BOTSWANA
EXAMINATIONS
COUNCIL

## BOTSWANA SENIOR SECONDARY EDUCATION

# ASSESSMENT SYLLABUS

## GEOGRAPHY

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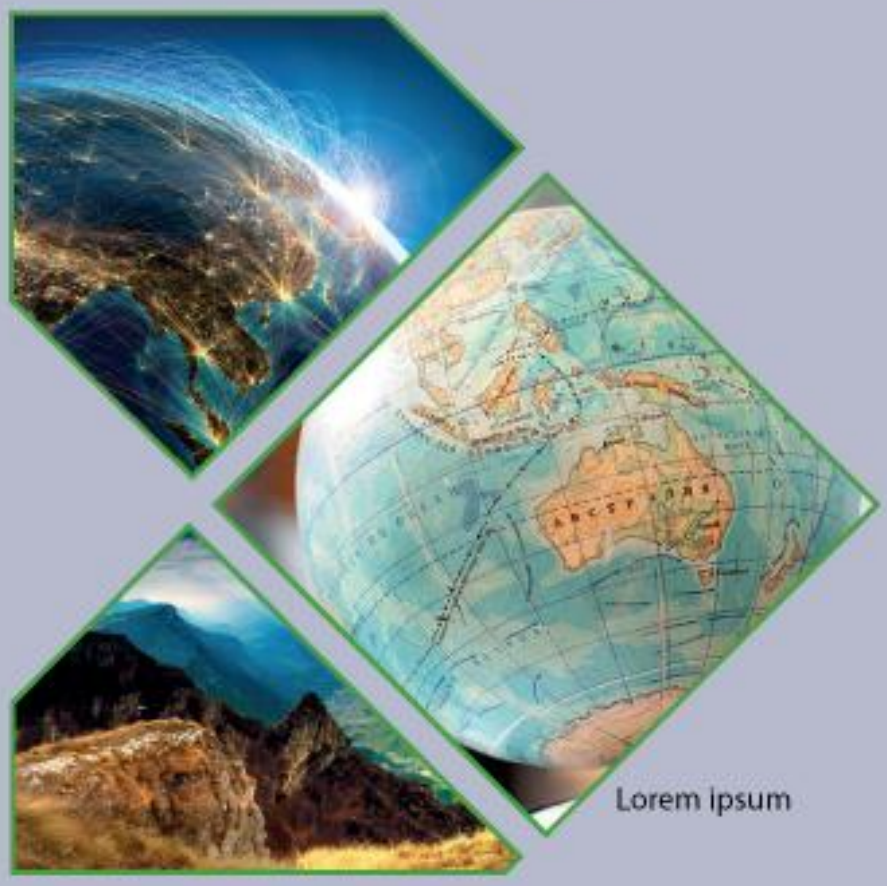


## 2024 - 2029

**FOREWORD**

The Botswana Examinations Council (BEC) is pleased to authorise the publication of the Outcome Based Assessment (OBA) syllabus for Geography in the senior secondary education programme. The assessment syllabus forms part of the Botswana General Certificate of Secondary Education (BGCSE) suite of syllabi available to candidates who have followed the senior secondary programme. The BGCSE is designed for a wide range of learner ability in line with the aspirations of the Revised National Policy on Education of 1994, and its standards are based on Cambridge GCSE and IGCSE.

Our mission as Botswana Examinations Council is “provision of a credible and responsive assessment and examination system”. In the quest for responsiveness, the BEC has aligned the assessment to Outcome Based Education (OBE) that recognises the need to impart 21st century skills on learners. As such, School-Based Assessment (SBA) forms a component of the final assessment. Furthermore, periodic reviews are promoted for the assessment syllabi to reflect the aims of the national curriculum and international best practice. Customer feedback forms an integral part of such reviews.

This syllabus document is the outcome of a great deal of professional consultation and collaboration, and I wish to extend my thanks to all those who contributed towards its development. On behalf of the Botswana Examinations Council, I wish to record my appreciation for the part played by Cambridge as part of the Accreditation Agreement between them and the Council.

……

Dr Moreetsi Thobega

Chief Executive Officer

Botswana Examinations Council

**ACKNOWLEDGEMENT**

The Botswana Examinations Council wishes to acknowledge the diligent contribution of all the stakeholders who played a pivotal role in the development of the Geography Assessment syllabus for the Botswana Senior Secondary Education (BSSE). The stakeholders gave a lot of priority to this national assignment over and above regular work assignments and this document was produced within the stipulated time frame. A task such as this one requires mental focus, commitment, dedication, a high level of accountability and responsibility, as such all of them were equal to this task and are much appreciated.

The Assessment Syllabus Development Task Team (ASDTT) comprised of the following:

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## 1.0 INTRODUCTION

As part of the Botswana Senior Secondary Education (BSSE) Programme, the Geography Assessment Syllabus is designed to outline how candidates who have completed a two-year course based on the Academic Pathway of the Senior Secondary School Geography Teaching Syllabus are to be assessed.

The syllabus aims to assess positive achievement at all levels of ability. Candidates will be assessed in ways that encourage them to demonstrate what they know, understand, and can do. Provider Based Assessment (PBA) will contribute to the final grade of assessment.

The syllabus will be assessed through two written papers, and an aggregated provider-based assessment / alternative to PBA the details of which are outlined in the Scheme of Assessment. This Geography Assessment Syllabus should be read in conjunction with:

(a) the Botswana Senior Secondary School Geography Teaching Syllabus

(b) the specimen question papers and mark schemes

### Prior Learning

The Geography Assessment Syllabus is for candidates who have completed a two-year BSSE in Geography or an equivalent syllabus.

### Progression

The Botswana General Certificate of Senior Secondary Education is a general qualification that enables candidates to progress either directly to employment or to proceed to further qualifications. It enables candidates to progress seamlessly into the world of work. The graduates of the programme would have been assessed on relevant 21st century skill required or as a launchpad to pursue almost any geography related programme of study in tertiary education related to the fields of social sciences, natural sciences and humanities.

## 2.0 TEACHER SUPPORT

Several support structures are available for teachers handling the Geography syllabus.

### 2.1 Support Documents

To ensure uniformity of standards across the centres, the Botswana Examinations Council will provide the education providers with documents and materials that will guide them on how to conduct valid and reliable assessments. These will include guidelines for Outcome Based Assessments, specimen papers with corresponding mark schemes, annual Principal Moderator and Principal Examiners' reports which will be sent to centres. The same documents will also be available on the BEC Website(www.bec.co.bw). The syllabus support documents are listed in the appendix at the end of this document.

## 2.2 Training

BEC will offer periodic training to personnel conducting Provider Based Assessment on item writing, moderation and marking to equip them with requisite knowledge and skills to deliver credible, valid, and reliable assessment.

## 2.3 Resources

Resources required for the implementation and assessment of this learning programme are included in the appendices.

# 3.0 SYLLABUS OUTCOMES

According to the Geography Teaching Syllabus, candidates following the syllabus should upon completion be able to:

3.1 Demonstrate knowledge and understanding of geographical location, spatial organisation, a range of physical and human processes and their development in Botswana, regionally and internationally

3.2 Demonstrate the ability to acquire knowledge of geographical issues to understand the current global environmental concerns as well as the future implications.

3.3 Demonstrate competency in applying geographical skills such as data collection, analysis, interpretation, evaluation, and presentation/reporting.

3.4 Demonstrate skills in analysing the different phases of cultural, technological, and political development in relation to the global environment.

3.5 Demonstrate an awareness of ethical values in environmental management issues.

3.6 Apply skills for inquiry, critical analysis and drawing of balanced judgements and problem solving for further studies and in the world of work.

3.7 Demonstrate awareness and management of emerging issues.

# 4.0 ASSESSMENT OBJECTIVES

4.1 Knowledge with Understanding

4.2 Skills application and Analysis

4.3 Evaluation and Decision Making

### 4.1 Knowledge with Understanding

Candidates should be able to demonstrate knowledge and understanding of:

4.1.1 a range of physical and human geographical features.

4.1.2 the spatial distributions of selected physical and human phenomena.

4.1.3 the processes contributing to the development of physical, social, economic, political and cultural environments.

4.1.4 the changes which occur through time in places, landscapes, and spatial distributions.

4.1.5 the importance of resources and their sustainable use.

### 4.2 Skills Application and Analysis

Candidates should be able to:

4.2.1 Extract, interpret and analyse Geographical data.

4.2.2 Use and apply basic quantitative techniques.

4.2.3 Illustrate geographical phenomena using different techniques.

4.2.4 Infer future trends and consequences related to socio-geographical interaction.

4.2.5 Use techniques and processes in conducting Geographical inquiry.

4.2.6 Use suitable techniques for organizing and presenting data.

### 4.3. Evaluation and Decision Making

Candidates should be able to:

4.3.1 Evaluate the importance of resources and their sustainable use.

4.3.2 Assess the interaction between different cultures and the environment.

4.3.3 Propose, justify, and evaluate solutions to environmental and socio-geographic problems.

4.3.4 Evaluate the role of stakeholders in the sustainable utilization of resources.

4.3.5 Make informed judgements and decisions.

## 5.0 SCHEME OF ASSESSMENT

### 5.1 The Components

Candidates will take three components namely Paper 1, Paper 2, and either Paper 3 or Paper 4. To address Assessment Objective 4.2, some questions in all the components will be based on resources such as maps, graphs, tables, diagrams, photographs, weather charts, etc. The resources will be taken from anywhere in the world; therefore, candidates do not necessarily have to have seen them.

| Paper 1 | [1 hour 30 minutes] | [60 marks] | [weight: 35%] |
|---|---|---|---|
| The paper is divided into two sections based on a topographic map, map work techniques, photographs, and other related materials. Candidates are required to answer **all** questions.<br><br>**Section A:** Carries 20 marks. Short answer questions based on map reading skills such as scale, distance, area calculation, bearings, direction, gradient, interpretation of key, location, cross sections, and profiles.<br><br>**Section B:** Carries 40 marks. The section comprises short answer questions based on quantitative techniques. | | | |
| Paper 2 | [1 hour 50 minutes] | [80 marks] | [45% weight] |
| The paper consists of four (4) compulsory questions comprising structured short essays. Candidates are required to answer **all questions**.<br>Each question carries 20 marks. | | | |
| Component 3 | [8 weeks] | [50 marks] | [20% weight] |
| It is a Coursework (Research Project) which serves the purpose of Provider Based Assessment. It is externally moderated.<br>It carries 50 marks . | | | |
| Paper 4 | [1 hour 15 minutes] | [50 marks] | [20% weight] |
| The paper is an alternative to the Research Project (Component 3). It consists of two (2) compulsory questions with an emphasis on Assessment Objective 4.2. It assesses the same assessment objectives in the same proportions as provided by the Research Project.<br>The paper carries a total of 50 marks, weighted at 20% of the total percentage of all components. | | | |

This paper is meant for school candidates who cannot do coursework on medical reasons or other reasons that BEC and the centre may deem valid. The paper is also meant to be taken by private candidates, some of whom could be re-sitting the syllabus.

### 5.2 Relationship Between Assessment Objectives and Components

The distribution of the assessment objectives in each paper is shown. The papers should target different skills or Assessment Objectives

| Assessment Objectives | Marks and Skill Weightings | | | | Total Skill Weighting |
|---|---|---|---|---|---|
| | Paper 1 | Paper 2 | Paper 3 (PBA) | Paper 4 | |
| 4.1 Knowledge with Understanding | **6 (10%)** | **40 (50%)** | **15 (30%)** | **15 (30%)** | **28.42%** |
| 4.2 Skills Application and Analysis | **48 (80%)** | **16 (20%)** | **25 (50%)** | **25 (50%)** | **50.53%** |
| 4.3 Evaluation and Decision Making | **6 (10%)** | **24 (30%)** | **10 (20%)** | **10 (20%)** | **21.05%** |
| Total Marks | 60 | 80 | 50 | 50 | |
| Paper Weighting | **35%** | **45%** | **20%** | **20%** | 100% |

### 5.3 Grade Descriptions

These are descriptions of what the candidates are expected to do to be awarded grades A, C, E and G.

**Grade A**

Candidate should have:

- demonstrated a wide knowledge and clear understanding of physical and human geography and their interrelationships;

- made a clear interpretation and analysis of geographical information, with a wide usage of appropriate quantitative techniques;

- clearly accounted for geographical forces and processes, with clear and logical discussions on similarities and differences in human activities;

- made inferences on future trends and consequences related to economic, political, environmental, and socio-geographical interactions;

- analysed interrelationships between people and their environment, recognized the dynamic nature of these relationships and how and when they may change through time and space;

- evaluated different attitudes and priorities of individuals and groups and made balanced judgements on economic, political, environmental, and socio-geographic issues;

- Independently carried out a geographical enquiry, applying appropriate methodology (given minimum amount of guidance);

- Clearly communicated the findings effectively and recognized that solutions or conclusions may not readily be drawn from the enquiry.

**Grade C**

The candidates should have:

-demonstrated knowledge of physical and human geographical phenomena, and an understanding of important geographical ideas, concepts, and processes;

-interpreted and analysed geographical information using appropriate quantitative techniques;

-accounted for geographical forces and processes, with discussions on similarities and differences in human activities;

-analysed inter-relationships between people and their environment, recognized the dynamic nature of changes in these relationships and made balanced judgements on geographical issues through a recognition of conflicting viewpoints and solutions;

-planned and carried out a geographical enquiry using relevant data from a variety of sources (given general guidance);

-applied geographical techniques and effectively communicated the findings

**Grade E**

The candidate should have:

- demonstrated a basic level of knowledge of physical and human geography and an understanding of geographical ideas and relationships;

- made some interpretation and analysis of geographical information, using basic quantitative techniques;

- described and analysed in simple terms the interrelationships between people and their environment;

- recognised at a basic level, the existence of differing systems of values influencing economic, environmental, political, and social issues.

- carried out a geographical enquiry using data from a variety of sources, and minor classification of geographical data with specific guidance at all steps.

**Grade G**

The candidates should have:

- demonstrated an elementary level of knowledge and understanding of physical and human geography;

- made very simple interpretation of geographical information;

- made very basic descriptions of interrelationships between people and their environment;

- recognised at an elementary level the existence of differing systems of values influencing economic, environmental, political, and social issues;

- carried out a geographical enquiry at a very basic level and being assisted throughout the process.

### 5.4 Availability of the Syllabus

This syllabus is available to both school candidates and private candidates.

### 5.5 Combining the Syllabus with Other Syllabuses

Candidates may not combine this syllabus in an examination series with the following Botswana Senior Secondary Education assessment syllabuses:

Development Studies

Social Studies

## 6.0 CONTENT

The Teaching Syllabus covers **five** modules:

| Module 1 | |
|---|---|
| GEOSL 1 | EXPLORE THE PHYSICAL ENVIRONMENT |
| GEOSL 1.1: Investigate the earth structure<br>GEOSL 1.2: Explore plate tectonics<br>GEOSL 1.3: Examine weather<br>GEOSL 1.4: Investigate climatic regions<br>GEOSL1.5: Examine climate change | |
| **Module 2** | |
| GEOSL 2 | APPLY RESEARCH AND MAP READING SKILLS |
| GEOSL 2.1: Prepare for a research project<br>GEOSL 2.2: Carry out tasks to collect data<br>GEOSL 2.3: Process data collected<br>GEOSL 2.4: Demonstrate map reading skills | |
| **Module 3** | |
| GEOSL 3 | INVESTIGATE SUSTAINABLE UTILISATION OF NATURAL RESOURCES IN BOTSWANA |
| GEOSL 3.1: Examine sustainable development<br>GEOSL 3.2: Assess water resources management<br>GEOSL 3.3: Assess wetlands management<br>GEOSL 3.4: Analyse sustainable utilisation of wildlife<br>GEOSL 3.5: Examine energy resource management | |
| **Module 4** | |
| GEOSL 4 | EXPLORE BOTSWANA'S ECONOMIC DEVELOPMENT |
| GEOSL 4.1: Examine sustainable food production in Botswana<br>GEOSL 4.2: Assess the role of tourism to Botswana's economic development<br>GEOSL 4.3: Assess the contribution of mining to Botswana's economic development<br>GEOSL 4.4: Examine the role of industrial development to Botswana's economy | |

| Module 5 | |
|---|---|
| GEOSL 5 | INVESTIGATE POPULATION DYNAMICS AND SETTLEMENT PATTERNS |
| GEOSL 5.1: Examine world population trends<br>GEOSL 5.2: Analyse migration patterns<br>GEOSL 5.3: Recognise the nature of settlements<br>GEOSL 5.4: Explore the impacts of urbanisation<br>GEOSL 5.5: Investigate health challenges | |

The details of the Performance Criteria and the Learning Outcomes are covered in the Geography Botswana Senior Secondary Learning Programme.

## 7.0 PROVIDER BASED ASSESSMENT

Provider Based Assessment (PBA) will be in the form of a Research Project (Component 3). It is to be completed by all students by the end of Term 2 at Form 5. It will be internally marked and externally moderated. The Research Project mark contributes 20% of the final mark.

All students must have a Portfolio that builds up to the final report and provide evidence for their individual work, which could be used if the candidate's project is missing or for any reason that BEC and/or the centre may deem fit.

Guidelines to the Research Project, including the Marking Criteria can be found in the Appendices.

## 8.0 OTHER INFORMATION

### 8.1 Equality and Inclusion

The Botswana Examinations Council has taken care in the preparation of this assessment syllabus and accompanying assessment materials to avoid bias of any kind. To comply with the accreditation standards this assessment was designed with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with special learning needs. Access arrangements will be put in place to enable such candidates to be assessed and to be given a fair recognition of their attainment. Access arrangements that give a candidate an unfair advantage over the others or that compromise the standards being assessed will not be permitted.

Candidates who are unable to access the assessments of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Modifications made to assessments will be in line with the Special Education Needs guidelines of BEC. It is recommended when registering the candidates for entry into the syllabus, centres should specify the special learning requirements for such candidates.

### 8.2 Grading and Reporting

Botswana Examinations Council (BEC) reports performance on a grading scale ranging from A* to G. A* being the highest and G being the lowest. Ungraded (U) indicates that the candidate's performance fell short of the standard required for a grade G. Ungraded will be reported on the statement of results but not on the certificate.

### 8.3 Technical Terms

- ***Performance Criteria*** – a set of guidelines that specify required level of performance for a given task.
- ***Learning Outcome*** – a clear specific statement that describes what a learner is expected to know, understand or be able to do after completing a training programme.
- ***Portfolio*** – systematic and organized collection of a learner's work that exhibits direct evidence of a learner's efforts, achievements, and progress over a period of time.
- ***Tasks*** – specific assignments that learners are required to perform.
- ***Presentation*** - a presentation is a talk or speech in which a piece of work is shown and explained to an audience.
- ***Data interaction*** – where learners engage with the data and answer questions that have been provided.
- ***Data*** – facts and statistics.
- ***Assessment*** – the process of collecting evidence and making judgement about learners' achievement or non-achievement of specific outcome.

## 9.0 APPENDICES

### Appendix A: Glossary of Terms

Learning objectives in the content section of the syllabus are expressed in terms of what candidates know, understand, and can do. The words used on the examination papers in connection with the assessment of these learning outcomes are contained in this glossary. This is neither exhaustive nor definitive but is meant to provide some useful guidance.

The command word used should consider the skills and the assessment objectives that are being tested by the question. The command word should be clear and prompt the answer expected from the candidates.

| **Command Word** | **Meaning** |
|---|---|
| calculate | work out a numerical answer from given facts, figures**,** or information |
| compare | identify/comment on similarities and/or differences |
| define | give a precise meaning |
| demonstrate | show how or give an example |
| describe | state the points of a topic / give characteristics and main features |
| determine | work out a numerical answer for a quantity that cannot be measured directly |
| discuss | write about issue(s) or topic(s) in depth in a structured way |
| estimate | write a reasoned order of magnitude statement |
| explain | set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence |
| give | produce an answer from a given source or recall/remember |
| identify | name/select/recognise |
| justify | support a case with evidence/ argument |
| measure | obtain a quantity from an instrument |
| outline | set out main points |
| predict | suggest what may happen based on available information |
| record | write down the information or facts |
| sketch | make a simple freehand drawing showing the key features, taking care over proportions |
| state | express in clear terms |
| suggest | apply knowledge and understanding to situations where there are a range of valid responses to make proposals/put forward considerations |
| Illustrate | make clear by using examples like charts, pictures, etc. |
| account for | to give an explanation or a cause of something |

## Appendix B: Mathematical Skills

Candidates will be required to perform quantitative work, including calculations. They should be able to use scientific calculators and mathematical instruments.

The mathematical requirements, which form part of this syllabus are listed below.

- add, subtract, multiply and divide numbers
- recognise and use expression in decimal form
- use simple formulae
- understand and use averages
- read, interpret, and draw simple inferences from tables and statistical diagrams
- find fractions or percentages of quantities
- calculate with fractions, decimals, percentage, or ratios
- manipulate and solve simple equations
- substitute numbers in simple equations
- recognise and use expressions in standard form
- interpret and use graphs
- choose by simple inspection and then draw the best smooth curve through a set of points on a graph
- select appropriate axes and scales for plotting a graph
- determine the intercept of a linear graph
- understand and use direct and indirect proportion
- measure distance / angles

## Appendix C: Abbreviations

- BEC Botswana Examinations Council
- OBA Outcome Based Assessment
- BGCSE Botswana General Certificate of Secondary Education
- CGCSE Cambridge General Certificate of Secondary Education
- IGCSE International General Certificate of Secondary Education
- OBE Outcome Based Education
- PBA Provider Based Assessment

- BSSE Botswana Senior Secondary Education
- ASDTT Assessment Syllabus Development Task Team
- SAC Syllabus Advisory Committee
- ICT Information and Communication Technology
- PC Performance Criteria
- LO Learning Outcome
- AO Assessment Objective

## Appendix D: Guidelines for the Research Project (Component 3)

The following are to be considered when carrying out a Research Project:

- All school candidates taking Geography must complete one research project assignment.
- The project should be based on either physical or human Geography or relationship between physical and human Geography, as well as subject modules or learning outcomes.
- Each candidate must present a written report of between 1500 and 2000 words.
- The work must be a group initiative however, candidates are expected to produce individual reports.
- The work must fulfil the assessment criteria at all levels and must reflect the weighting of the assessment criteria.
- The assignment must be carried out within the school / local environment.
- The research assignment must demonstrate an understanding of Geographical knowledge, skills application, analysis and decision making.
- The assignment must be completed by the end of Term 2 in Form 5 and the duration should be 8 weeks.
- Candidates should use computers to produce their reports, both for word processing and computer-generated maps, diagrams, and graphs, although hand drawn maps, diagrams and graphs would also be acceptable.
- Typed reports should use font type Arial, font size 12, and line spacing 2.0.

The Research assignment must cover the assessment objectives in proportions given below:

| **ASSESMENT OBJECTIVE** | **SKILL WEIGHTING** | **MARKS** |
|---|---|---|
| **AO 4.1** KNOWLEDGE WITH UNDERSTANDING | 30% | 15 |
| **AO 4.2** SKILLS APPLICATION AND ANALYSIS<br>• Collection of data<br>• Organization and presentation of data | 50% | 25<br>9<br>8 |

| | | |
|---|---|---|
| • Analysis and interpretation of data | | 8 |
| **AO 4.3** EVALUATION AND DECISION MAKING | 20% | 10 |
| **TOTAL** | **100%** | **50** |

Through research, candidates must acquire:

- Competence in Geographical research methods such as data collection, analysis, interpretation, evaluation, and presentation/reporting.
- Research and management skills for further study and competence.
- Skills for inquiry, critical analysis and drawing of balanced judgements and problem solving.

The research project must be carried out in the following manner that is normally used in Geographical enquiry:

| **Geographical Enquiry Route** | | **Content** |
|---|---|---|
| 1 | Needs identification | • Issues / problems / questions.<br>• Topic<br>• Hypothesis |
| 2 | Objectives | • Specify aims / objectives<br>• What the study is about<br>• How data is collected |
| 3 | Collection of data | • Design data collection instruments.<br>• Tasks to collect primary data in the field, such as using questionnaire, observing, interview etc.<br>• Use secondary sources such as; books, internet, journals etc. |
| 4 | Collation of data | • Sort and collate data<br>• Organise data |
| 5 | Presentation of data | • Record results<br>• Present findings using appropriate forms like maps, graphs, tables etc. |
| 6 | Analysis and Interpretation | • Candidates analyse and interpret their findings in relation to issues / questions / problems |

| | | |
|---|---|---|
| 7 | Evaluate findings | • Draw conclusions.<br>• Make recommendations.<br>• Test hypothesis.<br>• Describe limitations of the study. |
| 8 | Write research paper | • Use computer to write report, font name, font size, spacing, referencing style |

**Examples Of Suitable Research Topics**

| TOPIC | REFERENCE (Performance Criteria) |
|---|---|
| Investigate the level of awareness associated with tectonic hazards | 1.2.5 |
| The impact of drought on arable farming/pastoral farming in a local area | 1.3.5 |
| The impact of floods on the environment and human activities | 1.3.5 |
| Investigate the strategies adopted by farmers to reduce the impact of El Nino in the local area | 1.3.6 |
| Impact of climate on arable /pastoral farming in an area | 1.5.2 |
| The impact of climate change in your local area | 1.5.3 |
| Possible strategies to achieve sustainable development | 3.1.4 |
| To what extent are renewable resources used in your local area | 3.1.2 |
| Investigate human activities resulting in mismanagement of water resources in your local area. | 3.2.3 |
| Benefits of wetlands in a certain area. | 3.3.2 |
| Challenges associated with energy supply | 3.5.3 |
| Factors influencing arable/ pastoral farming in your local area | 4.1.2 |
| Challenges associated with low arable/ pastoral yields in your local area | 4.1.3 |
| How stakeholders have improved food production in your local area | 4.1.4 |
| Factors leading to the growth of tourism in your local area | 4.2.2 |
| Impact of Tourism in your local area | 4.2.3 |
| To what extent are the locals participating in local Tourism | 4.2.4 |
| Impact of mining on the environment in an area | 4.3.2 |
| Impact of manufacturing industries in your local area | 4.4.3 |
| How can manufacturing industries be improved in an area | 4.4.4 |
| What are the push and pull factors influencing migrants in a certain area | 5.2.1 |
| Effects of migration in a town or city | 5.2.2 |
| What are the effects of urban sprawl into neighbouring settlements | 5.3.4 |

**Marking Criteria For the Research Project**

| **Assessment Objectives** | **MARK** | **1** | **2-3** | **4-5** | |
|---|---|---|---|---|---|
| **4.2** | **STEP 1:** Identify issues, questions, problem statement, topic, objectives, formulate hypothesis<br>**(5 Marks)** | Candidate only stated a topic | Candidate formulated a topic, hypothesis for the topic | Topic formulated, hypothesis stated, objectives and problem statement | |
| | **MARK** | **1** | **2** | **3-4** | **5-6** |
| **4.1** | **STEP 2:** Background information on study area; location, position, population , map of the study area and any relevant data<br>**(6 Marks)** | Stated study area only | Limited background data given | Relevant description of an area of study with most background information provided | All relevant background data provided including a drawn map |
| | **MARK** | **1** | **2-3** | **4-5** | **6 -7** |
| **4.2** | **STEP 3:**<br>Data collection (Primary and Secondary data collection methods)<br>**(7 Marks)** | Only one method, either primary or secondary used | Both primary and secondary methods of data collection used, but data collected is inadequate | Both primary and secondary data sources used, and data collected is adequate to address the research area studied | A variety of primary and secondary data collected, that accurately addresses, the topic, objectives and the hypothesis |
| | **MARK** | **1** | **2-3** | **4-5** | |

| | | | | | |
|---|---|---|---|---|---|
| **4.2** | **STEP 4:**<br>Data analysis<br>**(5 Marks)** | The candidate shows limited understanding of logical techniques in describing, illustrating and condensing data | The candidate is able to use logical techniques in describing, illustrating and identifying research problems | The candidate is able to identify the problems / issues and interpret all the sources and is able to provide clear insights to the effects | |
| | **MARK** | **1 -2** | **3 - 4** | **5 - 6** | |
| **4.2** | **STEP 5:**<br>Data presentation<br>**(6 Marks)** | Only one correct method of data presentation is used | Correct methods of data presentation are used, but limited in scale and labelling | Variety of correct methods of data presentation are used, with correct labels and scale | |
| | **MARK** | **1** | **2-3** | **4 - 5** | **6 -7** |
| **4.3** | **STEP 6:**<br>Evaluation of findings, solutions/recommendations<br>**(7 Marks)** | The candidate is able to provide either a single relevant solution or recommendation | Some relevant recommendations or solutions are provided | Most of the relevant recommendations and solutions are provided | All relevant recommendations and solutions with clear insight are provided |
| | **MARK** | **1** | **2-3** | **4-5** | |
| **4.3** | **STEP 7:** Conclusion<br>(Test the hypothesis)<br>**(5 Marks)** | Conclusion only provided | Conclusion provided and hypothesis | Conclusion provided and hypothesis | |

| | | | | | |
|---|---|---|---|---|---|
| | | / hypothesis tested | tested with no evidence | tested with evidence. | |
| | **MARK** | **0** | **1 - 2** | **3** | |
| **4.2** | **STEP 8:** Bibliography: APA style<br>**(3 Marks)** | No bibliography provided | Incorrect order of APA style, few sources referenced | Correct APA style, used varied sources, most/all sources quoted | |
| | **MARK** | **0** | **1** | **2** | |
| **4.2** | **STEP 9:** Cover page<br>**(2 Marks)** | No cover page provided | Cover page with incomplete information | Cover page contains all the relevant information | |
| | **MARK** | **0 - 1** | **2** | **3 - 4** | |
| **4.2** | **STEP 10:** Layout<br>**(4 Marks)** | Incorrect order followed, inconsistent numbering, disorderly table of contents | The research paper is set out in logical order, with minor omissions | The research paper is well set out in logical order, without omissions | |