of machinery, lack of technical knowhow/technology.</p>
<p>3.1.2 Subsistence farming with reference to Eswatini <i>All learners should be able to:</i></p> <ul style="list-style-type: none"> Describe subsistence farming under the following headings: <ul style="list-style-type: none"> - Inputs (natural and human) - Processes - Outputs (products); Assess the problems/limitations of subsistence farming; Suggest solutions to the problems. 	<p>Describe and explain subsistence farming under natural inputs (rainfall, sunlight, soil, and relief), human input (untreated seeds, family labour, simple tools draught power, single ploughs, hoes, and crude tools.</p> <p>Describe and explain subsistence farming using an example of small scale farming in Eswatini (maize growing)</p> <p>Assess the problems/limitations of subsistence farming i.e. lack of capital, lack of tools, drought etc.</p> <p>Suggest solutions to the problems i.e. teaching farmers, construction of dams and boreholes, provision of tractors and hybrid seeds.</p>
<p>3.1.3 Intensive cash crop farming with reference to Eswatini, e.g., Vuvulane, Tjaneni irrigated farms <i>All learners should be able to:</i></p> <ul style="list-style-type: none"> Describe intensive cash crop farming 	<p>Describe and explain intensive cash crop farming under: natural inputs (soil, sunlight, etc), human inputs (capital, hybrid seeds, machinery, labour. etc.) outputs / products and their market.</p> <p>Describe and explain irrigation as an important input for farming in intensive farms,</p>

<p>under the following headings: - Inputs (natural and human) - Processes - Outputs (products);</p> <ul style="list-style-type: none"> Describe the strategies undertaken by the Eswatini Government to promote intensive farming; Evaluate strategies undertaken by the Swazi government to promote intensive farming. 	<p>Describe and explain the types of irrigation (sprinkler ,basin, micro jet, central pivot etc)</p> <p>Describe and explain advantages and disadvantages of irrigation (advantages are extends farming season, allow cultivation in dry areas/ season, increase output etc) (disadvantages are soil erosion, soil compaction, etc.).</p> <p>Suggest the strategies undertaken by the Eswatini government to promote intensive farming. Evaluate strategies undertaken by government to promote intensive farming.</p>
<p>3.1.4 Large scale extensive commercial farming with reference to a developing country (LEDCs) <i>All learners should be able to:</i></p> <ul style="list-style-type: none"> Describe large scale commercial farming under the following headings: - Inputs (natural and human) - Processes - Outputs (products); Assess the impact of large scale commercial farming to the people and the environment. 	<p>Describe and explain large scale commercial farming under the following headings: inputs, processes, outputs.</p> <p>Assess the impact on the people and the environment i.e. positive impact to the people : employment, improve their home, get agriculture experience etc. and disadvantages : low wages neglect of subsistence farms and on the environment problems will be pollution i.e. solid and liquid waste, soil compaction, pesticides, herbicides, insecticides will kill animals.</p>
<p>3.1.5 Pastoralism with reference to Eswatini and South Africa <i>All learners should be able to:</i></p> <ul style="list-style-type: none"> Describe subsistence pastoral farming and commercial pastoral farming under the following headings: - Inputs (natural and human) - Process - Outputs (products); Evaluate the impact of subsistence and large scale commercial 	<p>Describe and explain subsistence pastoral farming under inputs e.g. grass /vegetation, water, labour ,kraal., Describe pastoral farming under processes.</p> <p>Describe and explain outputs e.g. dairy products, and beef products.</p> <p>Describe and explain the impact of pastoral farming to the people and the environment i.e. overgrazing, soil erosion, de-forestation, source of income (enrich), supply milk, beef, as draught animals, dowry, skins, kraal manure.</p>

<p>pastoral farming on the people and the environment;</p> <ul style="list-style-type: none"> • Suggest possible solutions to the impacts. 	<p>Suggest solutions of the impacts i.e. reduce number of livestock, practise rotational grazing.</p>
<p>3.1.6 Shortage of food <i>All learners should be able to:</i></p> <ul style="list-style-type: none"> • Describe and explain causes of food shortage; • Explain the effects of food shortage; • Suggest solutions to the problems e.g. organic food, green revolution, etc. <p>Case Studies required for 3.1</p> <ul style="list-style-type: none"> • A farm or agricultural system in Eswatini • Sugar cane farming in Eswatini • An LEDC affected by food shortages 	<p>Describe and explain the causes and effects of food shortages. Shortages of food may be related to natural problems such as soil exhaustion, drought, floods, tropical cyclones, pests, disease, etc.</p> <p>Describe and explain an awareness of the effects of these natural problems on selected areas within LEDCs.</p> <p>Describe and explain economic ,political factors and their effects upon food shortages .e.g emphasis should be noted for example low capital, investment, poor distribution/transport difficulties, wars, the effects of food shortages is encouraging, food aid and measures such as those of the 'Green Revolution' to produce more food should also be considered.</p>

<p>3.2 INDUSTRY</p>	
<p>3.2.1 Classification of industries with examples from LEDCs and MEDCs <i>All learners should be able to:</i></p> <ul style="list-style-type: none"> • Describe and give examples of primary, secondary, tertiary and quaternary industries; • Describe and explain the employment structure of LEDC and MEDC; • Describe and explain the industrial structure of an LEDC and an MEDC. 	<p>Define an industry as employment that involves using/ producing goods or services.</p> <p>Describe and give examples of primary industries: fishing, mining, forestry.</p> <p>Describe and give examples of secondary industries: oil refinery, pulp processing, fish processing.</p> <p>Describe and give examples of tertiary industries: financial institutions, transport services, legal services, and medical services. Describe and give examples quaternary industries: high technology industries, high research industries/ concerned with research and development.</p> <p>Describe and explain the employment structure of LEDCs (more in primary industry) and MEDCs (more in tertiary less in primary).</p>

	<p>Assess the impact of Multi-national Companies on the people, economy and environment e.g. advantages brings work to people and uses local labour, local labour receives a guaranteed income, improves level of education and technical skills of the people, brings foreign currency, provides modern technology ,improve roads and airports, widens economic base of the country Local people employed are small in number, local labour poorly paid, most of wealth / profits goes overseas, big schemes debts, firms can pull out anytime, environmental hazards.</p>
<p>3.2.2 Location and development of industries <i>All learners should be able to:</i></p> <ul style="list-style-type: none"> • Describe and explain the factors that influence the location of industries; • Demonstrate an understanding the factors that influence the location and development of each of the following processing and manufacturing industries: <ul style="list-style-type: none"> - Craft industries (Lesotho and Eswatini), - Motor vehicle assembly (Japan), - High technology industries (Germany). • Describe and explain the location of science and business parks; • Assess the impact of TNCs/MNCs to the people, economy and the environment in LEDCs. <p>Case studies required for 3.2.2 A craft industry in Eswatini A motor vehicle assembly plant in Japan</p>	<p>Describe and explain the physical and economic factors that influence the location of industries e.g. physical (raw materials, power / energy, natural routes, site, and land). Human / economic are labour, capital, markets, transport, and government policies.</p> <p>Describe and explain the factors that influence the location and development of craft industries (Lesotho and Eswatini).motor vehicle assembly (Japan) High tech industry (Germany.)</p> <p>Describe and explain the location of science and business parks e.g. where there is high skilled labour, near other firms, access to international transport systems.</p>
<p>3.2.3 Leisure activities and Tourism <i>All learners should be able to:</i></p>	

<ul style="list-style-type: none"> • Describe and explain the following types of tourism – coastal tourism, inland tourism and eco-tourism; • Describe and account for the growth of tourism in LEDCs and MEDCs; • Describe and explain the major promotion and marketing factors of tourism in Eswatini; • Evaluate the impact of tourism on the people and the environment; • Suggest possible strategies and mitigation measures for sustainable tourism. <p>Case study for 3.2.3 a tourist attraction area e.g. Ezulwini</p>	<p>Account for the growth of tourism in MEDCs and LEDCs e.g. beaches; climatic attractions; scenic attractions; attractions of natural vegetation; cultural attractions; architectural attractions; historical attractions; recently built attractions/theme parks, etc.</p> <p>Describe and explain the major promotion and marketing factors of tourism in Eswatini such as advertisement, package holidays, investment of transportation routes (air and roads), and improvement of hotel facilities.</p> <p>Assess the impact of tourism to the people and the environment.</p> <p>Suggest strategies for sustainable tourism such as diversity, honey pot sites and wilderness areas, interdependence (people, economy and the environment).</p>
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<p>3.3 ENERGY RESOURCES</p>	
<p>3.3.1 Renewable and non-renewable resources <i>All learners should be able to:</i></p> <ul style="list-style-type: none"> • Describe sources of renewable resources (hydro-electric power, solar, wind, geothermal, tidal and biogas) and non-renewable resources (fuel wood, coal, nuclear, natural gas, and oil); • Describe power generation by solar and wind; • Describe and account for the distribution and quantity of the world energy resources; • Describe and explain the uses of and competition for water resources – agricultural, domestic and industrial demand; 	<p>Describe renewable and non-renewable resources e.g. renewable include tidal, solar, wind, geothermal, biogas, non-renewable fuel-wood, coal, nuclear, natural gas, oil etc.</p> <p>Explain differences between renewable and non-renewable resources.</p> <p>Describe and explain the distribution and quantities of the world energy resources using world energy map.</p> <p>Describe and explain the uses and competition of water resources e.g. agricultural use, domestic use, industrial use. etc.</p> <p>Explain how different countries use water for industries, agriculture etc.</p>

<ul style="list-style-type: none"> Account for the energy crisis in Africa with special reference to Eswatini and other LEDCs; Evaluate the impact of renewable and non-renewable resources to the people and the environment; Suggest possible solutions to the negative impacts of renewable and non-renewable resources. <p>Case Studies required for 3.3.1</p> <p>Energy supply in Eswatini and any other country.</p>	
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THEME 4 – POPULATION AND SETTLEMENTS

GENERAL OBJECTIVES	Notes for guidance
<p>4.1 Rural settlements with reference to selected examples from LEDCs.</p> <p><i>All learners should be able to:</i></p> <ul style="list-style-type: none"> Describe and explain the settlement patterns: (dispersed, linear and nucleated); Describe and explain the functions of rural settlements; Describe and explain factors, which influence the location and development of rural settlements (relief, soil, water supply and other factors such as accessibility, agricultural use). <p>Case study required for 4.1 A rural area</p>	<p>Describe and explain the patterns of rural settlements – dispersed, linear, and nucleated.</p> <p>Explain the functions of rural settlements.</p> <p>Describe and explain how physical factors (relief, soil, water supply) and other factors such as accessibility, agricultural land use, influence the sites and patterns of rural settlements. Use named examples of rural villages from Eswatini e.g. Mahlanya, Siphofaneni, etc.</p>

<p>4.2 Urban settlements with reference to selected examples from LEDCs and MEDCs.</p> <p><i>All learners should be able to:</i></p> <ul style="list-style-type: none"> • Define terms associated with urban settlements; hierarchy sphere of influence, threshold population; • Describe the landscape of an urban settlement; • Describe and explain factors affecting location and growth of urban settlement; • Classify urban settlements according to size, function; • Describe and explain the structure of urban settlements according to the different models in LEDCs and MEDCs (urban morphology); <ul style="list-style-type: none"> • Describe and explain the sphere of influence of urban settlements on surrounding areas; • Describe and explain problems associated with urbanisation such as congestion in the Central Business District (CBD), housing shortages, and squatter settlements; • Suggest solutions to overcome problems associated the growth of urban areas; • Assess the impact of the growth of urban areas to the people and the environment: <ul style="list-style-type: none"> - Pollution (air, water, visual, noise) - Urban sprawl - Satellite towns Informal settlements. <p>Case study required for 4.2 an urban area</p>	<p>.</p> <p>-</p> <p>Describe and explain terms of urban settlements such as hierarchy, sphere of influence, threshold population etc.</p> <p>Describe the landscape of an urban settlement i.e. types of buildings, road, sheet network, layout of buildings etc</p> <p>Describe and explain the factors, which may influence the size, growth and functions of urban settlements</p> <p>Classify urban settlements according to size function. Describe and explain the different types of urban morphology (sector model, multiple nuclei, concentric)</p> <p>Describe internal structure of urban settlements e.g. CBD, industrial zone and residential zone.</p> <p>Describe and explain the factors affecting the location and growth of urban settlements.</p> <p>Describe and explain the influence of urban settlements on surrounding areas i.e. sphere of influence.</p> <p>Describe and explain problems associated with the growth of urban areas e.g. traffic congestion , housing shortages squatter settlements etc</p> <p>Suggest solutions to overcome problems associated with the growth of urban areas e.g. traffic congestion (pedestrianisation etc), pollution (litter collection etc) high crime rate (security etc)</p> <p>Evaluate the impact of urbanisation to the people and environment; pollution, urban sprawl, satellite towns etc.</p> <p>Assess the influence of urban settlements on surrounding areas i.e., informal settlements.</p> <p>Describe and explain problems associated with the growth of urban areas such as congestion in the CBD, housing shortages, and traffic congestion. Suggest solutions to overcome these problems should be illustrated by reference to example (sic) LEDC and MEDC.</p> <p>Evaluate the effects of urbanisation on the environment – pollution (air, water, visual, noise).</p>
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<p>4.3 Population dynamics</p> <p><i>All learners should be able to:</i></p> <ul style="list-style-type: none"> • Explain terms associated with population; • Describe and explain characteristics of overpopulation, under population, and optimum population; • Describe and explain the factors influencing population growth and structures: <ul style="list-style-type: none"> - Birth rates, - Death rates, - Natural increase, - Migration; • Describe and explain factors influencing population distribution and density with reference to Eswatini (physical, economic, social, and political); • Describe and explain population structure for both MEDCs and LEDCs; • Describe and explain the concept of the Demographic Transition Model; • Describe and explain the different types of migration; • Describe the influence of migration on population structures, on the environment and economy of both sending and receiving countries; <ul style="list-style-type: none"> • Suggest ways of reducing the rate of migration (Government policy, decentralisation, satellite towns, etc.). 	<p>Explain terms associated with population (life expectancy, population explosion, population pressure, infant mortality, fertility rates, population pyramid, population census, population density, migration, etc.)</p> <p>Describe characteristics of overpopulation, under population and optimum population.</p> <p>Describe and explain factors influencing population distribution and density with reference to Eswatini e.g physical factors(soil type, relief, water supply, vegetation etc) economic factors (transport, industry etc) social factors (defence, relatives etc) political (peace ,security etc)</p> <p>Draw, label and interpret a progressive, regressive and stationery population pyramid.</p> <p>Draw and interpret the demographic transition model</p> <p>Account for the reasons of migration e.g. international, regional, seasonal, internal rural urban, urban rural, permanent, forced, voluntary etc. Explain push and pull factors in all types of migration.</p> <p>Explain how immigrants and emigrants will affect population structures in sending and receiving countries.</p> <p>Assess the impacts caused by influx of population into receiving and country of origin.</p> <p>Suggest strategies /mitigation measures on how to best reduce migratory problems e.g. government. Policy, employment, incentives, etc.</p> <p>Describe population distribution and density with reference to Eswatini.</p> <p>Describe and explain the factors affecting population growth structures (birth rate, death rate, natural increase, migration).</p> <p>Describe urbanisation and its causes with reference to MEDC/types of migration in LEDC's/MEDCs.</p> <p>Describe the relationship between population growth and resources and explain why problems may result in some areas such as overpopulation and under population.</p> <p>Explain the Demographic Transition Model.</p> <p>Suggest reasons for different types of population structure as shown by age-sex pyramids. Candidates should be able to describe population pyramids and relate them to different stages of the demographic transition model.</p>
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<p>4.4 HIV and AIDS <i>All learners should be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of HIV and AIDS; • Describe and explain the three modes of HIV transmission; • Account for the general causes of the spread of HIV and AIDS; • Assess the social and economic impact of HIV and AIDS in Eswatini; • Explain efforts being made to minimise the HIV and AIDS pandemic by governments, N.G.O etc. <p>Case studies for 4.3 and 4.4 An LEDC and MEDC</p>	<p>Demonstrate your understanding of HIV and AIDS.</p> <p>Describe and explain the three modes of HIV transmission – unsafe sex, mother to child transmission, blood transfusion/contact with contaminated blood.</p> <p>Account for the causes of the spread of HIV and AIDS e.g. multiple partners, lack of condoms, lack of education, polygamy, etc.</p> <p>Assess the social and economic impact of HIV and AIDS in Eswatini. i.e. (social- child headed families, grief,) economic – (reduction of country’s labour force, death of bread winner, etc).</p> <p>Suggest efforts being made to address/minimise impact of HIV and AIDS by the governments, Non-Governmental Organisations etc. (abstaining, education, NCPs, VCTs, circumcision, etc).</p>
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GRADE DESCRIPTIONS

The scheme of assessment is intended to encourage positive achievement by all candidates. Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend on the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

Criteria for the standard of achievement likely to have been shown by candidates awarded Grades A, C and F are shown below.

A Grade A candidate should be able to:

A Knowledge with understanding

- demonstrate a wide knowledge and comprehension of physical and human geography, and a clear understanding of their inter-relationship

B Analysis and Interpretation

- analyse inter-relationships between people and their environment
- recognise the dynamic nature of these relationships and how and why they may change through time and space

C Judgement and decision-making

- make balanced judgements and to show an awareness of the different attitudes and priorities of individuals and groups, and hence the problematical nature of the interaction of people with the environment

D Investigation and evaluation

- (given a minimum amount of guidance) carry out independently, geographical enquiry in which appropriate methodology is applied
- communicate effectively the gathering, processing and analysis of the information
- recognise that solutions or conclusions may not readily be drawn from the enquiry.

A Grade C candidate should be able to:

A Knowledge with understanding

- demonstrate a knowledge of physical and human geographical phenomena and demonstrate a comprehension of important geographical ideas, concepts, generalisation and process

B Analysis and Interpretation

- analyse inter-relationships between people and their environment
- recognise the dynamic nature of changes in these relationships

C Judgement and decision-making

- make balanced judgement on economic, political, environmental and social issues which have a geographical dimension through a recognition of conflicting viewpoints and solutions

D Investigation and evaluation

- (given general guidance) plan and carry out effectively a geographical enquiry using relevant data from a variety of primary and/or secondary sources
- apply geographical techniques, map interpretation at different scales, and a range of graphical, numerical and pictorial information such as flow-line diagrams, simple census extracts and photographs.

A Grade F candidate should be able to:

A Knowledge with understanding

- demonstrate an elementary level of knowledge of physical and human geography
- demonstrate a comprehension of simple geographical ideas and simple geographical relationships

B Analysis and interpretation

- describe inter-relationships between people and their environment and analyse them in simple terms

C Judgement and decision-making

- recognise at an elementary level, the existence of differing systems of values which influence economic, environmental, political and social issues which have a geographical dimension

D Investigation and evaluation

- (given specific guidance at all stages) observe, record and attempt to classify geographical data
- draw simple sketch maps and construct diagrams such as a information by brief statements.

STUDY NOTES

The Curriculum Content outlined in the syllabus booklet and described in these notes is to be pursued by all candidates.

Paper 1

Questions are resource based. The resources presented are for analysis and interpretation in answering a part question or part questions. Most of the information required to answer these part questions is contained within the resource itself. Previous knowledge is needed of the particular illustration presented. It is required that candidates use the data provided to illustrate their understanding of the particular concept being assessed.

The resources offered may be photographic, map extracts, sketch maps, drawings, diagrams, graphs, text extracts, statistics, and tables of data. Resource materials are selected from various world areas. As a result candidates may be dealing with world areas which they are not familiar. The resources used do not require specific regional knowledge. This should be stressed to the candidates as they may be influenced in their question selection by the nature/location of the resource included.

Throughout a study of the curriculum content it is stressed that for Paper 1, reference should be made to appropriate case studies to illustrate the individual themes. It is suggested that much of the preparation of themes could be undertaken through case studies. Some case studies could incorporate a number of concepts and assessment objectives and present candidates with an integrated approach to the study of curriculum content.

A case study may be selected because it relates to:

the local school area;

a contemporary development such as the occurrence of a natural hazard in part of the world;

a particular illustration with which the teacher is familiar;

a presentation in a newspaper, on video, film, a well documented illustration in a textbook, etc.

The essence of a good case study is that it provides candidates with details of a particular illustration, which can be profitably used in answers to certain questions on Paper 1. Some part questions on the paper request that reference is made to information from specific case studies made by candidates and opportunity is also provided for candidates to volunteer such details in answering other questions.

It is important that candidates comply with the rubric. **Three** questions only are to be selected, one from each theme. It is very important that candidates make the correct choice and do not answer more than is required. Candidates are also advised to heed closely the sub marks on the question paper. These are included in order to guide candidates to the amount of detail and length of response anticipated.

Paper 2

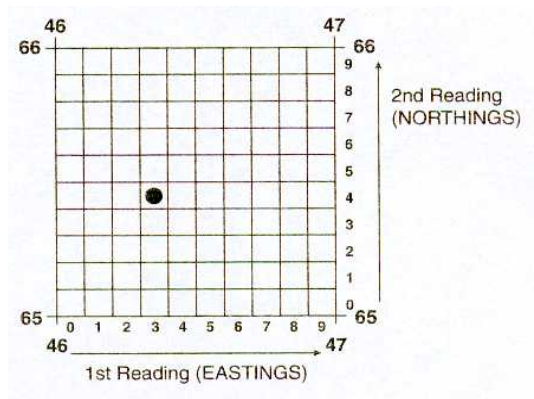
Candidates must answer **all** questions in sections **A** and **B** but choose **one** question in section **C**, between question 6 and 7. The paper will be mainly skills based and will test a candidate's ability to handle various ways of depicting geographical information, e.g., topographical maps, other maps, diagrams, graphs, tables of data, written material, photographs and pictorial material. The questions in Paper 2 will be neutral in that they will not require specific information of place. Candidates will be able to demonstrate skills of analysis and interpretation and application of graphical and other techniques as appropriate.

EQUIPMENT

It is essential that candidates have the following equipment with them in the examination room: a pencil, ruler, set square and a protractor. It is also advisable that they should have access to a straight edged piece of paper for measuring distance on large-scale topographic map or simulated map.

- One question, worth 25 marks, will be based on a large-scale (either 1: 25 000 or 1: 50 000) topographical map or simulated map. A key will be provided. The topographical map will be of a tropical area. Simulated maps will show information of any place. It is essential that candidates become proficient in map reading and interpretation skills to enable them to describe and analyse maps.

Candidates should also be able to use a co-ordinate reference system and be able to give and to read 4-figure and 6-figure grid references to locate places. For example, the 4-figure reference for the dot in the diagram below is 4665 whilst the 6-figure grid reference for the dot would be 463654. To give the 6-figure grid reference, first of all identify the grid square, in this case 4665. The third figure is obtained by dividing the space between grid lines 46 and 47 into ten equal parts. Similarly the sixth figure is obtained by a similar division of the gap between 65 and 66. This would result in a grid reference of 463654 for the dot. It should be noted that the first tenth is 0 and the last tenth is 9 in the divided grid square.



Candidates should be able to give directions, both as a point of the compass, such as north, northeast, etc., and as a bearing from grid north of one place from another. It is, therefore, important that candidates have protractors in the examination room with them.

Candidates should be able to measure horizontal distances. This is most accurately done by using a straight edged piece of paper and the scale line. If the line to be measured is curved, divide the curve into straight sections and rotate the paper after each straight section to follow the next straight section. Finally place the completed straight edged piece of paper along the linear scale line on the map extract and read off the distance in kilometres/metres. This method avoids complicated mathematical calculations which can arise when rulers are used.

Contour reading, which enables candidates to calculate differences in height, should be practiced. The information gained from measuring horizontal and vertical distances should enable candidates to calculate gradients using the formula:

$$\frac{\text{Vertical Interval}}{\text{Horizontal Equivalent}} = \frac{(\text{Difference in height})}{(\text{Horizontal distance})}$$

It should be noted that both measurements must be made in the same units before the calculation can be made.

Cross sections may be set for interpretation but candidates will not be asked to construct them.

Candidates should be able to draw inferences about the physical and human landscape by interpretation of map evidence such as patterns of relief, drainage, settlement, communication and land use.

Candidates are advised to practice identifying basic landscape features such as river valleys and uplands and to give brief descriptions of them using appropriate geographical terms (such as ridges, plateau, scarp, flood plain) and simple adjectives showing an appreciation of their nature (such as broad, flat, steep sides, deeply cut, gently sloping). To interpret these maps candidates should be able to recognise essential differences in density of drainage, streams, patterns, gradients, or size of streams in relation to the relief. They should be able to describe the physical features of rivers and the shape and form of river channels as they are shown on large scale and simulated maps

Practice in describing variations in land use should be part of the preparation for the examination especially with topographic maps. The interpretation of human features would also require candidates to recognise and analyse patterns of settlement (dispersed, nucleated, linear). Candidates should be able to interpret and describe features of urban morphology as represented on large scale and simulated maps. They will be asked to describe the functions of and services provided by settlements. They should also be able to give reasons for the site and growth of individual settlements. Communication networks should be recognised in terms of their type and density in relation to physical and human features.

Explanations should be based entirely on map evidence showing the interaction between humans and their physical environment, e.g., differences in land use between upland and lowland, differences in land use within a town, differences between dense settlement on river plains and sparse settlement on river plains and sparse settlement on steep upland slopes.

NOTE: *It must be stressed that all answers to this question must be based on map evidence only.*

Other questions on the paper will be set using some or all of the following resources: maps, pictorial, diagrams, graphs, tables of data, written material. They should be regarded as important ways of representing geographical data. They may be used to illustrate a basic principle and it is essential that candidates should be directed towards their interpretation. For example, a population pyramid may be used to illustrate the age sex structure of a country. With such a resource a candidate may be required to describe the broad features of the population structure to show comparisons and contrasts between the male and the female populations, the working and non-working population and the young and old age groups.

Maps based on global and other small scales may be used and candidates may be asked to identify and describe significant features of the human and physical landscape on them, e.g., population distribution, population movements, transport networks, settlements layout, relief and drainage, etc. Candidates may be asked to recognise patterns and deduce relationships.

Candidates will be expected to be able to extract specified geographical information from graphs, pictorial, diagrams, tables of data and written material. Pie graphs, line graphs, triangular graphs, radial graphs, bar graphs, and scatter graphs may be used and candidates may be asked to describe variations and identify trends in information. Graphs may show, for example, temperature, birth rate, death rate, energy, rainfall distribution, river discharge, etc. Candidates may be required to plot information on graphs when axes and scales are provided. Data tables may provide information on physical landscapes (landforms, natural vegetation, land use, and settlement) and geographical phenomena from photographs. Simple descriptions only will be required. Candidates may be expected to add specified detail on maps or other material provided, thereby applying geographical knowledge and understanding. Field sketches of physical and human landscapes may be used to stimulate geographical description and annotation. Cartoons illustrating a geographical theme may be set for interpretation and analysis.

Candidates may also be asked to use supporting material in conjunction with large-scale maps to identify, describe and analyse features and thereby recognise patterns and deduce trends.

Candidates should be aware of the general requirements for the investigative questions. Some practical experience, however limited, of research methodology is preferable in preparation for these questions. One approach is to introduce the appropriate enquiry skills and techniques. For example after the river topic time could be spent discussing how rivers could be measured, the plotting of depth data and the calculation of cross sectional area and discharge. The skill required for questionnaires, counts and observations might be introduced in a variety of topics.

References should be made to the range of aspects involved in research or investigative methods such as **(i)** formulating aims and hypotheses, **(ii)** using enquiry skills to collect data, **(iii)** presentation techniques to display data, **(iv)** making analyses of data, and **(v)** the formulation of conclusions.

The research or investigative skills are as follows:

(i) Formulating aims and hypotheses

Candidates should be familiar with hypotheses as statements that form the basis of coursework assignments. The hypotheses may investigate a geographical concept, e.g., a CBD has the highest concentration of comparison shops, collecting relevant data, analysis and drawing conclusions using the data as evidence can test these.

(ii) Research or investigative skills to collect data

Questions on these will test knowledge and application of the methodology used in the following range of data collection enquiry skills.

Questionnaires

Questionnaires can be oral or written to gain information from an individual or a group of individuals. Suitable themes in the syllabus where questionnaires may be appropriately studied include spheres of influence, use of services, shopping habits, a farm study, a factory or industrial study, leisure activities, tourism or attitudes of public to developments associated with resource development. Considerations of conducting a questionnaire, e.g., the sampling methods, pilot survey, and location of survey should also be discussed.

Observation

Examples of using observations as a research or investigative skill, collect data include the recording of land use in an urban area or observation of river features. Maps, recording sheets, field sketches, and annotated photographs may all be used to record student observations.

Counts

Pedestrian and traffic counts are two significant examples of this research or investigative skill. Appropriate methods for recording counts should be discussed including the layout of recording sheets; instructions and the necessary information required identifying the sheet following the count (i.e., time, date, location and name of recorder).

Measurement

When recording measurements, due consideration should be given to planning the layout of the recording sheet, the location of instruments and the sampling methods adopted to provide reliable data. Knowledge of the equipment used in measurement is required such as the quadrant and the clinometers, etc. Candidates should be familiar with river measurements of channel, width, depth, speed flow and the size and shape of bedload, and weather study instruments.

(iii) Data presentation techniques

Knowledge of the illustrative techniques to present research data is required. This should include various types of graphs, maps, and diagrams, e.g., line graphs, bar graphs, histograms, flow diagrams, wind rose graphs, isoline maps, and scatter graphs.

(iv) Analysis

Candidates should be able to describe the patterns in data presented in graphs and tables of results. Reference to relevant geographical knowledge and understanding is often required in the interpretation of the data. Practice of this skill will improve success in research or investigative questions.

(v) Formation of conclusions

Using the evidence from the data should be able to make judgments on the validity of the original hypothesis or aims of the assignment. Reference is also required of the reliability of collected data and a critical evaluation of the chosen data collection method.

GLOSSARY OF TERMS

It is hoped that the glossary will prove helpful as a guide, i.e., it is neither exhaustive nor definitive. The glossary has been deliberately kept brief not only with respect to the number of terms included but also to the descriptions of their meanings. Candidates should appreciate that the meaning of a term must depend in part on its context.

In all questions, the number of marks allocated is shown on the examination paper, and should be used as a guide by candidates to how much detail to give or time to spend in answering. In describing a process the mark allocation should guide the candidate about how many steps to include. In explaining why something happens, it guides the candidate on how many reasons to give, or how much detail to give for each reason.

ANNOTATE	Add labels of notes or short comments, usually to a diagram, map or photograph to describe or explain.
CALCULATE	Work out a numerical answer. In general, working should be shown, especially where two or more steps are involved.
COMPARE	Write about what is similar and different about two things. For a comparison, two elements or themes are required. Two separate descriptions do not make a comparison.
COMPLETE	To add the remaining detail or details required.
CONTRAST	Write about the differences between two things.
DEFINE STATE THE MEANING OF MEANT BY	Give the meaning or definition of a word or phrase.
DESCRIBE	Write what something is like or where it is. Describe may be used for questions about resources in the question paper (describe the trend of a graph, the location of a settlement on a map, etc.). It may also be used when you need to describe something from memory (describe a meander, etc.). It is often coupled with other command words such as Name and describe (name the feature and say what it is like), Describe and explain (say what it is like and give reasons for),
DEVISE OR PLAN	Presentation of a particular feature such as a form or questionnaire to meet a specific requirement or requirements.
DRAW	Make a sketch of. Often coupled with a labelled diagram (draw a diagram/illustration with written notes to identify its features).
EXPLAIN ACCOUNT FOR GIVE REASONS FOR	Write about why something occurs or happens.
GIVING YOUR VIEWS COMMENT ON	Say what you think about something.
HOW	In what way? To what extent? By what means/method? May be coupled with show how (prove how, demonstrate how).
IDENTIFY	Pick out something from information you have been given.
ILLUSTRATING	Account for by using specific examples or diagrams. Often coupled with by a labelled diagram.

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INSERT LABEL	Placing specific names or details to an illustrative technique in response to a particular requirement.
JUSTIFY	Say why you chose something or why you think in a certain way.
LIST	Identify and name a number of features to meet a particular purpose.
LOCATE	Find where something is placed or state where something is found or mark it on a map or diagram.
MEASURE	Implies that the quantity concerned can be directly obtained from a suitable measuring instrument.
NAME	To state or specify or identify. To give the word or words by which a specific feature is known or to give examples which illustrate a particular feature.
PREDICT	Use your own knowledge and understanding, probably along with information provided to state what might happen next.
REFER TO WITH REFERENCE TO	Write and answer which uses some of the ideas provided in map/photograph/diagram, etc., or other additional material such as a case study.
STATE	Set down in brief detail. To refer to an aspect of a particular feature by a short statement or by words or by a single word.
STUDY SUGGEST	Look carefully at (usually one of the figures in the question paper). Set down your ideas on or knowledge of. Often coupled with why [requires a statement or an explanatory statement referring to a particular feature or features].
USE USING	Base your answer on the information provided.
WITH THE HELP OF	Write an answer that uses some of the information provided as well as additional material.
WHAT	Used to form a question concerned with selective ideas/details/factors.
WHAT DIFFERENCES	What differences are shown between.... Use comparative statements to describe the changes involved as A changes to B.
EVALUATE/ASSESS	To judge the value or condition of something

REFERENCES (TO BE INCLUDED IN SYLLABUS) 2019 – 2020

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6. **The New Wider World (Second Edition)**
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