

South Pacific Board For Educational Assessment



PACIFIC SENIOR SECONDARY CERTIFICATE

GEOGRAPHY PRESCRIPTION

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PREAMBLE

This prescription provides the specifications for assessment for the Pacific Senior Secondary Certificate in Geography. It represents a revised version of the prescription first developed in 1996.

In revising the original prescription, the review panel has re-written the course content in terms of **student learning outcomes** rather than **teaching objectives**. A more detailed description of topics and skills has been provided, and internal assessment tasks have been modified in line with feedback received from teachers and educational advisers.

Geography is an all-embracing discipline that looks at spatial patterns and inter-relationships in the natural and cultural environment. At PSSC (Form 6) level, it focuses on an understanding of the environment as the home of people. It builds on knowledge and skills acquired at Form 5 level, and prepares students for further geographical studies at Form 7 level.

It is intended that this course will be studied over a period of 124 hours. This can be done through 4 hours per week for 31 weeks.

PREREQUISITES

Students will be expected to:

1. have completed courses in Social Science at junior secondary level, and have studied Geography for one or more years prior to this PSSC course.
2. have sound written and oral language skills
3. have basic map-reading and graphic skills, and know how to conduct research

COURSE AIMS

To enable students to:

1. appreciate that Geography can make a significant and worthwhile contribution to an understanding of important world issues
2. develop and apply skills and techniques used in geographic activities, research and interpretation
3. make and justify value-judgements about specific and sensitive issues

GENERAL OBJECTIVES

Students should be able to:

1. understand a number of important geographic issues, especially with regard to:
 - their nature and distribution
 - factors that contribute to their development
 - effects on people and their environment
 - planned responses and their implications
2. understand and apply key geographic ideas of location, distribution, scale, association, interaction, movement, change over time, patterns and processes
3. make use of examples and case studies at local, regional and global scales.

SKILLS TO BE DEVELOPED

1. Practical skills

Students will be able to

- a) construct and interpret different types of graph (e.g. bar graphs, scatter graphs, pie charts, line graphs, pictograms, pyramids, histograms)
- b) demonstrate a range of mapping skills - reading latitude and longitude, drawing sketch maps, using large-scale topographic maps (grid references, précis maps, scale, measuring distance and direction, interpreting contour patterns, cross sections, relation of settlement to relief)
- c) explain and interpret geographical diagrams, models, photographs, aerial photographs, continuums and cartoons.

2. Thinking skills

Students will be able to

- a) explain and apply key geographic ideas - location, distribution, scale, association, interaction, change over time, patterns, processes, distance and region
- b) analyse and explain spatial patterns and trends shown in maps, diagrams, statistics and written articles
- c) synthesise (make generalizations) and conceptualize
- d) evaluate - make value judgements about specific issues

3. Communication and research skills

Students will be able to

- a) identify key search words and phrases for a given topic
- b) use a variety of sources to obtain information - primary sources (interviews, observations, etc.) and secondary sources (books, newspapers, the internet, CD-ROM, television, video-cassettes, etc.)
- c) evaluate the information obtained from a source according to its accuracy and suitability
- d) list information sources in a standard format
- e) present findings in written and graphical forms, and communicate them to others

COURSE CONTENT AND OUTCOMES

SECTION A: LIVING WITH NATURAL HAZARDS

Natural hazards may become disasters resulting in loss of life and property, imposing considerable stress on human communities. In this section, the nature, effects and consequences of such hazards are examined, together with the human response to them. The focus of the section is on tropical cyclones, volcanoes and earthquakes. Cyclones are a result of atmospheric processes, while volcanoes and earthquakes result from tectonic processes.

OUTCOMES

Outcome 1: Students will be able to describe the nature and distribution of three natural hazards

Students will be able to:

- 1.1 define and give examples of key terms such as:
 - *natural hazard, risk map, strategy*
 - *tropical cyclone/hurricane/typhoon, cyclone track, low pressure system, coriolis force, spiral, eye, torrential rain, storm surge, jet stream, ITCZ*
 - *volcano, plate tectonics, hot spot, magma chamber, crater, eruption, lava, ash, pyroclastic flows, mud flows/lahars, tephra, caldera, active, dormant, extinct, convection currents, island arcs, subduction zones, mid-oceanic ridge, seafloor spreading, oceanic crust, continental crust, Ring of Fire, airborne materials, converging, diverging, transverse*
 - *earthquake, epicenter, focus, seismic waves, Mercalli scale, Richter scale, magnitude, earthquake zones, tsunami*
- 1.2 describe the location and distribution of areas experiencing tropical cyclones, earthquakes and volcanic activity
- 1.3 describe the main characteristics of tropical cyclones, volcanoes and earthquakes and be able to draw simple labelled cross-sections and maps to show their main features

Outcome 2: Students will be able to analyse and explain the factors and processes that produce the selected natural hazards

Students will be able to:

- 2.1 explain the processes that produce volcanoes, earthquakes and cyclones

Outcome 3: Students will be able to describe and explain the effects of the selected natural hazards on people and their environment

Students will be able to:

- 3.1 describe the effects of tropical cyclones on people and the environment that are produced by strong winds, heavy rain and storm surges - loss of life, destruction of properties, short-term and long-term effects on agriculture and

other economic activities, effects on water supplies, disruption to transport and communications, displacement of people, breakdown of law and order, etc.

- 3.2 describe the effects of volcanic activity on people and their environment - positive effects such as fertile soils, income from tourism, geothermal power, valuable minerals, creation of new land; negative effects such as loss of life and destruction of properties, damage to infrastructures, volcanic dust in the atmosphere, lava and mud flows, acid rain, long-term economic effects
- 3.3 describe the effects of earthquakes on people and the environment - loss of life, destruction of properties, disruption of water and power supplies, destruction of infrastructures, displacement of people, landslides, tsunamis

Outcome 4: Students will be able to discuss and evaluate the planned responses to these hazards and their implications

Students will be able to:

- 4.1 identify and describe strategies for reducing the negative effects of these hazards - prediction, use of advanced technology (e.g. monitoring the progress of cyclones by satellite photographs), production of hazard or risk maps, building design, evacuation, early warning systems, emergency procedures to be followed, etc.
- 4.2 evaluate the effectiveness of these strategies (say whether the strategy actually works, how useful it is, and why)
- 4.3 describe and locate at least one case study for each natural hazard (i.e. one named example of the hazard), including its effects and strategies used to reduce its negative effects

SECTION B: THE USE AND MANAGEMENT OF WATER RESOURCES

As the world's population grows, and with increasing urbanization, more and more pressure is being exerted on natural resources, particularly water. This is particularly true in the Pacific islands, with their small land area and fragile resource base. Students need to be aware of the uneven distribution of fresh water resources around the world, and ways in which water is being used and misused. They should be aware of different strategies for managing water resources and be able to evaluate their efficiency and usefulness.

OUTCOMES

Outcome 1: Students will be able to describe the nature and global distribution of water resources

Students will be able to:

- 1.1 define and give examples of key terms:
natural resource, cultural resource, renewable resource, non-renewable resource, resource management, hydrological cycle, infiltration, run-off, evaporation, precipitation, ground water, condensation, transpiration, water table, wetland, perception, water surplus, water scarcity, well, irrigation, hydro-power, river discharge, drought, reservoir
- 1.2 describe global patterns of fresh water distribution, identifying and locating areas of water surplus and areas of water scarcity
- 1.3 construct a diagram to show the features of the hydrological cycle and explain how water moves through this cycle; describe the distribution of water resources within this cycle

Outcome 2: Students will be able to describe the factors and processes that affect the global distribution of water resources

Students will be able to:

- 2.1 explain the natural factors causing some parts of the world to have a surplus of fresh water, while others have a scarcity:
 - location (latitude and longitude) and how it affects the types of rainfall experienced
 - temperature
 - seasonal variations in precipitation
 - relief
 - type of rock
 - amount of vegetative cover
 - (other factors at the discretion of the teacher)

Outcome 3: Students will be able to describe and explain how fresh water resources are used, and the effects of this utilization on people and their environment

Students will be able to:

- 3.1 explain how people's perception of water as a resource varies from place to place, culture to culture and time to time: for example, for inhabitants of Nauru, water is a precious resource that has to be imported from overseas, while people living in villages in the wet zone of Viti Levu take water for granted and do not worry about leaking taps; in developed countries such as USA, people think nothing of using vast quantities of water for washing cars, irrigating lawns, automatic dish-washing machines, etc., while in less developed countries such as Niger, people walk many kilometers every day in order to collect just one bucket of water.
- 3.2 describe, with the aid of case studies, how water can be used for a variety of purposes - agriculture, domestic and municipal uses (cooking, drinking, washing, sanitation), manufacturing industry, power supplies, recreation, transportation.
- 3.3 explain and give examples of the positive and negative effects of different forms of water use:

Use	Positive effects	Negative effects
Agriculture	<ul style="list-style-type: none"> improved agricultural productivity through irrigation (economic effect) 	<ul style="list-style-type: none"> irrigation leads to loss of agricultural land through waterlogging and salinity (environmental and economic effects) disputes between countries that share water resources (political effect)
Manufacturing industry	<ul style="list-style-type: none"> water is a key input for many industries - as a raw material and for cleaning, etc. (economic effect) 	<ul style="list-style-type: none"> water pollution (environmental effect)
Domestic/ Municipal	<ul style="list-style-type: none"> water is essential for cooking, washing, drinking, sanitation, religious purposes, etc. (social effect) improved health (social effect) 	<ul style="list-style-type: none"> water-borne diseases, e.g. malaria, typhoid, cholera, beriberi (social effect)
Power supplies	<ul style="list-style-type: none"> hydro-electric power (economic effect) steam power (economic effect) 	<ul style="list-style-type: none"> creation of large dams brings many problems, e.g. interruption of river flow, silting (environmental effect) pollution of rivers by hot water from power stations (environmental effect)
Recreation	<ul style="list-style-type: none"> water sports on inland lakes and rivers (social effect) 	<ul style="list-style-type: none"> pollution (environmental effect)
Transportation	<ul style="list-style-type: none"> shipping is the cheapest way to carry bulky goods (economic effect) 	<ul style="list-style-type: none"> pollution (environmental effect)

Outcome 4: Students will be able to discuss and evaluate the planning and management of water resources

Students will be able to:

- 4.1 identify and give examples of how water resources are being managed in areas of water scarcity and water surplus:
 - multi-purpose river basin projects
 - dam projects (large dams and micro-hydro projects)
 - water desalination plants, e.g. Saudi Arabia, Nauru
 - domestic water conservation - use of composting toilets, showers with low water consumption, etc.
 - drip and trickle irrigation systems to conserve water, e.g. in Israel, Australia
 - water rationing, and restriction of water use through metering
 - reforestation projects to reduce evaporation
 - construction of water storage tanks
 - recycling of waste water, e.g. recycling sewage water in Japan, Australia and Fiji
 - drainage canals in areas of water surplus, e.g. south-east Viti Levu
 - building dams on rivers in areas of water surplus, e.g. Amazon Basin
 - (other examples at the discretion of the teacher)

- 4.2 evaluate the effectiveness of the different strategies used for managing fresh water resources, using at least one case study from an area of water scarcity

SECTION C: CONSEQUENCES OF POPULATION GROWTH

Population growth is a key issue affecting humanity. It will have a major impact upon the future lives of all students. It is therefore important for students to understand the causes and consequences of population change, to identify the relative importance of various factors that influence decision-makers, and to evaluate plans to manage population change.

OUTCOMES

Outcome 1: Students will be able to describe the distribution of world population and the nature of population growth

Students will be able to:

- 1.1 define and give examples of key terms:
 - *population distribution, population density, birth rate, death rate, fertility rate, infant mortality, rate of natural increase, life expectancy, doubling time, age and sex composition, dependency ratio, population pyramid, youthful population, working age/economically active, old age, zero population growth, ageing population, optimum population, over-population, under-population, demographic transition model, population explosion*
 - *migration, source, destination, out-migration/emigration, in-migration/immigration, net migration, rural depopulation, rural-urban, rural-urban drift, push and pull factors, internal migration, international migration*
- 1.2 explain that population change is the result of two main factors - natural increase (births minus deaths) and net migration (in-migration minus out-migration); use appropriate mathematical formulae to show that population change can be expressed in numbers or as rates (e.g. rate of natural increase); state that the rate of population growth consists of the rate of natural increase plus rate of net migration.
- 1.3 construct and interpret the demographic transition model, which shows changes in population growth over time
- 1.4 identify and describe patterns of world population distribution and density, using maps; distinguish between areas of high, moderate and sparse population density.
- 1.5 compare and contrast patterns of population growth between more developed/ industrialized countries or regions where growth is slow or negative, and less developed countries or regions where there is rapid growth; identify patterns of growth in the Pacific; relate growth to the stage of the demographic transition model that has been reached and to patterns of international migration

Outcome 2: Students will be able to analyse and explain the factors that influence population distribution and population change

- 2.1 describe, explain and give actual examples of the factors that influence population distribution and density - physical factors (climate, relief, soil); economic factors (type of economic activity - agriculture, industry, tertiary

occupations); social/cultural factors (e.g. land ownership, desire for security, influence of tradition); political factors (e.g. civil and international conflicts, transfer of people from densely populated areas to sparsely populated areas)

- 2.2 describe, explain and give actual examples of factors that influence population growth - physical factors (e.g. natural disasters), economic factors (e.g. level of industrialization, cost of living), social/cultural factors (e.g. tradition, religion, education, changing role of women, changes in marriage age, improvements in health care, impact of diseases such as HIV/AIDS), political factors (e.g. war, population policies)

Outcome 3: Students will be able to describe and explain the effects of population change on people and their environment

Students will be able to:

- 3.1 describe and explain the consequences of population growth, both positive and negative:
- environmental effects - deforestation, land degradation, desertification, pollution of air, sea and land, global warming, reduced land space, extinction of species, pressure on natural resources such as water, minerals, soil, etc.
 - increased demand for food - crops, animals, fish, etc.
 - social effects - changing demands for health, education and welfare services, as related to changing age structures and dependency ratios, etc.
 - political effects - conflicts over land, introduction of government policies regarding family size and migration, etc.

Outcome 4: Students will be able to discuss and evaluate the planned responses to population change and their implications

Students will be able to:

- 4.1 discuss and give examples of strategies for planning and managing population change and its effects:
- In areas where the population growth rate is high:
 - government population policies (e.g. emigration from densely populated areas, policies regarding number of children)
 - voluntary family planning - use of contraceptives, sterilization, abortion, etc.
 - economic development to promote a higher standard of living
 - better education for women
 - awareness programmes by NGOs
 - better health care
 - In areas where the population growth rate is very low or negative:
 - immigration policies that encourage the arrival of international migrants to take up low-paid employment
 - government policies to encourage people to have more children
- 4.2 evaluate the effectiveness of the different strategies used for managing population growth, giving examples from at least one industrialized country and one less developed country

SECTION D: THE CHALLENGE OF URBANISATION AND URBAN ENVIRONMENTS

There has been an amazing growth of urban centres in the last 100 years, and today, more than 50% of the world's population lives in towns and cities. The level and rate of urbanization varies between the industrialized world and less developed regions, but the consequences for urban areas in both have been significant. Planning and management of urban areas is vital, as housing sanitation, and transport systems struggle to keep pace with growth. If cities continue to grow at current rates, the urban environment could become unsustainable.

OUTCOMES

Outcome 1: Students will be able to describe the nature and global patterns of urbanisation

Students will be able to:

- 1.1 define and give examples of the following key terms:
urbanization, urban population, urban growth, urban settlement, urban sprawl, megalopolis, millionaire city, conurbation, rural-urban migration, push and pull factors, urban zones, CBD, high-density residential, low-density residential, commercial zone, industrial zones, open spaces, rural-urban fringe, inner city areas, suburbs/suburban areas, slums, informal/squatter settlements, shanty towns, ghettos, urban planning, green belt, satellite towns, new towns, dormitory suburbs/towns, commuters, motorway, by-pass, ring road, multi-storey car park, multi-storey building/skyscraper, traffic congestion
- 1.2 describe and locate global patterns of urbanization - countries/areas with a high percentage of their populations living in urban centres (e.g. Australia, Western Europe) and countries/areas with low levels of urbanization (e.g. Solomons, Vanuatu, parts of Africa); state that towns and cities in less developed countries are growing at a much faster rate than those in developed/industrialized countries

Outcome 2: Students will be able to analyse and explain the factors and processes that produce urbanization

Students will be able to:

- 2.1 explain the processes that caused urbanization in industrialized countries (i.e. the establishment of manufacturing industries during the Industrial Revolution), and compare them with the processes that are operating in developing* countries today (lack of opportunities in the rural areas, and other push and pull factors)
* *developing countries are also known as (economically) less developed countries, "Third World" countries, the "majority world", etc.*

Outcome 3: Students will be able to describe and explain the effects of urban growth

Students will be able to:

- 3.1 describe and give examples of some of the effects of urban growth on the environment and people:
 - evolution of urban zones as a city grows - CBD, commercial zones, industrial zones, residential zones, informal housing, recreational zones, etc.
 - increase in size of the urban area (urban sprawl)
 - increase in urban problems - loss of agricultural land, crime, traffic congestion, traffic accidents, growth of slums and informal settlements, pollution, demand for water and other services, unemployment, etc., segregation of different cultural groups
 - development of different types of residential area, with different socio-economic characteristics and environmental qualities - high cost/low density residential, low cost/high density residential, shanty towns, etc.
 - concentration of the country's financial resources in its urban areas (e.g. in the Pacific island states)
 - (other examples at the discretion of the teacher)
- 3.2 analyse simple models of urban growth (concentric, sector and multiple-nuclei) and be able to illustrate them with reference to actual towns and cities

Outcome 4: Students will be able to discuss and evaluate the planned responses to urbanization and their implications

Students will be able to:

- 3.1 identify and give examples of urban planning and management, in order to minimize urban growth and its problems:
 - improvement of inner-city ghettos and slums (re-development with more high-rise housing and more open spaces)
 - improvement of areas of informal housing (provision of services, self-help schemes, etc.)
 - measures to reduce traffic congestion (motorways, freeways, ring roads, underground transport systems, multi-storey car parks) (e.g. London, Paris, Sydney)
 - creating clearly defined urban zones to separate residential areas from industrial zones, etc. (e.g. Singapore)
 - creation of green belts, satellite towns, dormitory suburbs
 - decentralization of urban functions to rural areas
 - government policies and awareness programmes to discourage rural-urban migration (e.g. Tuvalu)
 - strategies to reduce urban pollution (e.g. legislation regarding vehicle emissions in Tokyo)
 - (other examples at the discretion of the teacher)
- 3.2 evaluate the effectiveness of the different strategies used for managing urban areas, using one case study of a city in the industrialized world, and one case study of a city in the less developed world.

SECTION E: GEOGRAPHIC PERSPECTIVES ON TOURISM

Tourism is one of the fastest growing industries in the world. Many countries, especially those with small land areas and limited resources, see tourism as an important way of raising capital and creating development. However, tourism brings both benefits and disadvantages. How can tourism be managed to maximize the benefits for local people and their environments while minimizing the drawbacks?

OUTCOMES

Outcome 1: Students will be able to describe the nature and world distribution of tourism

Students will be able to:

- 1.1 define and give examples of key terms:
tourism, tourist flow, natural attractions, cultural attractions, origin/source, destination, infrastructures, tourist amenities, ecotourism, adventure tourism, backpackers, industry without chimneys, invisible export, seasonal fluctuations, seasonal employment, hotel, motel, resort, accommodation
- 1.2 analyse the distribution patterns of tourism, both on a world scale and in the South Pacific - principal countries of origin of international tourists, and principal destination countries/areas; point out that tourism is dominated by the industrial countries, with most tourism being between these countries; however, the number of tourists traveling to destinations in developing countries is increasing.

Outcome 2: Students will be able to analyse and explain the factors that influence the growth of tourism

Students will be able to:

- 2.1 explain the factors that are causing a growth or decline in tourism:
 - economic factors, e.g. income, paid holiday time, changes in currency exchange rates
 - political factors, e.g. government policies to focus on tourism and attract more tourists to the country, political unrest/conflict leading to decline of tourists, terrorism making people afraid to travel
 - social/cultural factors, e.g. advertising in the media, increased leisure time, greater awareness of cultural and natural attractions in the receiving country
 - physical factors, e.g. more efficient and accessible air travel, natural disasters

Outcome 3: Students will be able to describe and explain the effects of tourism on people and their environment

Students will be able to:

- 3.1 describe and give examples of the benefits (advantages) and drawbacks (disadvantages) brought to the receiving country by tourism:

	Benefits	Drawbacks
Economic	<ul style="list-style-type: none"> • employment • foreign currency • improvements to infrastructures • indirect benefits to farmers musicians, makers of artifacts 	<ul style="list-style-type: none"> • leakage of wealth back to industrialized countries • wealth may not be shared fairly among local people • employment may be seasonal only
Environmental	<ul style="list-style-type: none"> • creation of national parks and nature reserves 	<ul style="list-style-type: none"> • destruction of fragile ecosystems, e.g. reefs • littering • local people lose resources, e.g. fishing rights
Social and cultural	<ul style="list-style-type: none"> • friendships with people of other backgrounds • reviving of cultural traditions and practices 	<ul style="list-style-type: none"> • adoption of inappropriate codes of behaviour e.g. dress • drugs • spread of diseases • commercialization of traditional culture
Political	<ul style="list-style-type: none"> • closer ties between countries • governments see tourism as a significant money earner 	

3.2 justify an opinion as to whether tourism is a useful form of economic development for a country

Outcome 4: Students will be able to discuss and evaluate the planning and management of tourism

Students will be able to:

- 4.1 discuss and give examples of how tourism is being planned and managed:
- reducing leakage through local ownership of resorts and airlines, etc.
 - eco-tourism
 - encouraging more tourism through arts festivals
 - national tourism plans to ensure that the benefits of tourism reach all levels of the community
 - improving infrastructures
 - removal of restrictions on entry requirements for international tourists
 - awareness projects on the positive and negative impacts of tourism at the grass-roots level (e.g. Wan Smol Bag theatre group in Vanuatu)
 - promotion of tourism in overseas markets through cultural groups
 - (other examples at the discretion of the teacher)
- 4.2 evaluate the effectiveness of different strategies for managing tourism, so that its benefits are maximized and its drawbacks minimized.

ASSESSMENT

Students will be assessed in two ways:

WRITTEN EXAMINATION (70% OF TOTAL MARKS)

There will be a three-hour examination, including reading time, that tests Sections A, B, C, D and E, with equal weighting given to each.

Within each Section, questions will ask students to:

1. describe the nature and distribution of the issue
2. explain factors that contribute to its development
3. describe and explain the effects of the issue on people and their environment
4. discuss responses to issues and evaluate their effectiveness

Questions will assess the candidate's ability to:

- apply the main geographic ideas appropriate to the course
- use thinking and practical skills as outlined in the prescription (pages 4-5)
- use case studies and actual examples to illustrate the four learning outcomes 1 to 4 given above

The examination will make use of a variety of resources such as a topographic map, other maps, graphs, photographs, statistical tables, diagrams, models, cartoons, written reports, newspaper items, quotations and statements.

Questions will be in the form of short answers, paragraphs and essays. Multiple choice items may be included.

INTERNAL ASSESSMENT (30% OF TOTAL MARKS)

There will be two tasks:

1. A practical exercise that is based upon the manipulation of statistical data - analyzing, synthesizing, transforming the data into map and graphical form, etc. (10% of total marks)
2. An original fieldwork investigation that involves the collection, processing and presentation of data collected outside the classroom, possibly supported by secondary data obtained from books, maps, the internet, etc. (20% of total marks)

Practical Exercise

- The emphasis is on analysis and representation of data. Approximately 6-8 hours of class time should be given to this task. Students may also work on the task in their own time.
- One practical exercise is to be undertaken. It will be marked out of 20, but will represent 10% of total marks for the whole course (examination plus IA).
- The teacher is responsible for developing his or her own practical exercise from any one of the five topics. In order to reduce plagiarism, a different practical task should be set each year.

- The practical exercise should normally be based on outcomes 1,2 and/or 3 for each topic, i.e. the nature and distribution of the issue, and factors involved.
- The practical exercise should be skills-based. It should involve practical skills such as the construction and interpretation of maps, graphs, photos and statistical tables, and thinking skills such as understanding, application, analysis, synthesis and evaluation.
- The practical exercise can focus on any one, or all, of these different scales - local, national, regional and global
- It should be presented as a structured work sheet rather than as a broad question.
- The exercise should be marked according to the given criteria (see Appendix 2). The marking criteria should be made available to the students.
- A copy of the exercise, student instructions, data provided and marking criteria should be provided to SPBEA.

Fieldwork Investigation

- This will be an investigation of an issue based largely on primary data collected in the field. The focus is on the small scale, with the teacher selecting an issue, organising the fieldwork and providing the necessary resources. All students should study the same issue. Emphasis must be placed on the actual process of collecting and processing the data by the students themselves.
- One fieldwork report should be undertaken. It will be marked out of 40 and will account for 20% of total course marks (examination plus IA)
- Approximately 12-14 hours of class time should be allocated to this task, together with a substantial amount of out-of-class time.
- The focus should be on the small scale, with data being collected from the local area.
- Once the required data has been collected, students should collate the data into manageable form and process it themselves, although guidance by the teacher is acceptable. Additional secondary sources may be made available as appropriate.
- Students should analyse and present data collected in the field to address the aims of the enquiry
- The report should have a text length of 1500-2000 words and be illustrated by relevant geographical illustrations (maps, graphs, field sketches, photographs and diagrams)
- The report should contain the following elements:
 - identification of the issue
 - brief outline of the location of the study area and its geographic characteristics
 - description, discussion and evaluation of data collection methods and processes

- description, analysis and explanation of data
 - conclusions and recommendations
 - a logical presentation, including a list of contents and proper referencing
 - use of a range of geographic illustrations (maps, graphs, etc.), presented according to BOLTSSNA and BALTSSNA and integrated into the text
 - use of key geographic ideas (e.g. location, distribution, change over time, interaction....)
- The teacher should use group work to collect and/or process the primary information collected. The contribution of individuals to group work tasks should be carefully monitored
 - The exercise should be marked according to the given criteria (see Appendix 4). The marking criteria should be made available to the students.

EXAMPLES OF SUITABLE ISSUES FOR INVESTIGATION

These topics are included to guide teachers in their selection of suitable issues. Teachers are free to adapt these ideas to suit their own local conditions. It is suggested that the issue chosen for fieldwork investigation comes from a different topic to the one chosen for the practical exercise.

- Positive and negative effects of tropical cyclones in north-west Upolu, Samoa
- Nature and impacts of Yasur volcano, Tanna, Vanuatu
- Management of water resources in the Pangai area, Ha'apai island, Tonga
- Problems of water supply in South Tarawa, Kiribati
- Consequences of population growth on Vaitupu island, Tuvalu
- Effects of population growth on people and the environment in Matalikufisi village, Tongatapu, Tonga
- Factors affecting the distribution of population and population change in rural Western Efate, Vanuatu
- Deforestation in Savaii, Samoa - nature and effects
- Urban planning in Luganville, Vanuatu
- Nature and impact of industrial development in Honiara
- Factors causing the growth of informal settlements on Funafuti, Tuvalu
- Nature and effectiveness of the waste disposal system in Apia, Samoa
- Factors hindering the growth of the tourist industry in Funafuti, Tuvalu
- Traffic congestion in Nuku'alofa, Tonga
- Nature and impact of rural-urban migration in Vaimauga district, Apia, Samoa
- Nature and effectiveness of tourism development in northern Savaii, Samoa
- Management of tourism on Vava'u or Eua island, Tonga
- Benefits and drawbacks of Bokissa Island Resort, Vanuatu
- Impact of new infrastructures on tourism development in Erakor village, Efate, Vanuatu.

ADVISORY SECTION

EXPLANATION OF KEY GEOGRAPHIC IDEAS

Location means the position of something. It can refer to its site (characteristics of the land where it is found) and its situation (where it is in relation to other settlements, features, transport routes, latitude and longitude, etc.) Usually, geographers use distance and direction to locate features that interest them: for example, Vanuatu is approximately 2,500 km west of Samoa. Maps are the most appropriate tool for showing location.

Distribution refers to the arrangement or spread of people and things over an area, space or period of time. For example, in describing the distribution of population in Australia, we can say that most people live along the eastern and southern coasts.

Scale is the ratio between the size of something on the ground and its size on a map. It is a measurement of distance and area. Regions can be on a small scale (e.g. the school area, town, village, island), or on a medium scale (a country, a group of countries), or on a large scale (continents, oceans, the world)

Association means the way that one kind of feature is often found in the same location as another kind of feature. For example, earthquakes are found along plate boundaries, productive farmland is found on fertile soils, and densely populated areas are usually found in association with alluvial lowlands.

Interaction refers to the way that elements of the natural and cultural environment affect each other. For example, high mountains cause onshore winds to rise up and produce orographic rainfall.

Movement means the way that people or things change their location. For example, migration is the movement of people from one place to another, and wind is the movement of air from an area of high atmospheric pressure to an area of low atmospheric pressure

Change over time is how things change from one moment or period to another. For example, the world population was 2.5 billion in 1950; in 2005, it has reached 6.5 billion.

Patterns refers to the way that things repeat themselves in space or over time. For example, there are areas of desert on the western sides of all major continents between latitudes 5 to 30 degrees north and south of the equator; tropical cyclones develop over the oceans between latitudes 5 to 15 degrees north and south of the equator; dry zones (rain shadow areas) are found in the north-west of nearly all large island in the South Pacific; most tourists to the South Pacific islands visit between May and October each year, when it is cooler.

Processes are sequences of related actions that have effects on the environment. For example, cyclonic processes involve heating of the ocean to over 27 degrees, warm air rising, low pressure forming, air rushing in, etc. in that order. Urbanisation is the process whereby people move into cities, so causing them to expand in population and in area.

EXPLANATION OF COMMON TERMS USED IN EXAMINATION QUESTIONS

- Analyse:** to examine something methodically and in detail in order to find its meaning; identify component parts and be able to explain relationships and interactions between these parts.
- Discuss:** to explain an issue that can be approached from two or more points of view, pointing out advantages and disadvantages, or arguments for and against.
- Evaluate:** to make a judgement about something or assess its usefulness or give an opinion, giving reasoned arguments or evidence to support your view.
- Compare and contrast:** “compare” means to point out the similarities between two things or processes; “contrast” means to point out the differences between them.
- Describe:** to write about the features of something in some detail.
- Explain:** to give reasons why something takes place.
- Identify:** to name the main feature/s or process/es being considered.
- Interpret:** to express the meaning of an illustration or resource in simpler language.
- Synthesis:** to make a generalization about a number of features or processes; to look for patterns and trends; to create a hypothesis or an idea to explain something
- Infer:** to make a deduction from observed facts or statements about what may happen next, or possible consequences.
- Local scale:** the area immediately around you that you know at first hand - your school, village, town or island
- National scale:** your country/nation state, or the entire area within your country's national boundary.
- Regional scale:** the area occupied by a group of countries, or part of an ocean
- Global scale:** the whole earth
- Region:** an area that can be identified by one or more common characteristics; it can be on a small scale, such as the Honiara region; or it can be on a medium scale, such as the South West Pacific, Sub-Saharan Africa.

LIST OF SUGGESTED TEACHING AND LEARNING RESOURCES

It is important that teachers and students use textbooks and resources that are up-to-date. There is no one single textbook at present that can cover all the knowledge, skills and attitudes contained in the PSSC Geography course. Consequently, teachers will have to make use of a number of existing texts, magazine and newspaper articles, CD ROMs, video cassettes, web-sites and other resources, and will often need to create their own worksheets and study guides for their students.

The following is a tentative list of texts and materials that can be useful for different sections of the course:

For student (S) or teacher (T) reference	Resource	Hazards	Water	Population	Urbanisation	Tourism	Other
S,T	Waugh D., <u>The Wider World</u> (latest edition), Thomas Nelson, (most recent date) ISBN 0-17-434309-4	√	√	√	√	√	
T	Bishop V. & Prosser R., <u>Water Resources: Process and Management</u> , 2 nd edition, Collins, 2001, ISBN 0-00-711439-X		√				
S,T	Ministry of Education, Sports and Culture, Samoa, <u>Year 13 Geography</u> , Government of Samoa, 2004 ISBN 982-517-079-4	√	√			√	Field-work
S, T	Dolan C. & Ross S., <u>Hazard Geography</u> , 2 nd edition Longman Cheshire, 1989	√					
T	Hensman J.M., Franklin J. & Mear M., <u>Urban Settlements</u> , New House Publishers, 2003			√	√		
T	Hensman J.M., Brockelsby, L., Hensman J.R., <u>Natural Hazards</u> , New House Publishers	√					
T	Bond S., <u>Skills: Social Sciences</u> , New House Publishers, 1997						Skills
T	Broad A. & Carter R., <u>Form 5 Geography Study Guide</u> , 2 nd edition	√	√	√		√	
T	Waugh D. & Bushell T., <u>Key Geography Foundation</u>		√				
T	NZ Ministry of Education, <u>G6, Skills in Geography, Forms 5-7</u>						Skills
S,T	Jacaranda, <u>Jacaranda Atlas</u> , 5 th edition, Jacaranda Press, 2000						Atlas
S,T	Chris Chittenden, <u>Macmillan New Zealand World Atlas</u> , Macmillan						Atlas
T	Bindon H. & Williams H., <u>Geography Research Projects: A senior student's handbook</u> , Edward Arnold (Australia), 1988						Field-work Skills
T	Population Reference Bureau, <u>World Population Data Sheet</u> , 2004			√			
T	Camm E., Camm J. & Irwin P., <u>Resources, Settlement, Livelihood: Perspectives on a Changing World</u> , Longman Cheshire, 1989		√		√		
T	Classroom Video, <u>The Hydrological Cycle</u>		√				
T	Classroom Video, <u>Volcanoes</u>	√					
T	Classroom Video, <u>Mexico City</u>				√		

Useful web-sites

www.waikato.ac.nz/wfass/subjects/geography/nzgs/geog2.htm (NZ Journal of Geography)

www.geography.org.uk (UK Geographical Association)

www.agta.asn.au (Australian Geography Teachers Association)

CONVENTIONS

Presentation of the fieldwork investigation

Teachers and students are free to use their own format for writing up their report on the fieldwork investigation. However, the report should contain the following elements:

- a cover page, showing the title, author, school
- a table of contents
- page numbers
- a list of abbreviations used
- section headings
- a bibliography, together with in-text referencing/footnotes/end-notes

The report can be hand-written or word-processed. A list of illustrations/graphics, including page numbers, may also be included.

Referencing

The bibliography should include details of all sources, including books, magazines, articles, web-sites, people and maps consulted. It must be presented according to a consistent and acceptable style (either as given below or in accordance with the Harvard system, USP system, etc.). Specific quotations and references can be shown using in-text referencing, footnotes or endnotes. All references must be included in the bibliography at the end of the report.

Books: the information is presented in the following order:

- author's surname, then initials; or name of organization
- title (underlined, or written in italics)
- edition (if applicable)
- publisher
- date of publication

Newspaper articles: the information is presented in the following order:

- author
- title of article (in inverted commas)
- title of newspaper (underlined, or in italics)
- date

Journal articles: the information is presented in the following order:

- author
- title of article (in inverted commas)
- title of newspaper (underlined, or in italics)
- date

Interviews: information is presented in the following order:

- name of person interviewed
- title of person, if applicable
- date of interview

Fieldwork survey: information is presented in the following order:

- name of the survey
- location of the survey
- date of the survey

Maps: information is presented in the following order:

- name of map
- scale (if relevant)
- publisher

Integration of geographic illustrations into the text

All geographic illustrations should be referred to in the text. An appropriate style is to say “Fig. 1, page 1, shows that”, or “As can be seen in Fig. 2, page 3,”.

All illustrations, whether they are diagrams, graphs or maps, should be numbered consecutively, as Figure (or Fig.) 1, Figure 2, Figure 3, etc.

All these Fig. numbers should be referred to in the text.

Conventions for maps

Maps should be presented following the convention of BOLTSSNA:

- B Border, which encompasses everything relevant to the map - title, north arrow, legend, scale, source.
- O Orientation, or north arrow
- L Legend or key
- T Title
- S Scale (shown as a statement, RF or linear scale, or all of these methods)
- S Source
- N Neatness
- A Accuracy, including correct representation of the data, use of appropriate colours, symbols, etc.

Conventions for graphs

Graphs should be presented following the conventions of BALTSSNA:

- B Border, which encompasses everything relevant to the map - title, north arrow, legend, scale, source.
- A Axis, which must be labeled, and show graduation marks; in the case of pie charts, sector percentages should be indicated
- L Legend or key
- T Title
- S Scale (as used on the axes of line graphs and bar graphs; for pie charts, a scale does not have to be shown)
- S Source
- N Neatness
- A Accuracy, including correct representation of the data, use of appropriate colours, symbols, etc.; for pie charts, the largest segment starts at 0 degrees, with other segments shown in clockwise order until the smallest segments are reached.

SAMPLE TEACHING AND ASSESSMENT PROGRAMME

This is a suggested teaching programme showing the time that needs to be spent on different learning outcomes - on which teachers can base their schemes of work. The programme allows for spare weeks for term holidays, time out, revision, exams, etc. It is only a guide, since countries and schools in the region have a variety of term times. In this sample programme, the teacher decided to do the Practical Exercise on Section A, and the Fieldwork Investigation on Section C. If the IA tasks are set on other topics, they can be done at different times within the year.

Term	Week	Section of prescription	Topic	Work to be covered		
1	1	A	Natural hazards	Introduction to natural hazards Outcomes 1 to 4 for volcanoes and earthquakes		
	2					
	3					
	4					
	5			Outcomes 1 to 4 for tropical cyclones		
	6					
	7					
	8					
	9	B	Water resources	Practical exercise		
	10			Review of A and test		
	11			Outcome 1		
	12			Outcome 2		
	13			Outcome 3		
2	1	C	Population	Outcome 4		
	2			Outcome 4 / Review and test		
	3			Review of B and test		
	4			Outcome 1		
	5			Outcome 2		
	6			Outcome 3		
	7			Outcome 3		
	8			Outcome 4		
	9			Outcome 4 / Review and test		
	10			D	Urbanisation	Outcome 1
	11					Outcome 2
	12					Outcome 3
	13					Outcome 4
3	1	E	Tourism	Outcome 4 / Review and test		
	2			Fieldwork investigation		
	3			Fieldwork investigation		
	4			Outcome 1		
	5			Outcome 1		
	6			Outcome 2		
	7			Outcome 3		
	8			Outcome 4		
	9			Test on E		
	10			Revision		

SAMPLE PRACTICAL EXERCISE

1. Study Figure 1, which shows regions of the world that have a water deficiency, and Figure 2, which shows latitudinal variations in evaporation and precipitation. Then answer questions a and b below.
 - a. On an outline map of the world,
 - (i) shade all areas which have the greatest water deficiency and give them an appropriate name.
 - (ii) show the three latitudinal zones where precipitation is greater than evaporation.
 - b. Using the information in Figure 1 and 2,
 - (i) describe the global distribution of areas of serious water deficiency.
 - (ii) explain the pattern you have described in (i) above.

2. Study Figure 3, which shows changes in global water consumption since 1800.
 - a. Describe the main trends in water consumption as shown in Figure 3.
 - b. Suggest reasons for these trends.
 - c. Construct a pie chart to show the proportion of total water intake in 2000 that consisted of waste water.

3. Study Figure 4, which shows contrasts in water quantity and quality between two groups of countries in 1996.
 - a. Compare the two groups of countries in terms of their domestic water consumption and access to safe water.
 - b. Construct an appropriate graph to show these countries' access to safe water in 1996.
 - c. Does the information in Figure 1 help you to explain the data in Figure 4 or not? Give reasons to justify your answer.

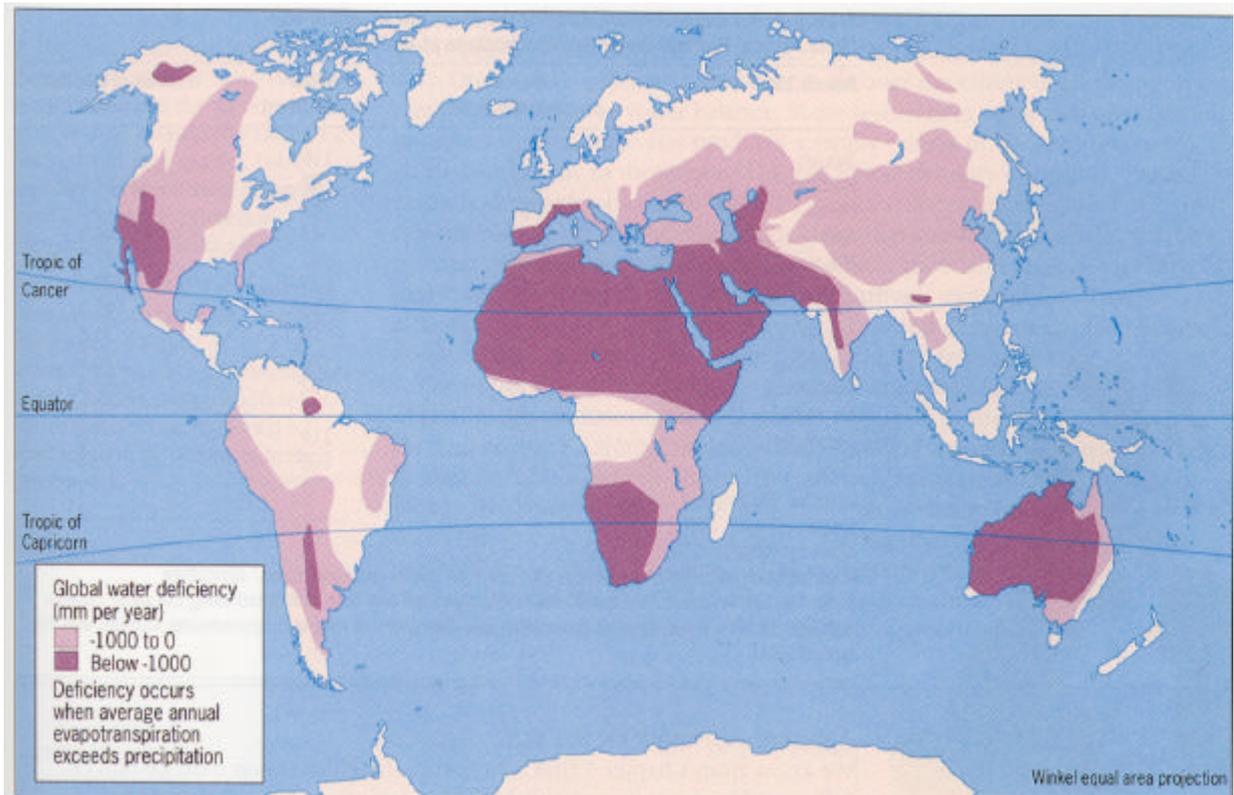


Figure 1

Figure 2 *Latitudinal variations in evaporation and precipitation*

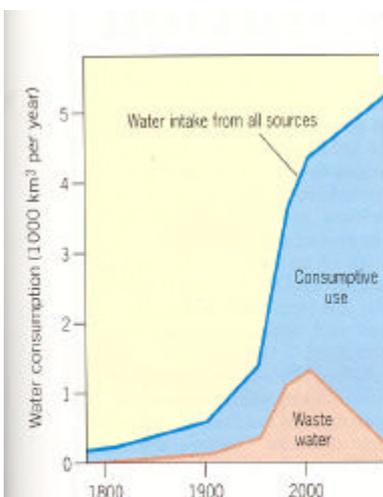
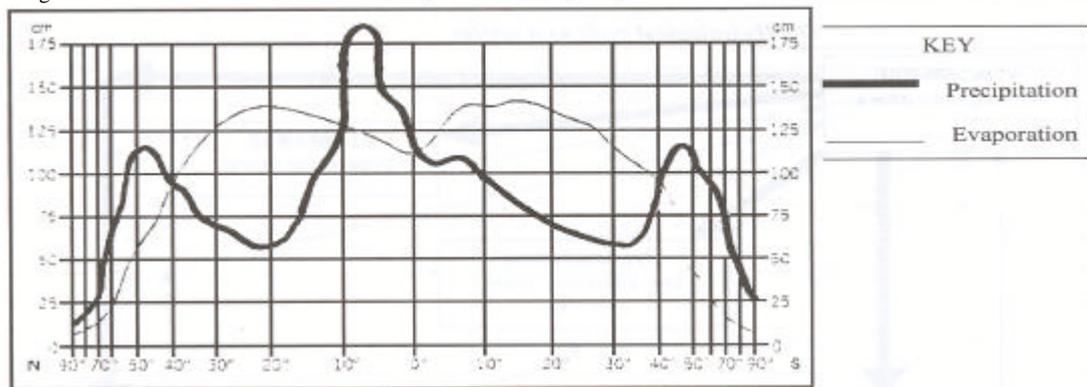


Figure 3 **Rise in consumptive and waste water usage**

Figure 4 **Contrasts in water quantity and quality, 1996 (Source: Newson, 1998)**

Top five	Domestic consumption (m ³ /person)	Access to safe water (% of population)
1 Australia	606	98
2 Kuwait	338	100
3 Canada	288	99
4 New Zealand	270	97
5 USA	246	98
Bottom five		
129 Burkina Faso	5	67
130 Mali	3	49
131 Guinea-Bissau	3	26
132 The Gambia	2	56
133 Haiti	2	41

APPENDIX 1

PSSC Internal Assessment Approval Summary Form

YEAR

GEOGRAPHY

Country _____ School _____

Timing Schedule

Task	Task Description	Start Date	End Date	Total Marks	Task Weighting
1. Practical Exercise				20	10%
2. Field Work Report				40	20%
TOTAL					30%

Are you using the approved IA programme from the previous year? YES NO

- If YES, you are required only to complete the form above and note any minor adjustments from the programme you used last year.
- If NO, you are required to complete a full IA Approval including providing assessment tasks/schedules, topics, etc. where necessary.

Note: Be specific about start and end dates (not just week 2, term 2 etc.)

Teacher:.....

Date:

(This form is sent out by SPBEA to all participating schools early each year. Teachers must complete the details as soon as possible, then return it to SPBEA.)

APPENDIX 2

MARKING SCHEME FOR PRACTICAL EXERCISE

1. Quality of maps and graphs

3 marks	Good	All conventions (BOLTSSNA and BALTSSNA) have been correctly followed on all maps, graphs and diagrams, and a range of different methods of data representation has been used.
2 marks	Adequate	Most conventions have been followed on maps and diagrams, and at least two different types of graph have been used.
1 mark	Limited	Very few graphs and maps are shown, and only some of the conventions have been followed.
0 marks	None	No graphs or maps produced.

2. Appropriateness of methods of data representation

2 marks	Good	All methods of data representation (maps, graphs, diagrams, etc.) are appropriate for the tasks set
1 mark	Adequate	One or some of the maps, graphs, diagrams, etc. is/are not appropriate for the tasks set
0 marks	None	None of the maps, graphs, diagrams, etc. are appropriate for the tasks set, OR there are no graphs or maps produced

3. Data description

3 marks	Good	All (or nearly all) distribution patterns and trends are correctly and fully described.
2 marks	Adequate	Some distribution patterns and trends are described, but not always in enough detail.
1 mark	Limited	Only a few patterns or trends are mentioned.
0 marks	None	No graphs or maps produced.

4. Data analysis and explanation

5-6 marks	Good	All data is fully analysed, with patterns, associations and interactions clearly identified and comprehensively explained, and good use of supporting data to back up all generalizations.
3-4 marks	Adequate	Sound analysis of data, with satisfactory explanations given.
1-2 marks	Limited	Only a few vague statements of analysis and explanation are made.
0 marks	None	No analysis or explanations.

5. Presentation

3 marks	Good	A clear statement of the aims of the practical exercise is given, and the report is well organized and presented, showing a clear and logical structure; all illustrations are integrated into the text and information sources are clearly cited.
2 marks	Adequate	Fair degree of organization and presentation shown, with the purpose of the exercise stated; some integration of illustration is done, and most information sources are cited.
1 mark	Limited	Somewhat disorganized and inadequately presented; little integration of illustrations or citing of information sources.
0 marks	None	Very disorganized and poorly presented.

6. Student effort, initiative and punctuality

3 marks	Good	Student has done all or nearly all the work by himself/herself, and submits the report on or before the deadline date *
2 marks	Adequate	Student has done all or nearly all the work by himself/herself, but is 1 to 6 days late in submitting the report
1 mark	Limited	Student has had help from the teacher in doing the task, but is 1 to 6 days late in submitting the report
0 marks	None	Student is over one week late in submitting the report, without good reason

* *It is suggested that the teacher negotiates the deadline date with his or her students*

APPENDIX 3

INDIVIDUAL MARK SHEET FOR PRACTICAL EXERCISE

Instructions

- A copy of this sheet, together with a full copy of student instruction and teacher mark scheme, must be placed inside the front page of each student's work.
- The nature of this activity is the student ability to handle data representation, description and analysis of data provided by the teacher. It is not a research activity.
- Part, or all, of the focus should be at the global scale. The task may also involve the handling of data at the regional, national or local scales.
- This activity should be based on a different course topic to that covered in the Fieldwork Investigation task.
- Section B below must be completed by the class teacher.

Section A

Name of student: _____

School: _____

Country: _____

Focus of the Exercise: _____

Section B Assessment (Class teacher)

* Half marks must not be used.

Criterion	Mark Allocated		You may wish to comment on aspects of the student's work that led to your assessment of good, adequate, limited.
	Max. possible	Actual	
1	3		
2	2		
3	3		
4	6		
5	3		
6	3		
TOTAL	20		

APPENDIX 4

MARKING SCHEME FOR FIELDWORK INVESTIGATION

1. Identification of the issue and description of location of field study area and its geographic characteristics

3 marks	Good	The purpose of the field study is well stated, the location of the study area is comprehensively delineated with the aid of a map or maps, and the area's geographic characteristics are clearly defined.
2 marks	Adequate	The purpose and location of the study are defined, with a supporting map, and there is some information on the area's geographic characteristics; however, detail may be lacking.
1 mark	Limited	The purpose and the location of the field study are poorly stated (or one of the two is missing), and there is little or no information on the area's geographic characteristics.
0 marks	None	There is no attempt to "set the scene"

2. Description and explanation of the methods of data collection

3 marks	Good	Data collection methods are fully described, the reasons for their use are outlined, and problems encountered during data collection are mentioned.
2 marks	Adequate	Data collection methods are described, and mention is made of some of the problems encountered in collecting the data.
1 mark	Limited	Data collection methods are briefly described or listed
0 marks	None	No mention is made of the methods of data collection

3. Accuracy, depth and relevance of data collected

3 marks	Good	A considerable amount of data has been collected from a number of sources; the data is valid, accurate and highly relevant to the issue being studied.
2 marks	Adequate	A reasonable amount of data has been collected and most of it is fairly accurate and relevant.
1 mark	Limited	Not a lot of data has been outlined, and much of it is either vague, inaccurate or irrelevant to the issue being studied.
0 marks	None	Valid data is entirely lacking.

4. Description, analysis and explanation of data

5-6 marks	Good	Most patterns and trends are correctly and fully described, with associations and interactions clearly identified, and clear, reasoned and sensible explanations being offered; good use of supporting data to back up all generalizations.
4-5 marks	Adequate	Some patterns, trends and associations are identified and described, and reasonable explanations are offered. Reasonable use of supporting data to back up generalizations.
1-2 marks	Limited	Only a few basic patterns or trends are mentioned, and explanations are mostly inadequate or vague. Limited use of supporting data to back up generalizations.
0 marks	None	No description, analysis or explanation is attempted.

5. Use of key geographic ideas

3 marks	Good	The student shows clear understanding, use and application of four or more key geographic ideas (location, distribution, scale, association, interaction, movement and change over time*).
2 marks	Adequate	Some understanding of three or more key geographic ideas (or a clear understanding and application of two) is demonstrated.
1 mark	Limited	Some understanding of one key geographic ideas is demonstrated.
0 marks	None	There is no evidence that any of the key geographic ideas have been understood

* The selection of geographic ideas will depend on the nature of the issue being investigated.

6. Use of geographic illustrations

3 marks	Good	A range of appropriate geographic illustrations has been used, with some original touches shown, all conventions (BOLTSSNA and BALTSSNA) have been correctly followed on all maps, graphs and diagrams; all illustrations are integrated into the text.
2 marks	Adequate	Most of the illustrations are appropriate, and most conventions have been followed on maps, graphs and diagrams; some integration of illustrations is done.
1 mark	Limited	Very few geographic illustrations have been used, and only some of the conventions have been followed; little or no integration of illustrations has been attempted.
0 marks	None	No illustrations been used.

7. Conclusions

3 marks	Good	The student draws valid conclusions about the issue, with excellent links being made to material presented in the body of the report
2 marks	Adequate	A few conclusions are drawn, and some reference is made to material presented in the body of the report.
1 mark	Limited	Conclusions are short and generalized.
0 marks	None	Conclusions are lacking

8. Recommendations

3 marks	Good	The student gives a number of sensible recommendations for future courses of action to be taken, or for solutions to the problem/issue.
2 marks	Adequate	The student makes one or two valid recommendations for future courses of action to be taken, or for solutions to the problem/issue
1 mark	Limited	Recommendations are vague
0 marks	None	Recommendations are lacking

9. Presentation of the report

3 marks	Good	The field work report is well organized and presented, showing a clear and logical structure and written in reasonably clear and correct English. There is a proper list of contents and pages are numbered.
2 marks	Adequate	Fair degree of organization and presentation shown, but English language is not always clear. There is a list of contents.
1 mark	Limited	Rather disorganized and inadequately presented.
0 marks	None	Very disorganized, untidy, incomplete and poorly presented.

10. Referencing

2 marks	Good	All primary and secondary information sources are clearly and accurately acknowledged, in a consistent manner, through in-text referencing or footnotes, together with a comprehensive bibliography
1 mark	Adequate	Most information sources are acknowledged, in a reasonably consistent manner.
0 marks	Limited	Some information sources are acknowledged, but consistency may be lacking.

11. Punctuality, initiative and effort

3 marks	Good	The student has done all or nearly all the work by himself/herself, and submits the report on or before the deadline date *
2 marks	Adequate	The student has done all or nearly all the work by himself/herself, but is 1 to 6 days late in submitting the report
1 mark	Limited	The student has had help from the teacher in doing the task, but is 1 to 6 days late in submitting the report
0 marks	None	The student is over one week late in submitting the report, without good reason

* It is suggested that the teacher negotiates the deadline date with his or her students

12. Contribution to group work in the collection and processing of data

2 marks	Good	The student contributes effectively to group tasks, accepts responsibility, initiates and facilitates
1 mark	Adequate	Makes some contribution to group tasks
0 marks	None	Does not contribute to group tasks

13. Evaluation

3 marks	Good	Shows a good understanding of the limitations of the investigation carried out, including methods of data collection, and makes suggestions for improving the methodology or for further research work
2 marks	Adequate	Some limitations of the investigation are described, with at least one suggestion for improving the methodology or for further research
1 mark	Limited	Mentions at least one limitation of the research work, but detail is lacking
0 marks	None	Does not address the limitations of the research carried out

APPENDIX 5

MARK SHEET FOR FIELDWORK INVESTIGATION

Instructions

- A copy of this sheet, together with a full copy of student instructions and teacher's mark scheme, must be placed inside the front page of each student's report.
- The nature of this activity is the investigation of an issue at the local scale based on fieldwork data.
- This report should be based on a different course topic from that covered in the Practical Exercise.
- Section B below must be completed by the class teacher.

Section A

Name of student: _____

School: _____

Country: _____

Name of local area being investigated: _____

Section B Assessment (Class teacher)

** Half marks must not be used.*

Criteria	Mark Allocated		You may wish to comment on aspects of the student's work that led to your assessment of good, adequate, limited.
	Max. possible	Actual	
1	3		
2	3		
3	3		
4	6		
5	3		
6	3		
7	3		
8	3		
9	3		
10	3		
11	3		
12	2		
13	2		
TOTAL	40		

