



BOTSWANA  
EXAMINATIONS  
COUNCIL

BOTSWANA GENERAL CERTIFICATE  
OF SECONDARY EDUCATION

# ASSESSMENT SYLLABUS

GEOGRAPHY

CODE 0584



**Effective for examination from 2019**

0584  
CODE  
Changes to Syllabus effective from 2019

There are no marked changes in this Assessment Syllabus, but rather some improvements were made as follows:

1. Improvement of the Assessment Grid to make it more detailed than it was in the previous syllabus, showing how much of each assessment objective should be covered in each paper.
2. Numbering of topics, general objectives and specific objectives in the content section.
3. Removal of the coursework component (Paper 4) from the Scheme of Assessment. This component has never been assessed but instead the component on Alternative to Coursework (Paper 3) was used. Paper 3 still continues to be used.

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## 1. INTRODUCTION

As part of the Botswana Senior Secondary Education Programme, this Geography Assessment Syllabus is designed to assess candidates who have completed a two-year course based on the Botswana General Certificate of Secondary Education Geography Teaching Syllabus. This syllabus aims to assess positive achievement at all levels of ability and candidates will be assessed in ways that encourage them to show what they know, understand and can do. Differentiation will be achieved by tasks rather than through tiered papers.

Candidates will be graded on a scale of A\* - G. As a guide of what might be expected of a candidate's performance, grade descriptions are given in Section 7.

This syllabus should be read in conjunction with:

- (a) the Botswana General Certificate of Secondary Education Geography Teaching Syllabus;
- (b) the past question papers and marking schemes.

## 2. AIMS

Candidates following this syllabus should acquire and develop:

1. a sense of place, geographical location and spatial organisation;
2. knowledge and understanding of a range of physical and human processes and their development in Botswana, regionally and globally;
3. an understanding of social, economic, environmental and cultural issues in Botswana and internationally;
4. a range of specific geographic and other skills;
5. an appreciation of the significance of positive human attitudes and values on the management of the environment and sustainable development of resources.

As far as possible, the Aims will be reflected in the Assessment Objectives, however, some Aims cannot readily be assessed.

### 3. ASSESSMENT OBJECTIVES

There are four assessment objectives in this Geography syllabus, namely:

1. **Knowledge with understanding;**
2. **Skills development and application;**
3. **Awareness, evaluation and decision making;**
4. **Research skills and data manipulation.**

The following are the descriptions of each assessment objective:

#### 1. Knowledge with understanding

Candidates should be able to:

- 1.1 identify and describe a range of physical and human geographical features;
- 1.2 describe and explain spatial distributions of selected physical and human phenomena;
- 1.3 explain the processes contributing to the development of physical, social, economic, political and cultural environments;
- 1.4 understand the changes which occur through time in places, landscapes and spatial distributions;
- 1.5 account for cause and effect of geographical forces and processes;
- 1.6 discuss similarities and differences in human activities locally, regionally and globally.

#### 2. Skills development and application

Candidates should be able to:

- 2.1 extract and interpret information from maps, graphs, tables, cartoons, diagrams, photographs and computers;
- 2.2 use basic quantitative techniques;
- 2.3 analyse geographical information;
- 2.4 infer future trends and consequences related to socio-geographical interactions;
- 2.5 illustrate using simple, labelled diagrams.

#### 3. Awareness, evaluation and decision making

Candidates should be able to:

- 3.1 recognise the importance of resources and their sustainable use;
- 3.2 demonstrate awareness in using information technology for presentation and organisation of geographical information;
- 3.3 be aware of different cultures and how they interact with the environment;
- 3.4 propose, justify and evaluate solutions to environment and socio-geographic problems;
- 3.5 identify the role of decision-making and the values and perceptions of stakeholders in the evaluation of patterns in human geography.

#### **4. Research skills and data manipulation**

Candidates should be able to:

- 4.1 formulate a research topic;
- 4.2 use suitable techniques for observing, collecting, classifying, presenting, analysing and interpreting data;
- 4.3 obtain information from a variety of sources such as maps of various scales: audio-visual materials, internet, documentary materials and statistics;
- 4.4 present information in a variety of ways;
- 4.5 make informed judgements and decisions.

## 4. SCHEME OF ASSESSMENT

This syllabus is assessed by three papers. Candidates will do all the papers.

### Paper 1

**Written** **1 Hour 30 Minutes** **50 Marks**

The paper is divided into two sections based on a topographic map, map-work techniques, photographs and other related materials. Candidates will be required to answer **all** questions.

#### Section A

(Map work) Short answer questions based on scale (distance and area calculation), bearing/compass direction, gradient, contours, grid references, cross sections and profiles. **This section carries 20 marks.**

#### Section B

Quantitative techniques based on the syllabus content. The section will also test other areas of the syllabus, which are not necessarily quantitative techniques. **This section carries 30 marks**

### Paper 2

**Written** **2 Hours 10 Minutes** **100 Marks**

The paper consists of eight structured essay type questions. Candidates will be required to answer four questions. The paper will be divided into four sections, as follows:

**Section A:** The Physical World

**Section B:** Utilisation and Management of Resources

**Section C:** Economic Activities

**Section D:** Population and Settlement Studies

Each section consists of two questions, and candidates are required to answer one question from each section;

**Each question carries 25 marks**

### Paper 3 (Alternative to Coursework)

**Written** **1 Hour** **50 Marks**

The paper comprises two questions based on research techniques.

Candidates are expected to answer all questions.

This paper will be used in place of coursework as it cannot yet be assessed.

Candidates will be assessed solely by written papers, which shall carry the full 100% weighting.

### Weighting of the Papers

Paper	Weighting (%)
1	30
2	50
3	20

### Assessment Grid



The following grid summarises the connection between the Assessment Objectives and the papers.

Assessment Objectives	Paper 1 Marks	Skill Weighting	Paper 2 Marks	Skill Weighting	Paper 3 Marks	Skill Weighting	Total Weighting
AO1: Knowledge with understanding	14±2	8.4%	20	10%	5±2	2%	20.4%
AO2: Skills development and application	22±2	13.2%	40	20%	10±2	4%	37.2%
AO3: Awareness, evaluation and decision making	14±2	8.4%	40	20%	10±2	4%	32.4%
AO4: Research skills and data manipulation	0	0	0	0	25±2	10%	10%
Total Marks	50	30%	100	50%	50	20%	100%

## 5. CONTENT

The content is divided into five broad themes and these are:

1. Research and Map Reading Skills
2. The Physical World
3. Utilisation and Management of Natural Resources
4. Economic Activities
5. Population and settlement Studies

The themes are subdivided into topics, and presented in a table with general objectives and specific objectives.

## 1. RESEARCH AND MAP READING SKILLS

It is essential that these skills are not taught in isolation but are integrated into the teaching framework of other four themes.

TOPICS	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	The candidates should be able to:	The candidates should be able to:
<b>1.1 Research Skills</b>	1.1.1 carry out research projects.	1.1.1.1 identify a problem area/research topic and state the objectives; 1.1.1.2 apply methods of data collection such as interview, questionnaire, observation, simple survey and document study. 1.1.1.3 demonstrate the ability to use and access information from the computer 1.1.1.4 describe the limitations of the methods used 1.1.1.5 demonstrate the ability to analyse and present data collected;
<b>1.2 Map Reading Skills</b>	1.2.1 read and interpret maps	1.2.1.1 identify the characteristics of a map as the title, key, scale and direction 1.2.1.2 demonstrate the ability to use a scale in measuring distance, calculating area and gradient 1.2.1.3 demonstrate the ability to use instruments to measure distance, find direction and calculate bearing 1.2.1.4 identify landforms on maps using contours 1.2.1.5 describe human activities in relation to the features on the map 1.2.1.6 identify and interpret ground, air photographs and satellite images 1.2.1.7 locate features on a map using 4 and 6 figure grid references 1.2.1.8 locate features on a map using longitudes and latitudes 1.2.1.9 demonstrate the ability to read and calculate time with reference to the Greenwich Meridian.

## 2. THE PHYSICAL WORLD

Topics	General Objectives	Specific Objectives
	The candidates should be able to:	The candidates should be able to:
<b>2.1 The Earth's Structure</b>	2.1.1 understand the structure of the earth and plate movements.	2.1.1.1 list and describe the three layers that comprise the earth's structure 2.1.1.2 explain the forces of compression and tension in relation to the theory of plate tectonics 2.1.1.3 describe the distribution of earthquakes and volcanoes in relation to plate margins 2.1.1.4 explain how volcanoes and earthquakes are formed and their impact on human beings and the environment 2.1.1.5 interpret the Richter scale to determine the magnitude of earthquakes 2.1.1.6 explain the formation of related landforms for example, fold mountains and lakes, rift valleys and block mountains 2.1.1.7 discuss the impact of the above landforms on human activities
<b>2.2 Weather</b>	2.2.1 understand and appreciate the elements of weather.	2.2.1.1 distinguish between weather and climate 2.2.1.2 demonstrate the ability to measure, record and analyse weather statistics of temperature, rainfall, humidity, air pressure, cloud cover, sunshine, wind speed and wind direction 2.2.1.3 describe factors influencing weather 2.2.1.4 analyse synoptic charts and interpret weather photographs 2.2.1.5 explain the atmospheric process that leads to differences in air pressure 2.2.1.6 identify global wind patterns 2.2.1.7 describe and explain the formation of relief, frontal and convection rainfall with reference to Botswana 2.2.1.8 define the concepts of <b>El Nino</b> and <b>La Nina</b> 2.2.1.9 describe and explain the effects of <b>El Nino</b> and <b>La Nina</b> to human activity in Southern Africa
<b>2.3 Climate</b>	2.3.1 appreciate the influence of climate on natural and human activities.	2.3.1.1 identify and locate on a map the climate types of Botswana 2.3.1.2 identify and locate on a map of Africa the following climatic regions: Deserts, Semi-Desert, Savannah, Warm temperate continental, Equatorial and Mediterranean 2.3.1.3 discuss the above climatic regions under the following: location, climate, vegetation and human activities 2.3.1.4 discuss the impact of human activities on the environment

### 3. UTILISATION AND MANAGAEMENT OF NATURAL RESOURCES

Topics	General Objectives	Specific Objectives
	The candidates should be able to:	The candidates should be able to:
<b>3.1 Utilisation and Management of Water</b>	3.1.1 develop an appreciation for sustainable utilisation and management of water as a resource in Botswana.	3.1.1.1 describe the hydrological cycle 3.1.1.2 identify sources of water in Botswana as underground and surface and explain their significance to human activities 3.1.1.3 discuss Botswana’s wetlands policy in relation to the international wetlands protocol 3.1.1.4 explain why water is a scarce resource in Botswana; 3.1.1.5 discuss factors influencing water demand and distribution in Botswana 3.1.1.6 evaluate the impact of human beings on the sources of water 3.1.1.7 discuss water as an internationally shared resource 3.1.1.8 discuss water management and conservation strategies in Botswana as stated in the water management plan 3.1.1.9 discuss the principles of Environmental Impact Assessment as a tool for development
<b>3.2 Utilisation and Management of Wild Animals (Fauna)</b>	3.2.1 appreciate the need for sustainable use of wild animals as a resource in Botswana.	3.2.1.1 identify and locate on a map areas of wildlife management in Botswana 3.2.1.2 discuss the importance of wild animals as a resource to Botswana’s economy 3.2.1.3 discuss the impact of wild animals on the environment 3.2.1.4 discuss the conflicts between the management of wild animals and other land use activities 3.2.1.5 evaluate the role of the stakeholders (Government, Non Governmental Organisations (NGO’s) Private Sector, Local Authorities and Local Communities) in the sustainable use of wild animals in Botswana
<b>3.3 Utilisation and Management of Forests and Veld Products</b>	3.3.1 appreciate Botswana’s need to use forests and veld products in a sustainable manner	3.3.1.1 list and locate on a map of Botswana areas of concentration of forests and veld products 3.3.1.2 discuss the importance of commercialisation of forests and veld products to the stakeholders (Government, Non Governmental Organisations (NGO’s) Private Sector, Local Authorities and Local Community) 3.3.1.3 discuss the environmental impact of commercialisation of forests and veld product resources in Botswana 3.3.1.4 suggest the role stakeholders can play in the sustainable use of forests and veld products.

<p><b>3.4 Utilisation and Management of Range lands</b></p>	<p>3.4.1 develop an understanding and appreciation of the importance of sustainable use of range lands in Botswana.</p>	<p>3.4.1.1 define range land and rangeland degradation  3.4.1.2 describe human and physical factors that cause range land degradation such as over harvesting of thatch grass, overstocking and drought  3.4.1.3 discuss the effects of range land degradation  3.4.1.4 evaluate the role government, private sector, NGO's, Local Authorities and Local Communities can play in the sustainable utilisation of rangelands</p>
<p><b>3.5 Utilisation and Management of Water, Coal and Sun as Sources of Energy</b></p>	<p>3.5.1 understand the different processes involved in the production of power using water, coal and the sun</p>	<p>3.5.1.1 discuss the factors that influence the location and development of Hydro Electric Power (HEP) schemes in Africa  3.5.1.2 describe the process of generating electricity from water – HEP  3.5.1.3 discuss the advantages and disadvantages of generating power from water resources  3.5.1.4 locate on a map of Africa any <u>one</u> of the following HEP schemes: Owen Falls project (Uganda), Volta (Ghana), Kariba Dam (Zimbabwe/Zambia)  3.5.1.5 discuss factors influencing the location and development of the selected HEP scheme  3.5.1.6 evaluate the importance of the HEP schemes to the economy of the country or counties in which it is located  3.5.1.7 discuss the factors which influence the location and development of a thermal power station  3.5.1.8 locate Morupule Power Station on a sketch map  3.5.1.9 describe the process of generating power from coal in Morupule  3.5.1.10 discuss the advantages and disadvantages of generating power from coal  3.5.1.11 evaluate the role of stakeholders, Government, private sector, NGO's, Local Authorities and Local Communities) in the sustainable use of coal  3.5.1.12 describe the process of generating power from the sun  3.5.1.13 discuss the advantages and disadvantages of generating power from the sun  3.5.1.14 discuss energy conservation strategies in Botswana</p>

#### 4. ECONOMIC ACTIVITIES

Topics	General Objectives	Specific Objectives
	The candidates should be able to:	The candidates should be able to:
<b>4.1 AGRICULTURE:</b> <b>Arable Farming in Botswana and the wider region: Case studies: Chobe, Tuli Block and Pandamatenga; sugar plantations in South Africa and cotton farming in the Gezira in Sudan.</b>	4.1.1 understand the different systems of arable farming.	4.1.1.1 define subsistence and commercial farming systems 4.1.1.2 discuss subsistence and commercial arable farming under the following headings: - Inputs - Outputs - Processes/activities involved - Problems and possible solutions 4.1.1.3 locate on a map of Botswana where subsistence and commercial arable farming are practised 4.1.1.4 discuss factors influencing arable farming in Botswana 4.1.1.5 discuss arable farming in Botswana 4.1.1.6 discuss the changes that are occurring in the subsistence arable farming system in Botswana 4.1.1.7 discuss future prospects of arable farming in Botswana 4.1.1.8 evaluate the impact of government schemes such as: Accelerated Rainfed Arable Programme (ARAP), Arable Land Development Programme (ALDEP) and Financial Assistance Policy (FAP) in promoting arable farming in Botswana 4.1.1.9 describe the characteristics of plantation agriculture under the following headings: - Inputs - Outputs - Processes/activities involved - Problems and possible solutions. 4.1.1.10 locate on a map of Africa, one area of cotton and one area of sugar plantations 4.1.1.11 discuss the impact of agriculture on the environment for example, soil erosion, salination, deforestation and pollution

<p><b>4.2 Pastoral Farming in Botswana</b></p>	<p>4.2.1 understand the different types of pastoral farming</p>	<p>4.2.1.1 differentiate between subsistence and commercial pastoral farming</p> <p>4.2.1.2 locate on a map of Botswana areas of both subsistence and commercial pastoral farming</p> <p>4.2.1.3 explain the factors affecting pastoral farming for example, climate, vegetation, water availability, cultural beliefs, market and transport;</p> <p>4.2.1.4 discuss subsistence and commercial pastoral farming under the following headings:</p> <ul style="list-style-type: none"> <li>- Inputs</li> <li>- Outputs</li> <li>- Processes/activities involved</li> <li>- Problems and possible solutions</li> <li>- Future prospects of pastoral farming</li> </ul> <p>4.2.1.5 discuss the impact of pastoral farming on the environment</p> <p>4.2.1.6 discuss the changes occurring within subsistence pastoral farming</p> <p>4.2.1.7 evaluate the impact of government pastoral farming schemes such as: Tribal Grazing Land Policy (TGLP) and Small Livestock Owners in Communal Areas (SLOCA).</p>
<p><b>4.3 Tourism:</b> Case studies: Botswana and South Africa or Kenya</p>	<p>4.3.1 appreciate the importance of tourism to a country's economic development.</p>	<p>4.3.1.1 define inland and coastal tourism</p> <p>4.3.1.2 name and locate any five areas of tourist attractions (both coastal and inland)</p> <p>4.3.1.3 discuss the positive and negative impacts of tourism in Botswana and in either Kenya or south Africa</p> <p>4.3.1.4 justify the economic importance of both inland and coastal tourism in areas studied using statistical data</p> <p>4.3.1.5 evaluate the stakeholders' role (Government, Local Community, NGO's and the Private Sector) in the development of tourism in Botswana</p> <p>4.3.1.6 analyse the problems facing the development of tourism in Botswana and suggest possible solutions</p>



<p><b>4.4 Processing and Manufacturing industries in Botswana and the SADC region</b></p>	<p>4.4.1 understand the different types of processing and manufacturing industries.</p>	<p>4.4.1.1 classify industries into primary, secondary, tertiary and quaternary sectors</p> <p>4.4.1.2 differentiate between processing and manufacturing industries</p> <p>4.4.1.3 describe the factors which affect the location of industries in Botswana</p> <p>4.4.1.4 distinguish between small and large scale industries in terms of labour, capital and output</p> <p>4.4.1.5 discuss the importance of small and large scale industries to the economy of Botswana</p> <p>4.4.1.6 evaluate government policies on small and large scale industries in Botswana</p> <p>4.4.1.7 select and analyse one small scale and one large scale industry in Botswana in terms of location factors, processes, input and output, problems, solutions and its impact on the environment</p> <p>4.4.1.8 select and analyse any one large scale industry (for example Textile, car assembly, iron and steel) in either South Africa, Zimbabwe, Swaziland or Lesotho in terms of: location factors, processes/activities involved, inputs and outputs, problems and possible solutions and impact on the environment</p>
<p><b>4.5 Mining</b></p>	<p>4.5.1 understand and appreciate the role of mining to Botswana's economy and any other country in the world</p>	<p>4.5.1.1 describe the distribution of major rock types in Botswana</p> <p>4.5.1.2 locate on a map of Botswana the distribution of major minerals</p> <p>4.5.1.3 match rock type with mineral occurrence in Botswana</p> <p>4.5.1.4 describe and explain the factors influencing the exploitation of minerals such as geology, ore content, quality, quantity, market, technology and government policy</p> <p>4.5.1.5 analyse data presented in the form of charts and graphs to determine the relative importance of the mining sector to the economy of Botswana and any other country in Africa</p> <p>4.5.1.6 evaluate the impact of mining on the environment using a case study of Selebi Phikwe in Botswana and the Copper Belt of Zambia</p> <p>4.5.1.7 identify and discuss the problems of a mineral led economy with reference to Botswana and Zambia</p>

		<p>4.5.1.8 discuss strategic importance of minerals such as oil, coal, iron, diamonds and uranium</p> <p>4.5.1.9 explain how the mining of uranium and oil has affected politics in Southern Africa and the Middle East respectively</p>
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## 5. POPULATION AND SETTLEMENT STUDIES

TOPICS	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	The candidates should be able to:	The candidates should be able to:
<b>5.1 Population Studies</b>	5.1.1 understand population dynamics and its social and economic impact	5.1.1.1 define the following concepts: population ( <b>de facto</b> and <b>de jure</b> ), population pressure, optimum population, population explosion, population density, population distribution, fertility rate, mortality rate, over-population, under-population and population growth 5.1.1.2 account for the world's population distribution patterns, (with the aid of a map) 5.1.1.3 discuss factors influencing population growth 5.1.1.4 describe the growth of the world's population and its consequences 5.1.1.5 evaluate the impact of rapid population growth on the available resources 5.1.1.6 interpret population pyramids of developing countries (with emphasis on Botswana) and those of a developed country 5.1.1.7 describe and explain the different stages of the Demographic Transition Model 5.1.1.8 account for the population density and distribution with the aid of a map, in Botswana 5.1.1.9 project future population growth trends of Botswana 5.1.1.10 evaluate stakeholders (Government, NGO's, Churches and Local Authorities, Communities) in an effort to curb rapid population growth
<b>5.2 Population Movements</b>	5.2.1 understand population movements and their socio-economic impact.	5.2.1.1 define migration 5.2.1.2 differentiate between types of migration, for example: local, regional and international, internal and external, temporary and permanent 5.2.1.3 critically assess population movements and evaluate their impact on available resources 5.2.1.4 evaluate the impact of migration on both rural and urban areas in Botswana 5.2.1.5 evaluate Governem't's efforts to curb rural-urban migration.
<b>5.3 HIV/AIDS in Botswana</b>	5.3.1 understand the socio-economic impact of HIV/AIDS in Botswana.	5.3.1.1 define HIV/AIDS 5.3.1.2 intepret Botswana's HIV/AIDS statistics and account for its distribution 5.3.1.3 assess the social and economic impact of HIV/AIDS in Botswana 5.3.1.4 discuss efforts being taken to address the HIV/AIDS problem in Botswana

<p><b>5.4 Settlement Studies:</b> Case study of any <u>one</u> selected town or city in Botswana.</p>	<p>5.4.1 understand the dynamic nature of settlements</p>	<p>5.4.1.1 identify the different settlement types and patterns in Botswana  5.4.1.2 draw a sketch map of settlement patterns and land use in their locality  5.4.1.3 account for the evolution of different settlement patterns in Botswana  5.4.1.4 discuss the advantages and disadvantages of each settlement pattern  5.4.1.5 assess the National Settlement Policy  5.4.1.6 discuss the historical evolution of cities and towns in Botswana  5.4.1.7 describe the different models of the internal structure of towns / cities  5.4.1.8 describe and explain the morphology of the selected town/city  5.4.1.9 evaluate the morphology of the selected town/city  5.4.1.10 analyse the relationship of the selected town/city to the surrounding areas</p>
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## 6. COURSEWORK

The coursework component has not yet been introduced, hence Paper 4 has been removed from the Scheme of Assessment.

## 7. GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement expected of candidates for the award of particular grade. The grade awarded will depend on the extent to which the candidate has met the Assessment Objectives.

### Grade A

Candidates should have:

- ✓ demonstrated a wide knowledge and understanding of physical and human geography and a clear understanding of the interrelationships between physical and human geography;
- ✓ made an 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 with inferences on future trends and consequences related to socio-geographical interactions;
- ✓ analysed interrelationships between people and their environment, recognised the dynamic nature of these relationships and how and when they may change through time and space;
- ✓ made balanced judgements and shown awareness of different attitudes and priorities of individuals and groups, and hence the problematical nature of the interaction of people with the environment;
- ✓ formulated a researchable topic, and (given a minimum amount of guidance), carried out independently a geographical enquiry applying appropriate methodology;
- ✓ communicated the findings effectively and recognised that solutions or conclusions may not readily be drawn from the enquiry.

### Grade C

The candidate should have:

- ✓ demonstrated a knowledge of physical and human geographical phenomena, and an understanding of important geographical ideas, concepts, generalisations and processes;
- ✓ interpreted and analysed geographical information, using appropriate quantitative techniques, and accounted for geographical forces and processes, with discussions on similarities and differences in human activities;
- ✓ analysed inter-relationships between people and their environment, recognised the dynamic nature of changes in these relationships, and made balanced judgements on economic, political, environmental and socio-geographic issues through a recognition of conflicting view points and solutions;
- ✓ formulated a topic (and given general guidance), planned and carried out effectively a geographical enquiry using relevant data from a variety of sources;
- ✓ applied geographical techniques and effectively communicated the findings.

## **Grade F**

The candidate should have:

- ✓ demonstrated an elementary level of knowledge of physical and human geography, and an understanding of simple geographical ideas and relationships;
- ✓ made simple interpretation and analysis of geographical information, using basic statistics;
- ✓ described interrelationships between people and their environment, analysed this interrelationship in simple terms and recognised at an elementary level, the existence of differing systems of values influencing economic, environmental, political and social issues which have a geographical dimension;
- ✓ identified the topic and (given specific guidance at all stages), observed, recorded and attempted to classify geographical data and to communicate information by basic/brief statements.