

## GENERAL INTRODUCTION

The Bahamas General Certificate of Secondary Education is an examination being developed in consultation with the Cambridge University Local Examinations Syndicate.

This examination is designed to assess the achievement of at least 80-95% of Bahamian students on completion of five or six years of secondary level education. It will provide a broadening of opportunity for students to show what they know understand and can do.

The BGCSE is therefore a very different examination, which is intended to allow expression of concepts, skills, values and understanding by making use of differentiated assessment techniques. While in some subjects, differentiation will be achieved by the levels of response to the same questions, in other subjects, differentiated papers or questions will cater to the different ability levels.

As this is a single examination suitable for almost all secondary students, those who meet the required standards will be awarded grades on a seven point scale A to G. The standard of the current GCE Ordinary level will be maintained as there is no devaluation of excellence in the practice of differentiation.

The BGCSE syllabuses define achievable objectives and the teachers' involvement in course work assessment should reinforce a sense of positive achievement so that each student will strive to improve himself or herself while working towards realizable targets. This examination will not only test knowledge, but skills of data handling, analysis, judgement, decision making and creative thinking.

Besides the subject content, the syllabuses include wider defined aims which should be studied carefully by teachers.

It is hoped that changes will gradually be seen in our classrooms, whereby students' motivation will increasingly come from themselves as they participate in the various activities related to this new assessment process.

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1.0

# **BAHAMAS BGCSE NATIONAL GEOGRAPHY SYLLABUS**

1.1

## **RATIONALE**

Geography is the discipline that studies the nature of the earth's surface and mankind's activities on it. It includes the study of the processes acting on the surface which collectively create the natural environment which is inhabited by mankind. Within this natural environment the activities of mankind take place, and geography includes the study of these activities, and the interrelationship of what can be called the people/environment interface.

2.0

## **EDUCATIONAL AIMS OF GEOGRAPHY**

2.1

A geographical education should stress the importance of location on human affairs. An understanding of the significance of location demands a knowledge of the natural environment, and its peopling, and this is the basis for all geographical studies.

The educational process, especially in the context of a smaller and more fragile environment such as is found in The Bahamas, should emphasize the dependence of human activities on the resources available, and encourage a sensitivity to the interrelationship of the natural and man-made environments.

2.2

Such an education is best provided in such a way that students develop a range of practical skills which can be applied to the learning processes. These are expressed in this document as behavioural objectives (listed under specific assessment objectives) linking to knowledge, understanding and judgemental values.

2.3

## **VALUES IN GEOGRAPHY**

Geography, more so than many other subjects, cannot be considered without reference to the socio-cultural and political context in which it is found. The topics chosen and the way they are studied must take into account the values esteemed by the society in question. It is therefore important that studies are conducted at local, regional and global scales to illustrate issues on which value judgement are made.

2.4

## **GEOGRAPHY AND ITS RELEVANCE TODAY**

Many issues require a knowledge and understanding of geography if they are to be properly understood and resolved. Typical global issues with local implications include:

- a) Population growth and the need to control birth rates.
- b) Resource depletion and the need for management and conservation of non-renewable resources.
- c) Environmental pollution - land, sea and air.
- d) Underdevelopment and the drive to 'modernize' third world countries.
- e) Migration and the growth of multicultural societies and ethno-cultural conflict which may arise.

2.5

## **GEOGRAPHY SKILLS**

Much of geographical study depends on the collection of data which measure the phenomena being studied. The collection, analysis, interpretation and presentation of this material make up an inherent part of geographical study. It includes the map in its many forms and is the basis for studying many other, non-geographical features. Models and diagrams are used to simplify complex realities. Interpretive skills can be applied to photographic evidence.

Directly related to the acquisition of data is the ability to undertake fieldwork. At the local level in particular this is the most valuable skill leading to an understanding and wise management of local resources. First hand study in the field should complement what is taught to the classroom.

3.0

## **GENERAL ASSESSMENT OBJECTIVES**

After following a course of study on the prescribed syllabus candidates should be able:

3.1

to demonstrate their geographical knowledge in the content specified in the study of the natural environment and the human environment.

3.2 **To demonstrate an understanding of:**

- a) the processes underlying physical and human landscapes and spatial patterns;
- b) how these physical and human landscapes and spatial patterns change and may continue to change as a result of multiple and cumulative causes;
- c) inter-relationships and interactions considered in terms of systems and sub-systems of the natural and human environments;
- d) the role of decision-making, and the values and perceptions of decision-makers, in the evolution of patterns in human geography.

3.3 **To demonstrate the ability to apply geographical skills as follows:**

- a) use basic skills of personal observation, recording and interpretation;
- b) present and interpret data in graphical, cartographical, and numerical form;
- c) use a range of secondary source materials;
- d) use geographical concepts to interpret environmental situations;
- e) propose and justify solutions to environmental and socio-geographical problems.

4.0 **SCHEME OF ASSESSMENT**

**Differentiation**

In order to allow candidates to show positively what they know, understand and can do, the scheme of assessment offers a choice of written papers, each targeted at different grade ranges.

Coursework will be common to all candidates and differentiation will be achieved by outcome.

4.1 **COMBINATIONS OF COMPONENTS**

**RANGE OF GRADES**

Scheme 1: Paper 1 + Paper 2 + Coursework	C to G
Scheme 2: Paper 1 + Paper 3 + coursework	A to D

4.2 The relationship between the general assessment objectives and the scheme of assessment is shown in the table below.

**SCHEME 1 (GRADE C - G)**  
**COMBINATION OF COMPONENTS 1 + 2 + COURSEWORK**

COMPONENT	CORE PAPER 1 (60 marks)	PAPER 2 (80 marks)	COURSEWORK (40 marks)	% WEIGHTING OF OBJECTIVES IN TOTAL EXAMINATION (180 marks)
OBJECTIVES				
Knowledge Recall	24 marks	28 marks	-	29%
Understanding and Value	16 marks	32 marks	10 marks	32%
Skills (including practical skills)	20 marks	20 marks	30 marks	39%
WEIGHTING % FOR COMPONENT	33.3%	44.4%	22.3%	100%

**SCHEME 11 (GRADES A - D)**  
**COMBINATION OF COMPONENTS 1 + 3 + COURSEWORK**

COMPONENT	CORE PAPER 1 (60 marks)	PAPER 3 (100 marks)	COURSEWORK (40 marks)	% WEIGHTING OF OBJECTIVES IN TOTAL EXAMINATION (200 marks)
OBJECTIVES				
Knowledge Recall	24 marks	28 marks	-	26%
Understanding and Value	16 marks	48 marks	10 marks	37%
Skills (including practical skills)	20 marks	24 marks	30 marks	37%
WEIGHTING % FOR COMPONENT	30%	50%	20%	100%

4.3 **PAPER 1 (1 HOUR)**

Paper 1 will be common to both Schemes 1 and 11 and will test candidates' geographical skills through 30 multiple choice questions and short answer questions based on large scale maps (1:25000 or 1:50,000), photographs and geographical data. Four-option multiple choice items will be set for Paper 1.

4.4 **PAPER 2 (2½ HOURS)**

Candidates must answer four questions (20 marks each). Eight questions will be set which will cover the natural and human environments and also examine the links between people and their environment. Each question will test: Knowledge (7/8 marks); Understanding (7/8 marks); Value, and skills (5 marks).

4.5 **PAPER 3 (2½ HOURS)**

Candidates must answer four questions (25 marks each). Eight questions will be set based on the same or similar data to Paper 2 but questions will be designed at a higher level. Each question will test: Knowledge (7/8 marks) Understanding (11/12 marks) and Skills (6 marks).

4.6 For Paper 2 and Paper 3 the same or similar resources may be used in testing Geographical Knowledge, Understanding Values and Skills through the use of structured questions based on data of various kinds. Socio-economic and environmental issues will be introduced in appropriate questions.

5.0 **SYLLABUS CONTENT**

5.1 Content is set out under the two major systems, the natural environment and the human (people-control) environment, and refers to various subsystems. The content topics are listed and related to specific assessment objectives. These specific objectives are qualified by the level of study and the scale of study. The level of study against each specific assessment objective is indicated as C (Core) or S (Supplement). (S level is the additional material which will be examined in Paper 3). The Scale of study is indicated as L = Local, R = Regional and G = Global for each specific assessment objective.

- 5.2 The syllabus consists of two interrelated sections:
- a) Basis geographical Skills
  - b1) The Natural Environments
  - b2) The Human Environments.

6.0 **GEOGRAPHICAL SKILLS**

This section provides the necessary training for the use of skills in the study of the natural and human (man-made) systems. Basic skills only are included in this section but they are all-pervading in their application to a study of the systems. It is intended that the specific use of the skills be included in the relevant parts of the systems' section. For instance, whereas the skills section will study the construction of graphs in general, specific population and temperature graphs will be dealt with in the population and climatic sub-systems parts of the syllabus respectively.

6.1 **GEOGRAPHICAL SKILLS SYLLABUS AND TECHNIQUES - CONTENT**

- 6.1.1 Topographic maps - familiarity and interpretation of atlas maps, and Bahamian and Caribbean topographic maps at the 1:25,000 and 1:50,000 scales. Small-scale maps, use of an atlas.
- 6.1.2 **Statistical Maps and Diagram**
  - a) The interpretation of isopleth ('contour'), choropleth ('block-shaded'), and flow-line maps. Simple construction techniques.
  - b) The interpretation and construction of simple line graphs, compound graphs, and bar graphs (histograms).
  - c) The interpretation and construction of divided and proportional circles.
  - d) The construction and use of scales and grids for the above.
  - e) The use and interpretation of simple models.



- 6.1.3 The interpretation of oblique aerial photographs and the use of vertical photographs.
- a) MAPS - large and small maps including weather maps and synoptic charts.
  - b) PHOTOGRAPHS - with emphasis on oblique and vertical aerial photographs.
  - c) DIAGRAMS, GRAPHS, TABLES, MODELS - Construction, interpretation and application.

6.1.4 **Fieldwork**

- a) The completion of at least one day's fieldwork studying features either in the natural environment or in the human environment.
- b) The completion of a notebook detailing the days' activities, as completed in the field.
- c) The completion of an interpretation of the fieldwork conducted, completed in the student's class time.

Page 30 (ii) Teacher planned enquiries could be carried out by a group of candidates acting individually.

7.0 **SPECIFIC ASSESSMENT OBJECTIVES:  
SKILLS AND TECHNIQUES**

The examination will test the extent to which the students are able to:

- |       |  |   |
|-------|--|---|
| 7.1.1 | read the compass and give directions using compass bearings;                                 | C |
| 7.1.2 | read four and six figure grid references and be able to use these in locating places on map; | C |
| 7.1.3 | give the direction of one place from another;  | C |
| 7.1.4 | measure distances using a map scale;   | C |
| 7.1.5 | read, draw and interpret cross sections;   | S |
| 7.1.6 | determine the gradient of a place by using ratios;   | S |

- |        |  |   |
|--------|--|---|
| 7.1.7  | identify and explain the relationships among patterns of relief, drainage, land use, vegetation, communication and settlement;             | S |
| 7.1.8  | interpret map data and describe important features, and trends;  |   |
| 7.1.9  | identify and describe landforms through the reading of contours;   | C |
| 7.1.10 | interpret oblique and vertical aerial photographs and understand the use of vertical photographs;  | C |
| 7.1.11 | describe the land use, landscapes, settlement patterns, industrial activities and drainage patterns from vertical and oblique photographs; | C |
| 7.1.12 | use aerial photographs with maps to identify, locate, describe and analyse features;   | S |
| 7.1.13 | identify and distinguish lines of latitude and longitude;  | C |
| 7.1.14 | locate places using lines of latitude and longitude;   | C |
| 7.1.15 | describe how latitude influences the climate and longitude time;   | C |
| 7.1.16 | understand the earth and sun relationships;  | C |
| 7.1.17 | interpret, construct, describe and analyse graphs, tables and diagrams using geographic data, line graphs, histograms, compound graphs,    | C |
| 7.1.18 | plot data on a graph when axes are given;  | C |
| 7.1.19 | construct and interpret choropleth and dot maps;   | S |
| 7.1.20 | interpret models which simplify complex realities  | S |
| N B.   | For skills and techniques to be tested the data will relate to a variety of scales and will be common to all candidates.                   |   |

8.0 THE NATURAL ENVIRONMENT

8.1 THE GEOLOGICAL SUB-SYSTEM - CONTENT

8.1.1 Plate tectonics - the global pattern of plates, characteristics of plate margins and movements with special reference to the Caribbean and North American Plates.

8.1.2 **Earthquakes**

8.1.3 Igneous activity and resultant landforms.

8.1.4 Folding, faulting, and mountain-building including simple geological structure (anticline, synclines and tilted strata).

8.1.5 The three major rock types with examples.

8.1.6 The simplified geological structure of the Bahamas, and the landscapes and landforms produced from it.

8.1.7 The water cycle and the nature of water resources. Water lenses in The Bahamas.

9.0 THE GEOLOGICAL SUB-SYSTEM -  
SPECIFIC ASSESSMENT OBJECTIVES

The examination will test the extent to which students are able to:

		LEVEL	SCALE
9.1.1	name, locate and define crustal plates;	C	G/R
9.1.2	describe types of plate margins including convergence, divergence and transform with special reference to America;	C	R\G
9.1.3	locate and describe the position of The Bahamas relative to the Caribbean and other plates;	C	L\R

9.1.4	describe the structure of carbonate platforms with special reference to The Bahamas;	S	L\R
9.1.5	explain and describe the relationship between plate margins and the distributions of volcanoes, earthquakes and fold mountains;	C	R\G
9.1.6	describe, explain and illustrate the forces (factors) leading to the development of folds, faults and related features;	C	R\G
9.1.7	identify and describe types of folding and faulting;	C	R/G
9.1.8	identify and describe the major types and forms of volcanoes;	C	R/G
9.1.9	describe and explain how intrusive igneous landforms change over time;	C	R/G
9.1.10	describe and explain the major land forms produced by intrusive igneous activity;	C	R/G
9.1.11	describe and explain the effects of volcanic eruptions and earthquakes on human activities and the precautions that may be taken to reduce such effects;	C	R/G
9.1.12	identify the major rock types (igneous, sedimentary, metamorphic) and describe the formation of each and give examples;	C	L/R/G
9.1.13	describe and explain the formation of limestones and the features associated with the Bahamian landscape;	C	L/G
9.1.14	describe and explain the hydrological cycle and explain the relationship between surface and ground water in this cycle;	C	G

- 9.1.15 identify, describe and explain the formation of features ~~and~~ associated with underground water, including the fresh water lens; C L/G
- 9.1.16 identify and explain the ways in which surface and ground water may be polluted and the methods used to conserve the quality of water. C L/R/G

10.0 **THE GEOMORPHOLOGICAL SUP-SYSTEM - CONTENT**

- 10.1.1 Mechanical and chemical weathering processes, with emphasis on rates of weathering in tropical environments.
- 10.1.2 The influence of weathering on rock type especially limestone weathering.
- 10.1.3 Processes of erosion, transport and deposition as evident in:
- a) Mass-wasting
  - b) fluvial (river) processes
  - c) Wind action
  - d) Marine processes

Other processes should be considered briefly.

- 10.1.4 Landscapes and landforms produced by the above processes, but with an additional emphasis on river and valley formation, and the marine processes locally and regionally.

11.0 **THE GEOMORPHOLOGICAL SUB-SYSTEM - SPECIFIC ASSESSMENT OBJECTIVES**

The examination will test the extent to which the students are able to:

	LEVEL	SCALE
11.1.1 define mass-wasting and identify and explain types of mass-wasting and features associated with mass-wasting;	C	L/R/G
11.1.2 describe and explain the conditions necessary for mass-wasting;	C	L/R/G

11.1.3	define weathering, and describe and explain the relationships between climate, rock type, biotic agents and weathering;	C	L/R/G
11.1.4	describe and explain the formation of rivers and river valleys;	C	R/G
11.1.5	describe and explain the work of rivers with special emphasis on erosion, transportation and deposition;	C	R/G
11.1.6	describe conditions leading to river flooding, the consequences of flooding and the methods used to prevent flooding;	C	R/G
11.1.7	identify, describe and explain the work of waves emphasizing erosion, transportation and deposition;	C	L/R/G
11.1.8	describe and illustrate the features associated with wave action;	C	L/R/G
11.1.9	describe and explain the nature of coral reefs emphasizing their role in coastal processes;	C	L\R\G
11.1.10	identify and explain the effects of wave action on The Bahamas coastline and man's intervention in these (man's modification of the coast line).	C	L

## 12.0 THE CLIMATIC SUB-SYSTEM - CONTENT

- 12.1.1 The nature of weather and climate. A study of the main elements, including their measurement and presentation statistically, namely temperature and isolation, precipitation, humidity, pressure, wind.
- 12.1.2 Factors affecting climate; the planetary wind system; air masses. Topographical and oceanographic controls, marine and continental influences. Extractive industries-bauxite, salt, petroleum.

- 12.1.3 Equatorial, Tropical continental, hot deserts, tropical marine, temperate grassland, warm temperate interior, cold temperate climates and tundra.
- 12.1.4 The daily and seasonal characteristics of Bahamian climate.
- 12.1.5 Weather systems affecting The Bahamas and The Caribbean: The North East trade winds; Easterly waves; cold air masses and cold fronts; tropical revolving storms.

13.0 **THE CLIMATIC SUB-SYSTEM - SPECIFIC ASSESSMENT OBJECTIVES**

The examination should test the extent to which the students are able to:

	LEVEL	SCALE
13.1.1 describe the nature of weather and climate and the various elements that contribute to it;	C	L/R/G
13.1.2 describe the measurements of the main elements of weather and their normal means of tabulation and display;	C	L/R/G
13.1.3 understand the factors affecting the various weather elements;	C	L/R/G
13.1.4 understand and be able to represent by diagrams the planetary wind system;	S	L/R/G
13.1.5 understand the nature of continentality; the character of continental and marine climates; and air masses;	S	L/R/G
13.1.7 describe and account for the Bahamian climate;	C	L/R/G
13.1.8 describe and account for the main features of weather affecting the Bahamas and adjacent areas;	C	L/R
13.1.9 explain the relationship between climate and human activities in such areas as clothing, housing, agriculture, employment and in particular, tourism.	C	L/R/G

14.0 **THE BIOTIC SUB-SYSTEM - CONTENT**

- 14.1.1 The nature and concept of the ecosystem.
- 14.1.2 Factors affecting the distribution of vegetation on a global basis - using relevant examples from the main vegetation zones (forests, grasslands, deserts).
- 14.1.3 Bahamian ecosystems and the distribution of vegetational types.
- 14.1.4 Simple soil-forming processes. The characteristics of soils. A simple soil profile.
- 14.1.5 The main Bahamian soil types.

15.0 **THE BIOTIC SUB-SYSTEM - SPECIFIC ASSESSMENT OBJECTIVES**

The examination should test the extent to which the students are able to:

	LEVEL	SCALE
15.1.1 understand the concept of an ecosystem and give explanatory examples at both local and larger scales;	C	L/R/G
15.1.2 demonstrate how equilibrium is maintained or disrupted in an ecosystem with reference to its energy budget;	C	L/R/G
15.1.3 describe the characteristics of local ecosystems, including marine, wetland and dryland examples;	C	L
15.1.4 describe and explain how the various geographical factors affect the nature (forest, grassland, desert) and distribution of vegetation globally. Vegetation will relate to the climatic zones stated in 12.1.3.	C	L/R/G
15.1.5 describe the general feature and distribution of the major vegetation types according to a recognized system;	S	L/R/G



15.1.6	describe and account for the vegetation of The Bahamas;	C	L
15.1.7	describe, and be able to draw a flowline diagram of the relationship between climate, geology, vegetation and soil;	S	G
15.1.8	describe the characteristics of a soil and the chief soil-forming factors;	C	G
15.1.9	draw and describe a general soil profile;	C	G
15.1.10	draw and account for the main Bahamian soils, namely sedimentary (whiteland), Residual (red) and Organic (Black) types.	S	L

16.0      **THE HUMAN ENVIRONMENT - THE POPULATION SYSTEM - CONTENT**

- 16.1.1      Population - size and structure including age, sex, race, nationality and culture.
- 16.1.2      Population growth - birth rate, death rate, natural increase, net migration. Reasons for change. The Demographic transition model as applied to developed and developing countries.
- 16.1.3      Population density and distribution.
- 16.1.4      Population Movement.
- a) Inter-Urban and Intra-Urban
  - b) Urban-Rural (Suburbanization, Commuting, Satellite settlements; Rural-Urban (Urbanization))
  - c) Inter-Island.
  - d) International.
- 16.1.5      a) Population and Resource relationships: over-population, under-population.
- b) Population and Development.

17.0

## THE POPULATION SUB-SYSTEM - SPECIFIC ASSESSMENT OBJECTIVES

The examination will test the extent to which the students are able to:

		LEVEL	SCALE
17.1.1	describe the size of population for the world as a whole, and for major geographical and local regions;	C	L/R/G
17.1.2	identify the difference in age/sex structure and population size (population pyramids) for countries in the D. W. And L. D. W.;	S	R/G
17.1.3	describe the socio-economic characteristics of a population, specifically the Bahamas;	C	L/R
17.1.4	account for the factors which influence changes in birth rates, death rates and migration; and thus natural increase and population change;	C	L/R/G
17.1.5	describe and explain the factors which affect population distribution;	C	L/R/G
17.1.6	define, describe and explain population density, over-and under-population;	C	L/R/G
17.1.7	describe the various types of population movement and identify the factors which contribute to such movements;		
17.1.8	describe the demographic transition model;	C	R
17.1.9	apply the demographic transition model;	S	R
17.1.10	interpret and construct simple diagrams showing population characteristics including population pyramid; graphs of population growth;	C	L.

- 17.1.11 interpret maps showing population density and resources. C L/R/G
- 17.1.12 understand the relationship between density and resources. S L/R/G

18.0 **THE SETTLEMENT SUB-SYSTEM - CONTENT**

- 18.1.1 Settlement types and patterns: Nucleated and diffused; primary and secondary: urban, suburban and rural; planned and unplanned.
- 18.1.2 Settlement size and function: catchment, service function. Development of settlement hierarchies.
- 18.1.3 Urban settlement: Site and Situation  
Function  
Changing Land Use  
Urban Decay and Urban Regeneration.
- 18.1.4 Urbanization and its impact.

19.0 **THE SETTLEMENT SUB-SYSTEM - SPECIFIC ASSESSMENT OBJECTIVES**

The examination will test the extent to which the students are able to:

		LEVEL	SCALE
19.1.1	identify, describe and explain urban and rural settlement, size, types, patterns;	C	L/R/G
19.1.2	understand the concept of a settlement as a service centre, catering for itself and a catchment area;	C	L/R
19.1.3	understand the development of settlement hierarchies;	S	L/R/G
19.1.4	describe site and situation for typical settlements, and account for the locations of major cities;	C	L/R/G

- |        |   |   |       |
|--------|---|---|-------|
| 19.1.5 | describe the nature and function of urban centres, including land use, economic activity and social segmentation;               | C | L/R   |
| 19.1.6 | explain urbanization and its impact on society and the settlement pattern;  | S | L/R   |
| 19.1.7 | interpret maps, plans, diagrams, and draw sketch maps to show situation, site properties, layout, and urban land use;           | C | L/R   |
| 19.1.8 | provide examples of the above from major world cities in the D.W. and L.D.W. from the Caribbean region, and within The Bahamas. | C | L/R/G |

20.0      **ECONOMIC SUB-SYSTEM - CONTENT**

20.1.1      The nature of primary, secondary and tertiary economic activity.

20.1.2      **Primary Industry**

- a)      Extractive industries, including the metallic and non-metallic minerals.      Extractive industries - bauxite, salt, petroleum.
- b)      Fuels, especially coal and petroleum.
- c)      Other energy sources: water, wind, alternative sources.
- d)      Marine resources and their exploitation.
- e)      Forestry resources and their exploitation.
- f)      Agricultural systems:
  - 1)      Commercial and subsistence systems
  - 2)      Intensive and extensive systems
  - 3)      Plantation agriculture as a tropical system
  - 4)      Bahamian agricultural systems.

20.1.3      **Manufacturing Industry**

- a)      The nature of manufacturing and the manufacturing system.

- b) Factors affecting the location of manufacturing and industrial development and change in the context of the Caribbean nations.
- c)
  - 1) Traditional industries (local resources, domestic market).
  - 2) Export industries (local resources, export market).
  - 3) Import substitution industries (imported raw materials, domestic market).
  - 4) Offshore industries (imported raw materials, export market).
- d) The spread of manufacturing from the D.W. to the L.D.W. and the role of the multinational (transnational, corporations).

20.1.4 **Tertiary Industry**

- a)
  - i) Tourism - its nature and distribution
  - ii) The tourist market
  - iii) Resources for tourism
  - iv) Development and promotion of tourism
  - v) The impact of tourism - socially and Economically.
  - vi) Eco-tourism - What is it?  
Benefits with relevance to The Bahamas.
- b) The offshore banking and finance industry.

20.1.5 **Transport and Infrastructure**

- a) Land, sea and air routes
- b) Seaports and airports and their development.

20.1.6 **Economic Linkages**

- a) CARIFTA/CARICOM
- b) EEC/ACP and the Lome Agreements
- c) Caribbean Basin Initiative.

21.0 **ECONOMIC SUB-SYSTEM - SPECIFIC  
ASSESSMENT OBJECTIVES**

The examination will test the extent to which the students are able to:

		LEVEL	SCALE
21.1.1	explain the nature of primary, secondary and tertiary economic activity;	C	L/R/G
21.1.2	describe the basic methods used to extract raw materials, and what these raw materials are, and what they are used for;	C	L/R/G
21.1.3	identify the main sources of energy and distinguish between renewable and non-renewable sources;	C	L\R\G
21.1.4	identify the main marine resources, and distinguish between food and non-food resources;	C	L/R/G
21.1.5	identify the main forestry resources and the purposes for which they are used;	C	L/R/G
21.1.6	understand the factors which control the raising of crops and livestock within the following:  Subsistence Extensive; Commercial Intensive Systems  Commercial Extensive; Commercial Intensive Systems;	C	L/R/G
21.1.7	identify, describe and account for the advantages and disadvantages of the Systems studied in (15.2.6) above;	C	L\R\G
21.1.8	identify the ways in which subsistence systems become commercial;	S	L/R/G

21.1.9	describe the plantation system in the Caribbean, and its evolution to modern day diversified food production and export crops;	C	R
21.1.10	have a knowledge and understanding of the infrastructure necessary for any agricultural system, and specifically for the Bahamas, in terms of inputs, processes, and outputs;	C	L/R
21.1.11	define manufacturing and understand its working as a system at different scales, in terms of inputs, processes and outputs;	C	L/R
21.1.12	describe and give relevant regional and local examples of each of:		
	a) Traditional industries		
	b) Export industries		
	c) Import substitution industries		
	d) Offshore industries	C	L/R
21.1.13	distinguish between capital and labour intensive industries;	S	L/R/G
21.1.14	define tourism and show a knowledge of its world wide growth and distribution;	C	G
21.1.15	understand the characteristics of the tourist market, specifically its origins, seasonality, type and expenditures; and its motivations;	C	L/R/G
21.1.16	identify the different types of tourist resources (natural and human) and indicate the ways in which they may be developed with special reference to the Caribbean industry;		
	a) Define eco-tourism		
	b) Describe its social, economic and Physical impact on The Bahamas.	C	L/R

21.1.17	understand the need for development and promotion of natural and human features in the tourist industry;	C	L/R
21.1.18	appreciate the social and economic impact of tourism, including the tourism multiplier, industry linkages, and cultural exchange;	S	L/R/G
21.1.19	illustrate the various tourist statistics graphically, use comparative tourist statistics meaningfully;	C	L/R/G
21.1.20	describe and account for the Bahamian offshore finance and banking industry, and more generally that of the Caribbean;	C	L/R/G
21.1.21	account for the location of regional seaports and airports;	C	L\R
21.1.22	describe transportation in The Bahamas and assess how effectively it serves the needs of the people;	S	L
21.1.23	locate air and sea routes and destinations on a map of The Bahamas;	C	L
21.1.24	have a knowledge and understanding of membership, aims achievements of:		
21.1.24	CARIFTA/CARICOM: EEC/ACP - Lome and CBI for The Bahamas.	S	L

22.0      **ENVIRONMENTAL SYSTEMS AND RELATED ISSUES - CONTENT**

- a) Resource management: Non-renewable and renewable resources; minerals; energy supplies and alternative energy; mining and dredging activities; forests.
- b) Preservation and conservation measures and conflicts of interest.



- c) Natural hazards: coastal erosion; flooding; drought; hurricanes; volcanic activity and earthquakes.

22.1.2 **People / environmental issues**

- a) Interference with the water cycle; dams, salination, soil erosion, deforestation.
- b) Pollution: atmospheric, marine and coastal, terrestrial.
- c) Measures to prevent and control pollution and their effectiveness.

22.1.3 Economic development of the environment and the quality of life: levels of nutrition, health, housing. Employment opportunities within countries (urban and rural communities) and between countries (developed and developing).

23.0 **THE ENVIRONMENTAL SUB-SYSTEM AND RELATED ISSUES - SPECIFIC ASSESSMENT OBJECTIVES**

		LEVEL	SCALE
23.1.1	Understand the concepts of resource management; exploitation; robber economy; and renewable and non-renewable resources.	C	L/R/G
23.1.2	Describe the possible dangers to the environment inherent in mineral extraction and transportation.	C	R/G
23.1.3	Identify the fossil and nuclear fuels and the alternative sources of energy and evaluate the advantages and disadvantages of their use.	C	L/R/G
23.1.4	Discuss the need for conservation or preservation of all resources.	C	L/R/G

23.1.5	Identify the major natural hazards; evaluate man's awareness of them, and indicate their possible effects on people and the environment.	S	L/R/G
23.1.6	Describe how hazards may be forecast and measures taken to limit damage by them.	C	L/R/G
23.1.7	Discuss the ways in which man damage the natural environment, especially with regard to fresh water supplies; soil erosion, and deforestation.	C	L/R/G
21.1.8	Describe the main forms of environmental pollution.	C	L/R/G
23.1.9	Examine the possible effects of pollution on the atmosphere; marine and coastal environments; and on land.	C	L/R/G
23.1.10	Discuss how pollution can be prevented or controlled.	C	L/R/G
23.1.11	Identify, and locate on a map, the developed and less-developed countries of the world.	C	L/R/G
23.1.12	list the various characteristics which determine the quality of life, including man-made and naturally endowed factors.	C	L/R/G
23.1.13	Discuss the ways in which different levels in the quality of life distinguish rural areas from urban areas; and developed countries from Less developed ones.	S	L/R/G

# GRADE DESCRIPTIONS

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 in practice upon the extent to which the candidate has met the assessment objectives overall. It might conceal weakness in one aspect of the examination which is balanced by above average performance in some other aspect.

ABILITY	GRADE F	GRADE C
	For Grade F the student is likely to have shown ability to:	For Grade C the student is likely to have shown the ability to:
In relation to knowledge	recall basic information in context of the issues, key ideas and content specified in the syllabus.	recall a wide range of information in the context of the issues, key ideas content specified in the syllabus.
In relation to understanding and values	demonstrate a simple comprehension of some of the processes underlying physical landscapes and comprehend simple environmental inter-relationships; recognize at an elementary level the significance of the different values held by people involved in making decisions over geographical issues.	demonstrate a comprehension of the processes underlying physical and human landscapes, spatial patterns and how these landscapes and patterns change. The candidate will be able to describe and account for environmental inter-relationships and interactions considered in terms of systems and sub-systems. Candidates should be able to show an understanding of the influence and perceptions on decision making as it affects patterns in human geography.

ABILITY	GRADE F	GRADE C
in relation to skills	<p>be able to observe and record geographical data; to use a variety of source materials including maps; to draw simple sketch maps and construct diagrams such as a bar graph; to communicate information by brief statements and to suggest solutions to problems considered during the study of geographical issues.</p>	<p>be able to select relevant data from a variety of sources, to interpret and present information in numerical and cartographical form. This may include map interpretation at different scales, photographic analysis and flow-line diagrams.</p> <p>Candidates will be able to use geographical concepts and principles to interpret geographical situations and to suggest possible consequences of spatial processes. The candidate will be able to use propose and justify solutions to problems considered during the study of geographical issues.</p>

**GRADE A - Candidate is likely to have shown the ability to:**

1. extensively recall a wide range of information in the context of the issues, key ideas and content specified in the syllabus.
2. select the very best data from a variety of sources, to interpret and present information at different scales, photographic analysis and flow line diagrams. Candidates will also be able to use geographical concepts and principles to interpret geographical situations and suggest possible consequences of spatial processes. The candidate will be able to propose and justify solutions to problems considered during the study of geographical issues.
3. demonstrate fully a comprehension of the processes underlying physical and human landscapes, spatial patterns and how these landscapes and patterns change. The candidate will be able to describe and account for environment inter-relationships and interactions considered in terms of systems and sub-systems. Candidates should be able to show an understanding of the influence of values and perceptions on decision making as it affects patterns in human geography.

# APPENDIX A

## GUIDANCE ON COURSEWORK

### 1 **What does Geographical Enquiry involve?**

- 1.1 A Geographical Enquiry must involve the testing of those enquiry skills, referred to in the General Assessment Objectives 3.2 and 3.3 (see page 6) which are better examined without the restrictions imposed by an examination with a time limit.
- 1.2 Suitable subjects for Geographical Enquiry should consider the issues to which the key ideas and specific objectives relate but they may go beyond the content stated. Candidates should undertake tasks appropriate to their individual level of ability.
- 1.3 In setting Enquiry tasks, centres should recognize society's cultural diversity (limitations imposed by small communities).
- 1.4 The length of time spent on this component should reflect its 40 points weighting in the total assessment.

### 2 **What must candidates attempt?**

- 2.1 Candidates must submit **ONE** enquiry based upon a physical or human field work.
- 2.2 Candidates' work should emphasize the different aspects of the enquiry approach viz:
  - i) planning and implementation of an enquiry;
  - ii) data collection and presentation;
  - iii) interpretation of data including recognition of the role of values in decision making.
  - iv) conclusions and, where appropriate, tentative solutions.

- 2.3
- i) Work presented for assessment must include evidence of purpose, ie. a clear indication of what the candidates set out to do and why.
  - ii) Geographical Enquiry must involve first hand investigations by the candidate collecting and/or using primary data. The investigation may consist of either a problem posed by the candidate or an enquiry planned by the teacher. Teacher-planned enquiries could be carried out by a group of candidates acting individually.
  - iii) Secondary source material may be used to supplement the information obtained by first-hand enquiry, but a submission based entirely on secondary source material is not acceptable.
  - iv) Candidates should be encouraged to use a variety of methods of presentation: written, graphical, visual and audio-visual.

2.4

#### **What guidance may the teacher give?**

It is assumed that Geographical Enquiry will involve the stages below. The teacher may give guidance to candidates but attention is drawn to paragraph 2.5 below.

- a) A subject for investigation will be recognized through observation, discussion, reading or previous study. It should be appropriate to the ability of the candidate.
- b) The objectives of the Geographical Enquiry will be defined in specific terms.
- c) Decisions will be made concerning how relevant information can be collected.
- d) The information will be interpreted and conclusions will be reached relating to the original objectives.

## How will teachers assess the work?

Teachers are responsible for the initial assessment of the work according to the four criteria listed below. The amount of guidance given by teachers is crucial and should be reflected in the marks awarded.

### Criteria for assessment of geographical enquiries

	<b>MARKS</b>
a) Collection of primary data, and where appropriate supporting secondary data relevant to a topic.	10
b) Presentation of data using a variety of geographically appropriate forms.	10
c) Analysis and interpretation of data by application of geographical concepts and principles, including identification of values and their role in decision making.	10
d) Conclusions drawn from the findings of the enquiries, including, where appropriate, proposals, justification and evaluations for solutions to geographical problems.	10
	<hr style="width: 10%; margin: 0 auto;"/> 40

The mark out of 40 points is to be allocated to the Enquiry according to the evaluation record and guidelines attached as Appendix B.

### Internal Moderation

Where more than one teacher is involved in the initial assessment of coursework it is vital that an internal moderation exercise is carried out in order that a common standard can be applied.

APPENDIX B

MINISTRY OF EDUCATION AND TRAINING

BGCSE GEOGRAPHY FIELDWORK

EVALUATION RECORD

Pupil Record Card for Recording Marks Awarded For Geographical Enquiry

Centre No \_\_\_\_\_ Candidate Number \_\_\_\_\_

Candidate Name \_\_\_\_\_

Entry/ Enquiries	(a) Data Collection Field Note Book	(b) Presentation of Data	(b) Analysis and Interpretation of Data	(d) Conclusion	Total
1. Physical Project	(Max. 10)	(Max. 10)	(Max. 10)	(Max. 10)	Max. 40
OR					
2. Human Project	(Max. 10)	(Max. 10)	(Max. 10)	(Max. 10)	Max. 40



**MINISTRY OF EDUCATION**  
**BGCSE GEOGRAPHY SYLLABUS**

Assessment of Coursework Tasks for levels of Response

<b>Marks</b>	<b>COLLECTION OF DATA (FIELD NOTE BOOK)</b>	<b>ANALYSIS AND INTERPRETATION</b>	<b>PRESENTATION OF DATA</b>	<b>CONCLUSION</b>
0	No data, spoiled data	No attempt or irrelevant	No attempt or irrelevant	None made
1-3	Data has been collected but is poorly organized, incomplete or ambiguous	Limited to simple description. No further organization of data.	Simple diagrammatic or tabular presentation of original data. Untidy or inaccurate version of higher level work.	Simple conclusions based on original data.
4-7	Data has been neatly organized and is basically complete. Some omissions and carelessness present.	Recognizes significance of data, applies geographical concepts and recognizes some trends.	Multiple diagrams/maps/tables to show several aspects of data and its presentation.	Incomplete or partially accurate conclusions based on analysis and interpretation.
8-10	Full and accurate collection clearly recorded and perhaps showing additional relevant information.	Full significance of data recognized and all or nearly all analyses attempted successfully. Interpretation.	Neat and accurate presentation of data and analysis in several forms.	Mostly complete and accurate assessment of data based on its analysis and interpretation.

## FIELDWORK ENQUIRY

### FORMAT

THEME	DETAILED TITLE	FIELD WORK AND DATA COLLECTION	ANALYSIS	PRESENTATION
General area of study	Precise description of the work to be done.	Contained in a suitable field notebook which is to be the complete record of all work done in the field, and to be handed in.	This may be necessary as numerical data has to be collected, e.g. (a) Pedestrian flow (b) Slope profile of a beach	This is a separate submission accompanying the field notebook.
Must be manageable	Must be set or approved by teacher.	Must contain the title, sketch map of location, date, and all data about the methods used and the results recorded, including illustrations.	Analysis includes calculation of percentages, trends, rates, etc. and the preparation of suitable statistical maps and diagrams to present the information	It includes the material from the analysis and is a result of the fieldwork.
e.g. (a) Coastal Erosion	e.g. (a) an examination of the nature of Coastal erosion at Caves Point. (b) A study of farming techniques and crops at two farms near Rock Sound.	Questionnaires are not to be used due to the considerable skill required for their preparation and analysis, and the problems associated with nil, spoiled or incomplete returns.		This may be supplemented by reference to texts, statistics and other material which must be listed in a bibliography. The conclusions must nevertheless be restricted to the fieldwork area and topic.

## SUGGESTED EXAMPLES OF FIELD WORK TOPICS

### 1. SLOPES

- (a) A transect of a beach/sand dune/swash profile with measurements of slope, sediment or soil type (samples collected). Vegetation (including species, type, height, density and location), and water-table. A profile should be drawn, and the relationship of soil and vegetation to slope, water-table and distance from the sea should be evaluated. Additional resources include guides to native plants and soils.
- (b) A transect of a rockland\ ridgeland and including a lake shore or swamp margin, where possible. Details as (a).

### 2. BASINS

An ecological study of an inland including depth of soil/sediment, depth of water, vegetation on shore, deposition on shore and lake bed, and relation to landscape. A purely biological study is not required. Animal species identification is optional as it can be very time-consuming.

### 3. ATMOSPHERE

- (a) A study of local winds around the school and at nearby sites. This requires frequent observations of wind-sock sites over a prolonged period and should not be attempted if this is not possible. Wind roses can be prepared for each station and conclusions drawn.
- (b) Rainfall variation. This requires less monitoring than (a) but regularity and continuity of observations must be guaranteed. Rain gauges, which can be home-made, but must be all the same, should be located at several points of differing height and exposure. Comparisons of each site can be made, as well as separated studies of the variation in rainfall over time at each site.

### 4. ENVIRONMENTAL

Similar to (2) environmental studies can be made of:

- (a) Pine forest
- (b) Broad-leaf coppice
- (c) Sand dunes
- (d) Abandoned land (old farmland, empty lots, etc.)
- (e) Blue holes

Rather than a purely ecological study, a survey of the physical nature of the environment should be made, followed by a study of man's impact on it, which might include:

- (a) Paths or tracks through the area
- (b) Water recovery
- (c) Forestry
- (d) Recreation (riding, shooting, etc.)
- (e) Farming
- (f) Past and present settlement (walls, buildings)
- (g) Pollution - litter, fire, disease, etc.

#### 5. POPULATION DENSITY

A survey of two areas of a similar size, but contrasting in character (such as Bain Town and Blair). Comparisons are made of the number of buildings per square mile, size of building (number of storeys, windows) and construction material. An estimate of population density can be made based on sample household sizes supplied by the teacher. Comparisons should be made with census data.

#### 6. SERVICES

All services within say one mile of the school are recorded. Services are classified according to a recognized hierarchy and then located on a map. Services include retailing, personal, professional and government. Those services absent in the area should be identified and the nearest available indicated by its distance.

#### 7. ZONING/LAND USE

A transect of land use (houses, services, etc.) Along a route through a settlement is made with the aid of a prepared map. Areas of similar land use should be identified (shopping, professional, low-income housing, high-income housing, etc.) This transect should be briefly compared with the findings of other groups surveying different routes in the same settlement.

## 8. TRANSPORT

A traffic survey is conducted at a major intersection. A carefully planned rota of observations should include complete records for different days. Distinction can be made between private cars, public passenger vehicles, goods (trucks and vans) and service vehicles. A variety of maps and diagrams can be used to display the information.

## 9. PASSENGER TRANSPORT

Conduct a field trip at a major intersection. Determine whether the majority of cars or trucks contains one person. What conclusions can be drawn about the need for conservation of fuel, educating the public on conservation measures and the need for a reliable bus system?

## 10. MIGRATION

Examine headstones at a local graveyard. Determine the place of birth of the deceased. Suggest possible reasons for their arrival in The Bahamas.

## 11. ECOSYSTEMS

Examine a wood lot in your area to determine species, diversity and population contrasts. Use on O.S. map to determine the area of study before you begin. Use the point-centred quarter method to obtain the information for relative dominance, relative density and relative frequency of the wood lot.

## 12. THE LOCATION OF YOUR SCHOOL

Candidates could investigate if the site of the school is adequate. That is, a suitable, quiet area for learning away from a shopping centre, busy street, noisy environment. Advantages and disadvantages.

13. **SHOPPING CENTRES**

Candidates could investigate reasons why there are so many shopping centres in New Providence. They can visit, identify the premises closed and open, count the amount of people going in and out. Count shops which are similar and also count cars which are parked.

14. **PROBLEMS CAUSED BY TRAFFIC CONGESTION**

Investigate possible solutions. Identify the areas, time-9:00 a.m.

15. **LEISURE ACTIVITIES**

A survey of all possible leisure activities is made in the school area (one mile radius). These can be tabulated, classified and mapped.

16. **TOURISM**

In a tourist area:

- (a) Pedestrian flow. A comparative study of several pedestrian areas (such as Bay Street) to count the number of tourists and residents passing a particular spot. Further information such as adult/child, male/female, clothing (suit/shorts/beachwear) can be considered.
- (b) Tourist Facilities. The area can be studied (about one square mile, split between groups) and all tourist facilities recorded. These can be classified (sports, transport), accommodation, food, etc.) tabulated and mapped.

## REQUIRED STUDENTS' TEXTS

The following list of books have been recommended by the Geography Panel for the Bahamas General Certificate of Secondary Education. This recommended list is neither complete nor exhaustive but identifies sources which students and teachers can use as appropriate.

### STUDENTS' TEXTS

1. Sealey, Neil The Bahamas Today  
MacMillan, 1990
2. Wilson, Mark The Caribbean Environment  
Oxford UP, 1989
3. R.B. Bunnett General Geography in Diagrams  
(Revised edition) Longmans

### STUDENTS' ATLASES

1. Secondary School Atlas For The Bahamas  
Kingston Publishers, 1982
2. Caribbean Social Studies Atlas  
Heinmann Philip, 1986
3. Bahamas School Atlas  
Longmans (In Preparation, when  
Published would replace 1 & 2

### STUDENT'S AND TEACHER'S SUPPLEMENTARY TEXT

1. Barrett, Peter Grand Bahama  
MacMillan, 1982
2. Campbell, David The Ephemeral Islands  
MacMillan, 1987
3. Dutton, R. et al Caribbean Landscapes  
Collins, 1983
4. Halkitis, M. et al Climate of The Bahamas 1980

5. London, N.A, The Principles of Caribbean Geography Longmans, 1983
6. Niles, J. Modern Caribbean Geography MacMillan, 1986
7. Rice, F. The Fabric of Geography Longmans, 1983
8. Sale C. Friedman,B and Wilson C Understanding Our World Books 1 and 2 Longmans,1986
9. Sealey, Neil Bahamian Landscapes Longmans, 1986
10. Norrel A. London Mike Senior Principles of Geography For CXC Longman Group 1994
11. John MacPherson Caribbean Lands Longman Caribbean 1994
12. David Waugh The Wider World Nelson 1994