



**COME COVER TO CSEC Syllabus Geography 2007-2015**

**CARIBBEAN  
EXAMINATIONS  
COUNCIL**

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**CARIBBEAN EXAMINATIONS COUNCIL**

**Caribbean Secondary Education Certificate  
CSEC<sup>®</sup>**

**GEOGRAPHY  
SYLLABUS**

**Effective for examinations from May/June 2007**

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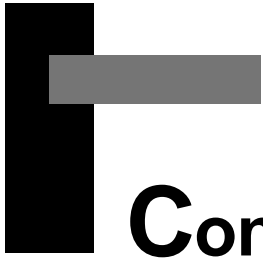
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**The Geography Syllabus (CXC 02/0/SYLL 98) was revised in 2005 for first examinations in 2007.**

**Teaching is expected to commence on the revised syllabus in September 2005.**

**The amendments to the syllabus are indicated by italics.**

**Please check the website, [www.cxc.org](http://www.cxc.org) for updates on CXC's syllabuses.**



# Geography Syllabus

## ◆ RATIONALE

Geography is concerned with spatial expression, human and natural systems and the interrelationships between them. It facilitates an understanding of both the issues emerging from human exploitation of natural resources and how natural resources may be managed to assure sustainability. It contributes to an awareness and understanding of the natural environment and fosters an appreciation of its sustainability. It also encourages the development of a sense of responsibility in using and conserving the natural resources of the planet.

Spatial expression and map reading skills are essential to a study of the subject. These skills enable an individual to operate better in space by being able to establish a location and an orientation whether inside a town or a rural area, or on a mountainside and to be able to read the landscape as well as assess the forces which have shaped them.

The study of Geography, therefore, prepares an individual not only for a career in fields such as environment planning and management, international relations and geographical information systems, but also helps to develop skills that contribute to more meaningful and enjoyable travel and related leisure activities.

The CSEC Geography syllabus, though not limited to a study of the Caribbean, focuses on areas of study that are particularly relevant to Caribbean students. The syllabus utilizes Field Studies to concretize the link between the subject matter of Geography and the methods of investigation associated with it. Students have an opportunity to observe, experience, reflect on, and draw conclusions about the intricate inter-dependence and inter-relationships that comprise the human and natural systems.

A student completing the CSEC Geography syllabus should be able to make informed and rational decisions and act responsibly with respect to the human and natural systems.

## ◆ AIMS

The syllabus aims to:

1. develop an understanding of geographical phenomena;
2. stimulate interest in the nature of Natural and Human Systems and their interaction;
3. promote an understanding of the processes at work in Natural and Human Systems;
4. develop an understanding of the interrelationships between the natural and the human environment;

5. *foster an awareness of the need for the sustainable use of our resources;*
6. *develop practical skills to enhance geographical knowledge; and*
7. *promote knowledge and understanding of geography at the local, regional and global scales.*

## ◆ GENERAL OBJECTIVES

*On completion of this syllabus, students should:*

1. *understand geomorphic, atmospheric and biotic processes;*
2. *acquire appropriate skills and techniques used in geography;*
3. *appreciate the forces affecting the spatial development and distribution of human population;*
4. *demonstrate knowledge of the types, functions and growth of human settlements;*
5. *develop an awareness and understanding of factors influencing patterns and changes in economic activity;*
6. *appreciate the relationship between the natural and human systems.*

## ◆ ORGANISATION OF THE SYLLABUS

*The syllabus is organised under four main sections:*

Section I	-	Map Reading and Field Study;
Section II	-	Natural Systems;
Section III	-	Human Systems;
Section IV	-	Human-Environment Systems.

## ◆ APPROACHES TO TEACHING THE SYLLABUS

*The syllabus encourages the application of a System's Approach for the delivery of the material. This Approach is grounded in the holistic perspectives on the nature of human interaction with their environment. Further, this approach strives to develop the analytical capacity of candidates. It implies that topics do not have to be taught in a chronological manner nor as discrete elements and offers the flexibility for issues to be addressed across thematic areas.*

*The System's Approach allows the inclusion of all the factors involved in a particular topic, and examines their interrelationships and how they work as a whole. It emphasizes constant exchange of information between a system and its environment. In that sense, the System's approach views the natural and human environments not as an inventory of elements, but as an interactive process of elements that must be understood in their totality.*



Here are some suggestions of how relevant Specific Objectives and Content selected from the Map Reading and Field Study (mr/fs), Natural Systems (ns), Human Systems (hs) and Human-Environment Systems (h-es) may be combined holistically.

Specific Objectives

Content

(mr/fs)1, 2.0  
2, 2.1  
3, 3.4  
5, 5.1

(mr/fs), 1, 2  
Relevant field research, atlas, and topographical maps, graphs photographs and so on showing tourism and coral reef zones.

(ns), 16

(ns), 5 (iii), (iv), (v)  
Coral reefs, types, location conditions for growth.

(hs), 10,11,12, 13

(hs), 10 (3)  
Tourism, location factors, trends.

), 4, 5, 6, 7, 8

(h-es), 6 (i), (ii), (iii)  
Pollution, types, mitigation of coral reef degradation in specific areas.

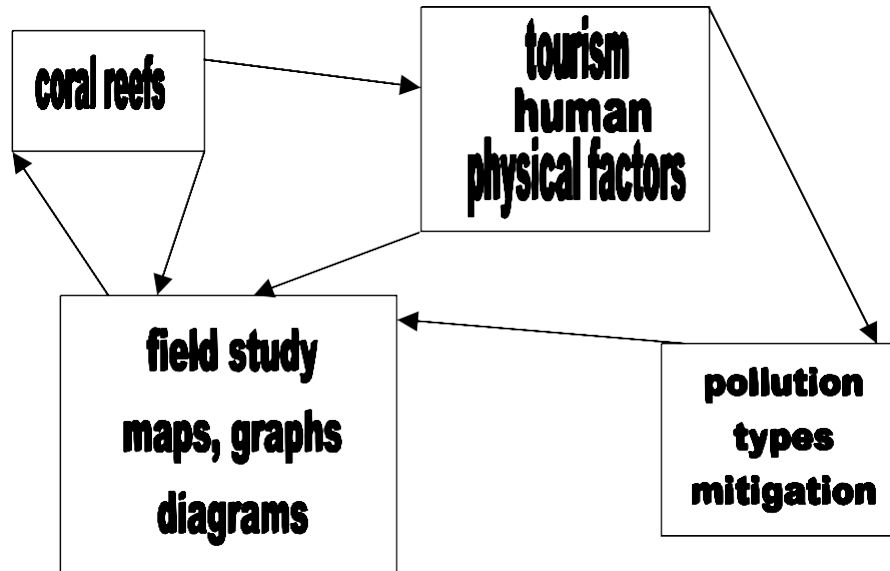


Chart showing one way in which sample systemic interactions may be organized for teaching.

## ◆ SUGGESTED TIME-TABLE ALLOCATION

It is recommended that a minimum of five 40-minute periods per week or the equivalent be allocated to the syllabus. The time should include at least one double period.

## ◆ CERTIFICATION

The syllabus is offered for General Proficiency certification. A candidate's performance will be indicated on the certificate by an overall numerical grade on a six-point scale as well as a letter grade for each of three profile dimensions, namely, Practical Skills; Knowledge and Comprehension, and Use of Knowledge.

## ◆ DEFINITION OF PROFILE DIMENSIONS

On completion of the syllabus, students are expected to develop skills under three profile dimensions:

- (i) Practical Skills (PS);
- (ii) Knowledge and Comprehension (KC);
- (iii)** Use of Knowledge (UK).

### **Practical Skills (PS)**

The ability to:

- (i) use scale for measurements;
- (ii) read maps;
- (iii) collect and collate data for geographical analysis;
- (iv) draw maps, diagrams and sketches;
- (v) construct graphs using simple statistical data;
- (vi) read and identify patterns in maps, photographs, diagrams, graphs and tables.

### **Knowledge and Comprehension (KC)**

The ability to:

- (i) define terms and recall facts on a range of geographical phenomena;
- (ii) describe processes impacting on the development of the natural, economic, social and political environments;

- (iii) describe processes influencing the development of biotic and abiotic phenomena;
- (iv) describe the importance of the factors contributing to the development of natural and human environments.

### ***Use of Knowledge (UK)***

The ability to:

- (i) apply knowledge and skills;
- (ii) explain geographical processes;
- (iii) interpret and draw inferences from geographical data;
- (iv) disaggregate information into component parts;
- (v) organise information to show inter-relationships;
- (vi) draw conclusions;
- (vii) compare geographical information.

## **◆ FORMAT OF THE EXAMINATIONS**

The examination is offered at the General Proficiency level. The assessment comprises three papers, Paper 01, Paper 02 and Paper 03/1 OR Paper 03/2.

Papers 01 and 02 are assessed externally. Paper 03/1 is a school based assessment and is assessed internally by the teacher and moderated by CXC. Paper 03/2 is an alternative to the school-based assessment and is intended for candidates registered as private candidates.

### ***GENERAL PROFICIENCY***

#### ***External Assessment (80%)***

#### ***Paper 01 (1 hour 30 minutes, 60 marks, 30%)***

***Paper 01*** consists of 60 multiple choice items drawn from ***all areas of the syllabus***. In this paper, marks are distributed across profile dimensions as follows:

Practical Skills (PS)	-	24
Knowledge and Comprehension (KC)	-	28
Use of Knowledge (UK)	-	08

**Paper 02 (2 hours 30 minutes, 100 marks, 50%)**

**1. Composition of the Paper**

This paper comprises four sections: A, B, C and D.

Section A comprises one compulsory map-reading question.

Sections B, C, and D assess Natural Systems, Human Systems and Human-Environment Systems respectively.

Each of these sections comprises three constructed-response questions.

In this paper, candidates are required to answer four questions: the question on Map Reading in Section A and one question from each of Sections B, C and D.

**2. Mark Allocation**

(i) Marks are distributed across questions and profiles as indicated in the following table:

Section	Question	Profile			Total Marks
		PS	KC	UK	
Map Reading	1	14	8	6	28
Natural Systems	2-4	4	8	12	24
Human Systems	5-7	4	8	12	24
Human-Environment Systems	8-10	4	8	12	24
Total	10	26	32	42	100

(ii) Candidates may earn a maximum of 100 marks on this paper which constitutes 50% of the total examination.

**3. Question Type**

(i) Questions may include stimulus materials such as maps, charts, tables, diagrams, photographs or prose or any combination of these.

(ii) Answers are to be written in the booklet provided.

## ***SCHOOL BASED ASSESSMENT (SBA)***

### **Paper 03/1 (School Based Assessment) (40 marks, 20%)**

For the school based assessment component, a field study is required in which the candidate identifies and defines a problem, conducts an enquiry, and prepares and submits a report.

The Field Study Report should be completed by students and submitted to reach the Council by April 30 of the year of the examination. The Report should be no more than 1500 words in length. Further details of the SBA requirements are given at pages 21 – 32.

In cases where the word limit is exceeded by more than 150 words, the teacher is required to impose a penalty, deduction of 10% of the candidates' earned score.

Candidates may earn a maximum of 40 marks on this component which constitutes 20% of the total examination. Marks are allocated to each profile dimension as follows:

Practical Skills (PS)	-	10 marks
Knowledge and Comprehension (KC)	-	10 marks
Use of Knowledge (UK)	-	20 marks

### **Paper 03/2 (1 hour 45 minutes, 40 marks, 20%)**

This paper is an alternative to the School Based Assessment component. It assesses the candidate's knowledge of research techniques and methods of presenting information or data. Candidates are expected to:

- (i) interpret maps and photographs;
- (ii) identify and define a problem in a given field context;
- (iii) present and analyse data;
- (iv) make logical deductions or inferences supported by data.

Candidates may be required to respond to scenes, situations or problems.

#### ***1. Composition of the Paper***

This paper consists of six compulsory constructed-response questions.

#### ***2. Mark Allocation***

- (i) The marks allocated to each question range from 2 to 8.
- (ii) Total marks are allocated to each profile dimension as follows:

Practical Skills (PS)	-	10 marks
Knowledge and Comprehension (KC)	-	10 marks
Use of Knowledge (UK)	-	20 marks

- (iii) Candidates may earn a maximum of 40 marks on this paper which constitutes 20% of the total examination.

### 3. Question Type

- (i) Questions may include stimulus materials such as maps, charts, tables, diagrams, photographs or prose or any combination of these.
- (ii) The question paper forms the answer booklet.

### MARK ALLOCATION BY PROFILES

The weighting of the profile dimensions for the examination is as follows:

<i>Profile Dimensions</i>	<i>General Proficiency</i>			
	<i>Paper 01</i>	<i>Paper 02</i>	<i>Paper 03 (SBA)</i>	<i>Total</i>
<i>Practical Skills (P1)</i>	24	26	10	60
<i>Knowledge and Comprehension (P2)</i>	28	32	10	70
<i>Use of Knowledge (P3)</i>	08	42	20	70
<i>Total</i>	60	100	40	200
<i>%</i>	30	50	20	100

## ◆ STUDY AREAS OF THE SYLLABUS

Study areas from the Caribbean, Developed Countries and Developing Countries outside of the Caribbean may be drawn from the areas listed below.

### Caribbean

Anguilla, Antigua and Barbuda, The Bahamas, Barbados, Belize, Cayman Islands, Cuba, Dominica, Dominican Republic, Grenada, Guadeloupe, Guyana, Haiti, Jamaica, Martinique, Montserrat, Netherlands Antilles, Puerto Rico, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, the Virgin Islands.

### ***Developed Countries***

Canada

United States

Japan

United Kingdom

Netherlands

France

### ***Developing Countries***

(i) Small Island Developing States

Mauritius

Maldives

(ii) Newly Industrialized Islands

Singapore

Hong Kong

# ◆ SECTION I - MAP READING AND FIELD STUDY

## SPECIFIC OBJECTIVES

1. Given an extract from a topographic map of any Caribbean territory, the student should be able to:
  - 1.1 locate places, using four and six-figure grid references;
  - 1.2 use scale to measure distance;
  - 1.3 give direction in terms of compass bearing and the 16 points of the compass;
  - 1.4 *read and interpret conventional symbols;*
  - 1.5 reduce and enlarge a section of the map;
  - 1.6 *draw and interpret cross sections and sketch sections;*
  - 1.7 *calculate gradients using ratios;*
  - 1.8 describe the following: drainage, vegetation, land use, settlement, communications;
  - 1.9 describe landforms through the reading of contours;
  - 1.10 explain the relationship among the patterns of: relief; drainage; vegetation; land use; settlement; communications.
2. Given a photograph, the student should be able to:
  - 2.1 interpret geographical data.
3. The student should be able to:
  - 3.1 locate a place from its latitude and longitude;
  - 3.2 find the latitude and longitude of a given place;
  - 3.3 calculate the time of places;
  - 3.4 draw sketch maps to show relative location and spatial distribution;
  - 3.5 *draw diagrams to illustrate geographical features;*
  - 3.6 locate territories in the Caribbean;



## **MAP READING AND FIELD STUDY (cont'd)**

4. 4.1 *construct bar and line graphs and pie charts;*
- 4.2 *interpret tables, dot maps, choropleth and isopleth maps, bar graphs (including population pyramids) and line graphs and divided circles;*
5. 5.1 *collect, record and present information based on field work on at least one (1) chosen topic.*

## **CONTENT**

1. Maps (large and small scale).
2. Photographs, graphs, tables, diagrams.
3. Field Study.

## ◆ SECTION II - NATURAL SYSTEMS

### SPECIFIC OBJECTIVES

Students should be able to:

1. *define crustal plates;*
2. *name and locate the Caribbean and adjacent plates;*
3. *distinguish among convergent, divergent and transform plate margins;*
4. *explain the formation and distribution of volcanoes, earthquakes and fold mountains;*
5. *explain the formation of extrusive and intrusive volcanic features and how these landforms change over time;*
6. *define denudation, weathering, mass wasting and erosion;*
7. *explain the processes of weathering;*
8. *describe landslides and soil creep and the conditions which influence their occurrence;*
9. *describe the water cycle;*
10. *describe how water flows when it reaches the earth's surface;*
11. *describe river and wave processes;*
12. *explain the formation of river valleys, river channels and coastal landforms;*
13. *describe trellis, radial and dendritic drainage patterns;*
14. *describe the characteristics of limestone;*
15. *explain the processes operating in limestone landscapes and the formation of Karst landforms in the Caribbean;*
16. *describe the types and location of coral reefs found within the Caribbean and the conditions necessary for successful coral reef formation;*
17. *explain the differences between weather and climate;*
18. *describe the weather associated with the five main Caribbean weather systems [hurricanes, tropical waves, cold fronts, anticyclones, Inter Tropical Convergent Zone (ITCZ)];*
19. *locate areas in the Caribbean where these weather systems are dominant;*
20. *explain how relief produces variation in the climate of the Caribbean;*

## **NATURAL SYSTEMS (cont'd)**

21. identify the components of an ecosystem;
22. describe the characteristics of the climate, vegetation and soil of equatorial, tropical marine and tropical continental regions;
23. locate areas where tropical rainforest and tropical grasslands can be found;
24. explain the relationship between the climate, vegetation and soil of equatorial, tropical marine and tropical continental regions.

## **CONTENT**

### **1. *Internal Forces***

- (i) Theory of plate tectonics.
- (ii) Types of plate boundaries.
- (iii) Global distribution of plate boundaries.
- (iv) Caribbean and adjacent plate boundaries.
- (v) Formation and distribution of earthquakes, volcanoes and fold mountains.
- (vi) Intrusive volcanic features, (sills, dykes, batholiths) and extrusive volcanic features (cones and plateaux).
- (vii) Changes in intrusive and extrusive volcanic features over time.

### **2. *External Forces***

- (i) Definitions of denudation, weathering, mass wasting and erosion.
- (ii) Weathering types (physical, chemical, biotic).
- (iii) Processes of weathering, (carbonation, oxidation, solution, frost action, pressure release, temperature changes, biotic).
- (iv) Mass wasting (landslides and soil creep).
- (v) Conditions influencing landslides and soil creep.

## **NATURAL SYSTEMS (cont'd)**

### **3. Rivers**

- (i) The water cycle.
- (ii) How water flows on reaching the surface.
- (iii) River processes: erosion, transportation, deposition.  
River valleys  
Land-forms – rapids, waterfalls, gorges, ox-bow lakes, flood plain, levees, meander and braiding (bars), river cliffs, point bar, deltas.
- (iv) Drainage patterns.

### **4. Limestone Environment**

- (i) Characteristics of limestone (chemical composition, structure, permeability).
- (ii) Processes occurring in limestone areas and landforms created both on the surface and underground, (swallow holes, caves, stalactites, stalagmites, pillars).
- (iii) Karst landforms in the Caribbean (conical hills and cockpits).

### **5. Coasts**

- (i) Wave types (constructive, destructive).
- (ii) Wave processes and resulting landforms (cliff, notch, wave-cut platform, headland and bay, caves, arches, stacks, beaches, spit, tombolo, bars).
- (iii) Types of coral reefs in the Caribbean (fringing, barrier).
- (iv) Location, distribution of coral reefs in the Caribbean.
- (v) Conditions necessary for the successful formation of coral reefs.

## **NATURAL SYSTEMS (cont'd)**

### **6. *Weather, Climate, Vegetation and Soil***

- (i) *Differences between weather and climate.*
- (ii) *Caribbean weather systems (hurricanes, tropical waves, cold fronts, anticyclones, ITCZ).*
- (iii) *Influence of relief on climate in the Caribbean.*
- (iv) *The components of an ecosystem-human, climate, vegetation, soil(living and non-living components).*
- (v) *Location of equatorial, tropical marine and tropical continental regions.*
- (vi) *Climates, vegetation and soil of the equatorial, tropical marine and tropical continental regions.*
- (vii) *The relationship between the climate, vegetation and soils of equatorial, tropical marine and tropical continental regions.*

## ◆ SECTION III - HUMAN SYSTEMS

### SPECIFIC OBJECTIVES

#### Population and Settlement

The student should be able to:

1. explain the factors influencing distribution of population and population density in a named Caribbean country;
2. compare the factors affecting the growth of population in ONE Caribbean country and ONE Developed Country;
3. define urbanization;
4. give reasons for urbanization in the Caribbean;
5. explain the population growth of ONE capital city in one Caribbean country within the last 20 years;
6. describe the benefits and problems of urban growth in the Caribbean capital named in Objective 5;
7. describe ways in which urbanization can be controlled in the Caribbean;
8. describe the pattern and consequences of international migration in one named Caribbean country within the last 20 years.

#### Economic Activity

9. explain the importance of the different types of economic activities to the Caribbean;
10. locate an example of ONE of each type of economic activity in the Caribbean;
11. explain the factors influencing the location of economic activities chosen in Objective 10;
12. describe the trends in each of the economic activities chosen in Objective 10;
13. explain the challenges faced by each economic activity chosen in Objective 10;
14. compare food processing or garment industry in a named Caribbean country with food processing or garment industry in a named newly industrialised island;
15. describe the importance of agriculture to the Caribbean region;
16. explain the changing role of agriculture in Caribbean economies;

## **HUMAN SYSTEMS (cont'd)**

17. locate areas in at least ONE Caribbean country where commercial arable and peasant farming are important;
18. describe the characteristics of commercial arable and peasant farming in the selected country in Objective 17;
19. compare the characteristics of commercial arable farming in the country selected in Objective 18 with wheat farming in the Prairies of Canada;
20. compare the trends in commercial arable farming in the Caribbean country selected in objective 19 with wheat farming in the Prairies of Canada.

## **CONTENT**

### **Population and Settlement**

1. Factors influencing population distribution and population density in a named Caribbean country;
2. Factors affecting population growth in ONE Caribbean country and in ONE developed country;
3. Definition of urbanization;
4. Reasons for urbanization in the Caribbean;
5. Population growth of ONE Caribbean capital city within the last 20 years;
6. Benefits and problems of urbanization in capital city in Objective 5;
7. Ways of controlling urbanization in the Caribbean;
8. Patterns and consequences of international migration in one named Caribbean country within the last 20 years.

### **Economic Activity**

9. Characteristics and relative importance of primary, secondary and tertiary economic activities to the Caribbean.
10. Location of one example of each of the following economic activities: (1) one example of Primary – fishing or forestry or mining (bauxite or gold or oil and natural gas); (2) one example of Secondary – garment industry or food processing; (3) one example of Tertiary – tourism.
11. Factors influencing the location of economic activity chosen in 10: physical, human, economic.
12. Trends in each economic activity chosen in 10.

## **HUMAN SYSTEMS (cont'd)**

13. Challenges in each economic activity chosen in 10 – globalization, technology, marketing [for example, Caribbean Single Market and Economy (CSME), European Union (EU)] and sustainability.
14. For the secondary industry chosen in 10, compare a named Caribbean country with a newly industrialised island either Hong Kong or Singapore.
15. Importance of agriculture to the Caribbean region.
16. Changing role of agriculture, for example, trends in employment, contribution to Gross Domestic Product (GDP) in the Caribbean, acreage, diversification, marketing arrangements.
17. Location of commercial arable and peasant farming in ONE Caribbean territory.
18. Characteristics of commercial arable and peasant farming in a country selected in 17.
19. Location of commercial arable farming in the Prairie Provinces of Canada.
20. Characteristics of commercial arable farming in the country selected in 17 and Prairie Provinces of Canada.
21. Trends in commercial arable farming in the country selected in 17 and the Prairie Provinces of Canada.



## ◆ SECTION IV - HUMAN-ENVIRONMENT SYSTEMS

### SPECIFIC OBJECTIVES

#### Natural Hazards

Student should be able to:

1. define a natural hazard;
2. describe the impact of one of the following on life and property: volcanic eruptions, earthquakes and hurricanes;
3. explain the response to natural hazards in a named Caribbean country at an individual, national and regional level.

#### Environmental Degradation

Students should be able to:

4. define pollution;
5. describe the types of pollution;
6. identify areas in the Caribbean where pollution is a problem;
7. describe measures used to reduce pollution;
8. describe the long term changes in global temperatures;
9. explain the causes and consequences of global warming, coral reef destruction and deforestation;
10. explain the measures used to reduce the emission of greenhouse gases, coral reef degradation and deforestation.

### CONTENT

#### Natural Hazards

1. Definition of a natural hazard.
2. Impact of one of the following on life and property: volcanic eruption or earthquake or hurricane.
3. Responses to one hazard in a Caribbean country.
  - (i) Individual responses (preparedness, community involvement).

## **HUMAN-ENVIRONMENT SYSTEMS (cont'd)**

- (ii) National responses (national disaster organization activities [for example, Office of Disaster Preparedness and Emergency Management, (ODPEM)], role of national organizations.
- (iii) Regional responses [for example, activities of Caribbean Disaster Emergency Management Agency (CDEMA)].

### **Environmental Degradation**

#### **4. Pollution**

- (i) Definition of pollution.
- (ii) Types of pollution (air, water, land).
- (iii) Location of area in a named Caribbean country where pollution is a major problem.

#### **5. Global Warming**

- (i) Definition of global warming.
- (ii) Long-term changes in global temperatures.
- (iii) Causes of global warming.
- (iv) Consequences of global warming (for example, climate change and sea level rise in one named Caribbean country and either Mauritius or Maldives).
- (v) Measures to reduce the impact (for example, forest conservation, use of renewable energy resources, changes to vehicle emissions) in a developed country.

#### **6. Coral Reef Destruction**

- (i) Causes of coral reef destruction (for example, sedimentation, sewage pollution, tourism).
- (ii) Consequences of coral reef destruction (for example, coastal erosion, decline in fish stock).
- (iii) Measures to reduce the impact in one Caribbean territory.

#### **7. Deforestation**

- (i) Causes of deforestation (for example, squatting, lumbering, agriculture, mining).
- (ii) Consequences of deforestation (for example, loss of flora and fauna, soil erosion, flooding, decline in underground water).
- (iii) Measures to reduce the impact of deforestation (for example, reforestation, protected areas) in one named Caribbean territory.

## ◆ SCHOOL BASED ASSESSMENT (40 marks, 20%)

School Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills and attitudes that are associated with the subject. The activities for the School Based Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School Based Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School Based Assessment component of the course. In order to ensure that the scores awarded by teachers are in line with the CXC standards, the Council undertakes the moderation of a sample of the School Based Assessment assignments marked by each teacher.

School Based Assessment provides an opportunity to individualize a part of the curriculum to meet the needs of students. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of students as they proceed with their studies. School Based Assessment also facilitates the development of the critical skills and abilities that are emphasized by this CSEC subject and enhances the validity of the examination on which candidate performance is reported. School Based Assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

The Caribbean Examinations Council seeks to ensure that the School Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

### THE FIELD STUDY

The Field Study is the School Based Assessment component of the Geography syllabus.

The Field Study is intended to:

1. provide the student with the opportunity to pursue a study of an area of special interest within the prescribed syllabus;
2. develop self-directed learning in which a student identifies and defines a problem, conducts an enquiry and presents the findings;
3. provide an opportunity to apply skills, knowledge and principles of the discipline to the local environment;
4. give an opportunity for teacher involvement in the evaluation process.

## GENERAL OBJECTIVES

On completion of the Field Study in Geography the student should have acquired:

1. Knowledge of the:
  - (i) facts relevant to the topic of Study;
  - (ii) principles and generalisations which give meaning and coherence to those special facts.
2. Critical thinking skills, in particular, the ability to:
  - (i) identify and define problems suitable for field enquiry;
  - (ii) devise a simple programme of enquiry;
  - (iii) present findings.
3. Social and research skills, including the ability to:
  - (i) work independently or in a group;
  - (ii) use source books;
  - (iii) process and present data using appropriate techniques;
  - (iv) express ideas clearly and concisely in writing;
  - (v) compile and present a study that is objective, logical and neat.
4. A balanced perspective of research outcomes so that the student:
  - (i) has confidence to advance opinions based on the findings;
  - (ii) is ready to recognise and acknowledge that these findings may differ from what was expected.

## GUIDELINES FOR THE CONDUCT OF THE SCHOOL BASED ASSESSMENT

One of the most important aims of the Field Study is to encourage students to work on a topic in which they are particularly interested. Groups of students may work on the same or different aspects of a general topic taken from any System in the syllabus, but individual reports must be submitted.

Students who duplicate or allow the duplication of work submitted in the same or previous years, will be penalized.

### The Field Study Report

1. The Field Study report should be a clear account of a manageable geographical enquiry undertaken in the field.
2. The Field Study Report should be ***no more than 1500 words in length (approximately 12 to 15 pages including all illustrations)***. It can be legibly hand written or technologically aided. In either case, note that marks will be awarded on the same basis as outlined in the criteria on pages 26 - 31.
3. Each candidate must submit a Strategy Sheet (see example given on page 37, Appendix ). The teacher is required:
  - (i) to give the Strategy Sheet to each student prior to the commencement of the Field Study;
  - (ii) to give a deadline for the return of the Strategy Sheet;

- (iii) to write critical comments where necessary and return the Sheet to the student.

The students should be informed that:

- (i) the Strategy Sheet must be completed and handed to the teacher by the given deadline and before the writing of the report commences;
- (ii) a copy of the final form of the Strategy Sheet must be included in the completed Field Study report.

## CONTENT

The report should include:

1. sketch maps and description of the location of the Study;
2. description of the data collection methods utilized;
3. presentation of data (maps, graphs, diagrams);
4. analysis of data;
5. discussion of findings.

**Information may be used from the Internet, pamphlets and textbooks but should not be copied directly.** Any information used from such sources must be appropriately acknowledged and should be included in the bibliography.

## PRESENTATION

1. The report should be submitted in a soft-backed folder of 'Quarto' or 'A4' size.
2. The candidate's name, registration number, name of the school, and the title of the Study should be clearly written on the outside of the folder AND on the FIRST page of the report.
3. A Strategy Sheet should be included at the cover of the Field Study Report.
4. A table of contents should follow the Strategy Sheet.
5. Maps, tables, graphs, diagrams, or any form of illustration should be suitably chosen, structured and integrated into the report. At least, three different types of illustrations should be used.
6. The presentation, written and graphical, should be neat and legible.
7. The references should be listed in alphabetical order with a bibliography at the end of the report. (See books and websites listed under RESOURCES on pages 34 – 36 for a recommended format to be used for the bibliography).

8. All maps and other illustrations should be folded to an appropriate size to fit within the cover and be positioned alongside the appropriate point in the text.
9. Appendices (for example, questionnaires) should appear at the end of the report, after the bibliography.
10. The overall presentation should be well-organized demonstrating cohesion, continuity and completeness.

### **The Role of the Teacher in Managing School Based Assessment**

Since the SBA is an integral part of the evaluation scheme of the syllabus, teachers are expected to guide and monitor students' progress and score the finished product in accordance with the criteria set out in the mark scheme.

The teacher is expected to:

- (i) advise students of the areas suitable for research;
- (ii) assist in the refinement of the research question;
- (iii) approve students' research question and plans;
- (iv) advise students about the deadlines for completing and submitting the interim drafts and the final report;
- (v) advise students of the nature of the task and the scope and depth of research required;
- (vi) advise students on the availability of resource material;
- (vii) monitor students' progress by advising them on the quality of their work in progress and suggesting ways to improve quality;
- (viii) employ appropriate techniques to establish authenticity of their work. These techniques may include oral questioning and review of students' progress reports and preliminary drafts;
- (ix) mark the research reports submitted by students;
- (x) keep a record of students' marks and submit these together with samples of work as requested by CXC;
- (xi) attach the research proposal to each sample script submitted.

**IMPORTANT** - The teacher is required to:

- a. verify that the report submitted by each student is his or her own work;
- b. discourage plagiarism and other forms of cheating by students;
- c. impose appropriate penalties for any form of cheating;
- d. advise students of the consequences of plagiarism and other forms of cheating before they commence the writing of the report.

An effective way of verifying authenticity is to insist on check points for students to show how their work is progressing.

Teachers may also use brief oral questions to verify that candidates did indeed engage in the research activities. Some teachers may require candidates to submit preliminary drafts along with the final version, although only the final version will be assessed.

### Examples of Questions

It is important that the precise focus and scope of the research be clearly defined.

Some examples of suitable questions for field study are as follows:

1. What is the effect of flooding on the people of Prashad Nagar, Greater Georgetown, Guyana?
2. Is Roxborough, Tobago, a suitable location for the establishment of a block-making factory?
3. How has the sea contributed to the formation of coastal features in the NNW section of Antigua?
4. Do the soil profiles around the school vary with slope?
6. What are the factors influencing internal migration to Ruby Park in St Philip, Barbados?

### ASSESSMENT

The marks for the field study reports are to be distributed across profiles as follows:

Practical Skills (P1)	10 marks
Knowledge and Comprehension (P2)	10 marks
Use of Knowledge (P3)	20 marks

	Section of Report	Maximum Marks For Profile			Total
		PS	KC	UK	
1.	Table of Contents		1		1
2.	Purpose of Field Study		2		2
3.	Location Chosen For Field Study	4			4
4.	Methodology	2	2		4
5.	Presentation of Data	4			4
6.	Quality of Data			4	4
7.	Analysis and Discussion			10	10
8.	Conclusion			6	6
9.	Communication of Information		4		4
10.	Bibliography		1		1
11.	Exceeding word limit by more than 150 words - deduction of 10% of earned score	-1	-1	-2	-4
12.	<b>Total</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>

## CRITERIA FOR MARKING THE FIELD STUDY REPORT

Wherever the length of a research report exceeds 1650 words, the teacher is required to impose a penalty of 10 per cent of the score that the candidate achieves on the report.

		General Proficiency		
		Profile Dimensions		
		Practical Skills (PS)	Knowledge	Use of Knowledge (UK)
Criteria		P1	P2	P3
1.	<p><b>Table of Contents [1]</b></p> <ul style="list-style-type: none"> <li>◆ Details properly sequenced with correct page numbers.</li> <li>◆ No page numbers or more than 2 inconsistencies.</li> </ul>		<p>1 mark</p> <p>0 mark</p>	
2.	<p><b>Aim of the Study [2]</b></p> <ul style="list-style-type: none"> <li>◆ At least ONE aim <u>clearly</u> stated as a direct or implicit question.                             <ul style="list-style-type: none"> <li>- Aim is geographical and based on the Syllabus.</li> <li>- Aim allows collection of primary data.</li> </ul> </li> <li>◆ At least ONE aim <u>stated</u>.</li> <li>◆ Aim stated is not based on the Syllabus.</li> </ul>		<p>2 marks</p> <p>1 mark</p> <p>0 mark</p>	
3.	<p><b>Location of the Study [4]</b></p> <ul style="list-style-type: none"> <li>◆ At least two sketch maps: ONE of the site (showing immediate environs), and ONE (usually of territory) showing its location in relation to other features (for example, roads, rivers, settlements, within the parish or region or district); BOTH maps <u>accurately</u> drawn and properly labelled.</li> </ul> <p><b>Marks to be distributed as follows:</b></p> <ul style="list-style-type: none"> <li>- Between the two maps: Indication of scale, directional arrow, key or labels, title (1 mark each to maximum 4 marks)</li> <li>- Both maps: No scale indicated (maximum 3 marks)</li> <li>- Only one map (maximum 2 marks)</li> </ul>	<p>4 marks</p> <p>(4 marks)</p> <p>(3 marks)</p>		



		General Proficiency		
		Profile Dimensions		
		Practical Skills (PS)	Knowledge	Use of Knowledge (UK)
Criteria		P1	P2	P3
	Study area not shown or no study area	(2 marks)		
		(0 mark)		
4.	<p><b>Methodology [4]</b></p> <ul style="list-style-type: none"> <li>◆ A <u>clear</u> statement on HOW data were collected and an example of the instrument used or a brief outline of how observations were made and tests done.</li> </ul> <p style="text-align: center;">EITHER</p> <p>A clear statement on HOW the data were collected.</p> <p style="text-align: center;">OR</p> <p>Little or no mention of HOW the data were collected, but an example of the instrument used is included.</p> <ul style="list-style-type: none"> <li>◆ A clear statement on WHEN the data were collected [date(s)/time].</li> <li>◆ A clear statement on WHERE the data were collected. [Indication of location]</li> <li>◆ Vague statements (earn zero marks).</li> </ul>	<p>2 marks</p> <p>(1 mark)</p> <p>(1 mark)</p>	<p>1 mark</p> <p>1 mark</p> <p>(0 mark)</p>	
5.	<p><b>Presentation of Data [4]</b></p> <p><b>Illustrations:</b> variety, for example, graphs, tables, labelled photographs (at least three illustrations to be used). These should be generated from field observation and tested by candidates and not copied from secondary sources (that is, they should be the candidates' original work).</p> <ul style="list-style-type: none"> <li>◆ Accurate, appropriate, neat, fully labelled, and titled (<b>Excellent presentation</b>)</li> </ul> <p><i>[A maximum of 2 marks will be awarded if copied from secondary sources or if only one type of illustration is used].</i></p>	<p>4 marks</p> <p>(2 marks)</p>		

		General Proficiency		
		Profile Dimensions		
		Practical Skills (PS)	Knowledge	Use of Knowledge (UK)
Criteria		P1	P2	P3
	<p>◆ Accurate, appropriate, fairly neat, well labelled, and titled <b>(Good presentation)</b></p> <p><i>[A maximum of 1 mark will be awarded if copied from secondary sources or if only one type of illustration is used.]</i></p> <p>◆ Fairly accurate, appropriate, fairly neat with some attempt at labelling and titling <b>(Moderate presentation)</b></p> <p><i>[A maximum of 1 mark will be awarded if copied from secondary sources or if only one type of illustration is used.]</i></p> <p>◆ Lacks accuracy, neatness and clarity <b>(Poor presentation)</b></p> <p><i>[No marks will be awarded if copied from secondary sources.]</i></p>	3 marks  (1 mark)		
6.	<p><b>Quality of Data and Illustrations [4]</b></p> <p>◆ Accurate, appropriate and relevant</p> <ul style="list-style-type: none"> <li>- Comprehensive enough to achieve aim</li> <li>- Sufficient primary data (but if not an acceptable reason is given)</li> <li>- Secondary data (<i>maximum of 2 marks</i>)</li> </ul>			4 marks  (2 marks)  (2 marks)  (2 marks)
7.	<p><b>Analysis of Data and Discussion of Findings [10]</b> <b><u>Text (8)</u></b></p> <p>◆ Very well organized, coherent, points well developed, well sequenced and supported by comprehensive data <b>(Excellent)</b></p>			7 - 8 marks

		General Proficiency		
		Profile Dimensions		
		Practical Skills (PS)	Knowledge	Use of Knowledge (UK)
Criteria		P1	P2	P3
	<p><i>Evidence of field work [a maximum of 2 marks will be awarded].</i></p> <ul style="list-style-type: none"> <li>◆ Well organized, coherent and points developed, sequenced satisfactorily and supported by some data <b>(Good)</b></li> </ul> <p><i>[If there is no evidence of field work a maximum of 2 marks will be awarded].</i></p> <ul style="list-style-type: none"> <li>◆ Fairly well-organized, few points developed, sequenced satisfactorily and supported by data <b>(Moderate)</b></li> </ul> <p><i>[If there is no evidence of field work a maximum of 1 mark will be awarded].</i></p> <ul style="list-style-type: none"> <li>◆ Shows little relevance or organization, poor presentation of points, and points not supported by data <b>(Poor)</b></li> </ul> <p><i>[No evidence of field work – no marks will be awarded.]</i></p>			<p>(2 marks)</p> <p>5 - 6 marks</p> <p>(2 marks)</p> <p>3 - 4 marks</p> <p>(1 mark)</p> <p>1- 2 marks</p> <p>(0 mark)</p>
	<p><b><u>Integration of Illustrations (2)</u></b></p> <ul style="list-style-type: none"> <li>◆ Well integrated - discussed and distributed (placed)</li> <li>◆ Satisfactorily integrated – discussed or distributed but not both</li> </ul>			<p>2 marks</p> <p>1 mark</p>
8.	<p><b>Conclusion [6]</b></p> <ul style="list-style-type: none"> <li>◆ Is related to the purpose of the study, and provides an appropriate summary and conclusion consistent with the data obtained; may include assessment of methodology</li> <li>◆ Is related to the purpose of the study and provides a summary or a conclusion consistent with data obtained</li> <li>◆ Shows little relation to the purpose of the study</li> <li>◆ Bears no relation to the purpose of the study (earns zero mark)</li> </ul>			<p>5 – 6 marks</p> <p>3 – 4 marks</p> <p>1 – 2 marks</p> <p>0 mark</p>

		General Proficiency		
		Profile Dimensions		
		Practical Skills (PS)	Knowledge	Use of Knowledge (UK)
Criteria		P1	P2	P3
9.	<b>Communication of Information [4]</b> <ul style="list-style-type: none"> <li>◆ No grammatical errors or flaws (2) and extensive use of appropriate geographical terms (2)</li> <li>◆ Some grammatical errors and good use of appropriate geographical terms</li> <li>◆ Some grammatical errors and limited use of appropriate geographical terms</li> <li>◆ Numerous grammatical errors and poor use of appropriate geographical terms</li> <li>◆ Numerous grammatical errors and no use of appropriate geographical terms</li> </ul>		<b>4 marks</b>  3 marks  2 marks  1 mark  (0 mark)	
10.	<b>Bibliography [1]</b> <ul style="list-style-type: none"> <li>◆ Alphabetical order by author with title, publisher, place and date with relevant and up-to-date references</li> <li>◆ References written in an inconsistent manner</li> </ul>		<b>1 mark</b>  (0 mark)	
11.	<b>Penalty for Exceeding Word Limit</b>  <i>(Where the word length exceeds 1650 words, 10% of the candidate's earned score is deducted.)</i>	-1 mark (max)	-1 mark (max)	-2 marks (max)
	<b>Total</b>	10	10	20

## MODERATION OF COURSE WORK

All assessment forms and sample SBA scripts must be submitted to reach CXC by April 30 of the year of the examination. A sample of assignments will be requested by CXC for moderation purposes. These should be dispatched through the Local Registrar. These samples of coursework will be re-assessed by CXC Examiners to moderate the coursework. Where teachers' marks have been found too lenient, too severe or inconsistent, the Examining Committee will recommend that adjustments be made to candidates' marks. The Examiners' comments will be sent to teachers after the examination to help them assess future work.

All Studies must be retained by the school until three months after the publication by CXC of examination results.

## NOTES TO TEACHERS

1. For the Field Study, the teacher may choose the general topic from the System specified. However, students must be given an opportunity for self-directed learning in which they can assume responsibility for conducting an enquiry and presenting their findings. The quality of the candidates' work can be improved by:
  - (i) stimulation - of interest in a problem;
  - (ii) guidance - to help the candidate become more aware of the strategies, concepts and principles which are involved in the enquiry.
2. The teacher may provide specific guidance by:
  - (i) encouraging the development of the skills required for illustrating a point or location on a sketch map (framing, lettering, using a scale, interpreting direction);
  - (ii) advising on the format for the presentation of written data;
3. Many of the challenges associated with Field Studies can be met successfully if careful planning and sequencing is given to the timing of tasks or activities in order to:
  - (i) avoid serious clashes with students' workload in other subjects;
  - (ii) allow sufficient time for the students to have acquired some familiarity with appropriate fieldwork techniques before commencing their studies;
  - (iii) allow adequate time for individual supervision by the teacher;
  - (iv) ensure that there is sufficient time after students have completed their studies for teachers to meet assessment and moderation deadlines.
4. Fractional marks are NOT to be awarded.
5. The marking criteria should be applied consistently to the report of each student.
6. Schools should retain a copy of the sample and the moderation sheet submitted to CXC.

The following timetable illustrates one way in which a teacher can meet these requirements:

FOURTH AND FIFTH YEARS			
	Form 4 (Term 3)	Form 5 (Term 1)	Form 5 (Term 2)
<b>Developmental Activities</b>	<ol style="list-style-type: none"> <li>1. Teacher initiates discussion of Field Studies with students.</li> <li>2. Students and teachers decide on provisional topics.</li> <li>3. Students explore feasibility of methods to be used and to identify potential methodologies.</li> <li>4. Students submit first draft of Strategy Sheets.</li> <li>5. Students and teacher finalise the question to be studied.</li> <li>6. Students accompanied by a teacher go into the field, collect data.</li> <li>7. Student and teacher review Strategy Sheet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students resubmit strategy sheet.</li> <li>2. Teacher and students discuss Field Studies as necessary.</li> <li>3. Students process data, draw map.</li> <li>4. Students submit first draft of reports.</li> <li>5. Teacher discusses data and findings with students.</li> <li>6. Students prepare written report.</li> <li>7. Students submit first draft of written report.</li> <li>8. Teacher provides feedback to student.</li> </ol>	<p>Students submit their completed reports early in the term (no later than mid-term).</p>
<b>Scoring</b>			Teacher marks individual reports using the procedures and criteria outlined in the syllabus.

## ◆ RESOURCES

The following is a list of books and other printed material that might be used for teaching Geography for the CSEC Examinations. This list is by no means exhaustive nor prescriptive but indicates sources which teachers and students could use as appropriate.

### MAP READING AND FIELD STUDY

1. Bennett, C. and Kemp, R. *Mapwork Two for the Caribbean*, London: Hodder and Stoughton, 1986.
2. Evans, F. C. *Geographical Photographs, Third Edition*, Edinburgh: Oliver & Boyd, 1982.
3. Holmes, D. and Warn, S. *Fieldwork Investigations – A Self Study Guide*, London: Hodder and Stoughton, 2000.
4. Morrissey, M and Hart, G. *Practical Skills in Caribbean Geography, Bk1*, London: Longman Caribbean, 1991.
5. Morrissey, M and Hart, G. *Practical Skills in Caribbean Geography, Bk2*, London: Longman Caribbean, 1991.
6. *Phillip’s Certificate Atlas for the Caribbean*, London: George Phillip & Sons Ltd, 1995.
7. Nagle, G. and Spencer, K. *Geographical Enquiries Skills and Techniques for Geography, 2<sup>nd</sup> Edition*, Stanley Thornes Publishers ISBN 0-7487-5318-4, 2000.
8. Poxon, E. M. *Photo Mapwork for the Caribbean, New Metric Edition*, London: Ginn and Company Limited, 1983.
9. *The Longman Atlas for Caribbean Examinations*, London: Longman Caribbean, 1991.

### NATURAL SYSTEMS

1. Bailey, W. Dutton, R. et al *Caribbean Landscapes*, New York: Collins Educational, 1983.
2. Bunnet, R. B. *Physical Geography in Diagrams, Metric Edition*, London: Longman, 1965.
3. Leong Goh, C. *Certificate Physical and Human Geography*, New York: Oxford University Press, 1984.
4. London, N. and Senior, M. *Principles of Geography for CXC*, London: Longman, 2000.
5. Nagle, G. and Spenser, K. *Advanced Geography through Diagrams*, New York: Oxford University Press, 1999.

6. Potter, R., Conway, D. and Klak, T. *The Contemporary Caribbean*, New Jersey: Pearson Prentice Hall, 2004.
7. Sealy, N. *Caribbean World - A Complete Geography*, London: Cambridge University Press, 1991.
8. Smythe, Brow, Fors *Elements of Geography*, London: Macmillan Educational, 1982.
9. Wilson, M. *The Caribbean Environment*, Fully Revised Edition, New York: Oxford University Press, 1997.
10. Department of Forestry in Jamaica *Trees, Forests and Timber in Jamaica, A handbook for School Teachers*, Kingston: 1984.

### HUMAN SYSTEMS

1. Bailey, W. and Pemberton, P. H. *Geography for CXC*, London: Thomas Nelson and Sons, 1983.
2. Beddoe, I. B. *Social Studies for the Caribbean*, Oxford: Heinemann, 1997.
3. Bishop, V. *Hazards and Responses*, New York: Collins, 2001.
4. London, Norrel, A. and Senior, M. *Principles of Geography for CXC*, London: Longman Caribbean, 1991.
5. MacPherson, J. *Caribbean Lands*, London: Longman Caribbean, 1990.
6. Potter, R., Conway, D. and Klak, T. *The Contemporary Caribbean*, New Jersey: Pearson Prentice Hall, 2004.
7. Sealy, N. *Caribbean World, A Complete Geography*, London: Cambridge University Press, 1991.
8. Warburton, P. *Atmospheric Processes and Human Influence*, New York: Collins, 2001.
9. Wilson, M. and Ottley, J. *The Caribbean and Beyond*, London: Longman, 2000.
10. Wilson, M. *The Caribbean Environment*, Fully Revised Edition, New York: Oxford University Press, 1997.
11. Woodfield, J. *Ecosystems and Human Activity*, New York: Collins, 2000.

### HUMAN ENVIRONMENT SYSTEMS

1. Waugh, D. *The Wider World*, London: Thomas Nelson and Sons Limited, 2001.



2. Wilson, M. *The Caribbean Environment*, New York: Oxford University Press, 1997.

#### Websites

1. <http://www.unepislanddirectory.com/dsidsconf.htm> Sustainable Development of Small Island Developing States (SIDS)
2. [http://www.welcometo\\_the\\_Caribbean.com/future.htm](http://www.welcometo_the_Caribbean.com/future.htm) Future Caribbean Development
3. [http://www.ilo.org/public/gnglish/ampro/portofspain/infosources/sme/enterprise\\_cu...](http://www.ilo.org/public/gnglish/ampro/portofspain/infosources/sme/enterprise_cu...) Small Enterprise Development in the Caribbean.
4. <http://www.sedcostlucia.com/oecs/OECS>: Small Enterprise Development Unit
5. <http://amantoin.brinkster.net/ri/site/view.asp?id=15> OECS
6. <http://www.cedera.org>

## EXAMPLE OF A COMPLETED STRATEGY SHEET

GEOGRAPHY FIELD STUDY STRATEGY SHEET	
To be completed by <u>March 15</u> of the year of the examination.	
Make a duplicate copy of this sheet. Your teacher will return a copy to you.	
CANDIDATE'S NAME: <u>William Smith</u>	REGISTRATION NUMBER: _____ CLASS: <u>4A</u>
GENERAL TOPIC OF INTEREST: <u>Industrial Location</u>	
POSSIBLE QUESTION TO BE INVESTIGATED: <i>What are the advantages and disadvantages of the location of Banks Brewery?</i>	
STRATEGY	
(A)	<u>What is the purpose of your Study?</u>  <i>To find out whether the brewery is well located in terms of the various theoretical factors which affect the locations of industries.</i>
(B)	<u>How will you obtain data?</u>  1. <i>Interviews with the Production Manager on the operations of the brewery (markets, transport, labour, raw materials); and with staff on distance to work.</i>  2. <i>Review maps.</i>  3. <i>Review literature on brewery.</i>  4. <i>Undertake 'Field' observations.</i>
(C)	<u>How do you intend to present the data and findings in your report?</u>  1. <i>Illustrate data utilizing tables, maps and graphs.</i>  2. <i>Analyze data</i>  3. <i>Discuss findings and state conclusion.</i>
LOCATION OF THE STUDY AREA: Banks Barbados Breweries Limited, Wildey, St. Michael.	
EQUIPMENT/RESOURCES REQUIRED: <i>Large Scale Survey Maps of area</i>	
ANTICIPATED CHALLENGES: Access to manager and staff – can school provide a letter?	

# CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Secondary Education Certificate  
(CSEC)



# GEOGRAPHY

## Specimen Papers and Keys/Mark Schemes

**Specimen Papers:**

Unit 1	-	Paper 01
Unit 1	-	Paper 02
Unit 1	-	Paper 03/2

**Keys/Mark Schemes:**

Unit 1	-	Paper 01
Unit 1	-	Paper 02
Unit 1	-	Paper 03/2

**CARIBBEAN EXAMINATIONS COUNCIL**

**SECONDARY EDUCATION CERTIFICATE  
EXAMINATION**

**SPECIMEN  
MULTIPLE CHOICE QUESTIONS  
FOR**

**GEOGRAPHY**

**GENERAL PROFICIENCY**

**READ THE FOLLOWING DIRECTIONS CAREFULLY**

Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.

Sample Item

Hurricanes in the Caribbean area are MOST likely to occur during

- (A) February - April
- (B) April - June
- (C) July - September
- (D) October - February

Sample Answer

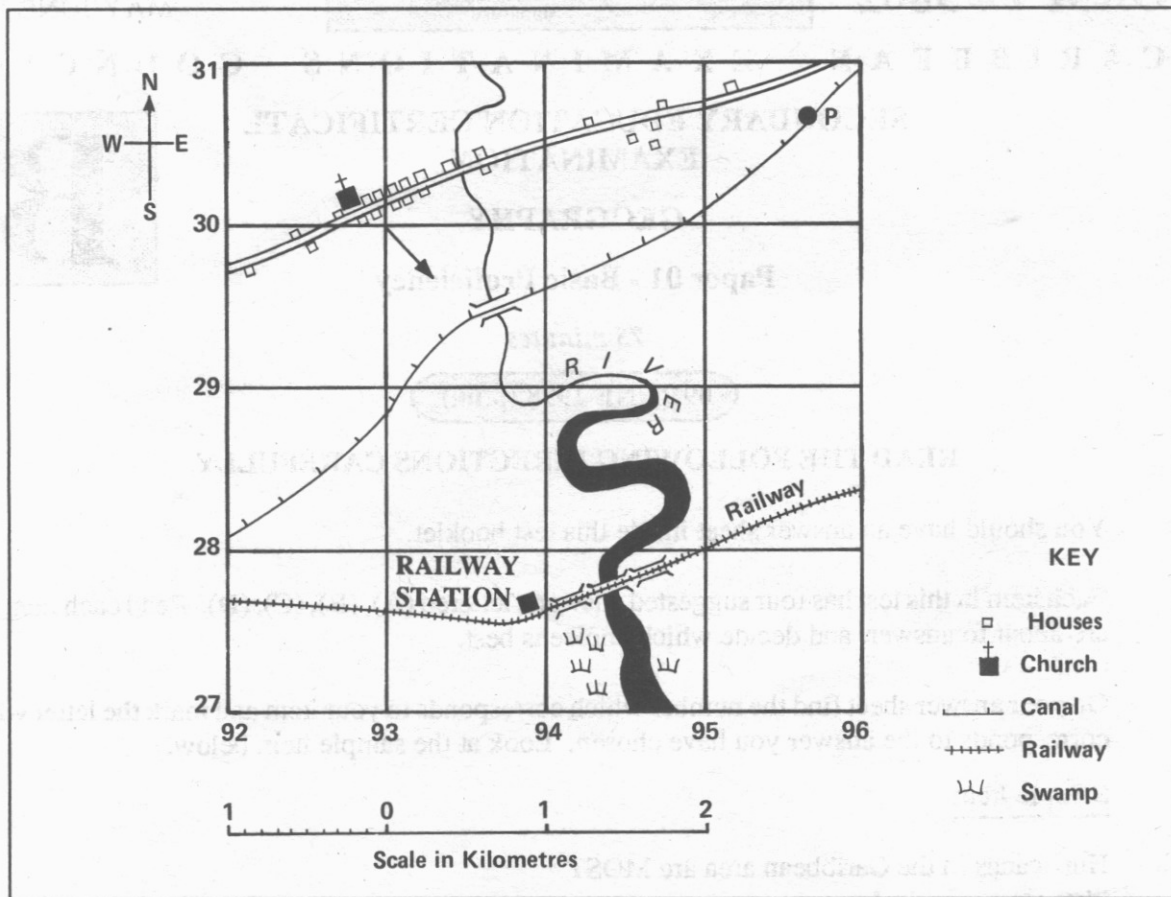


The best answer to this item is “July - September”, so answer space (C) has been shaded.

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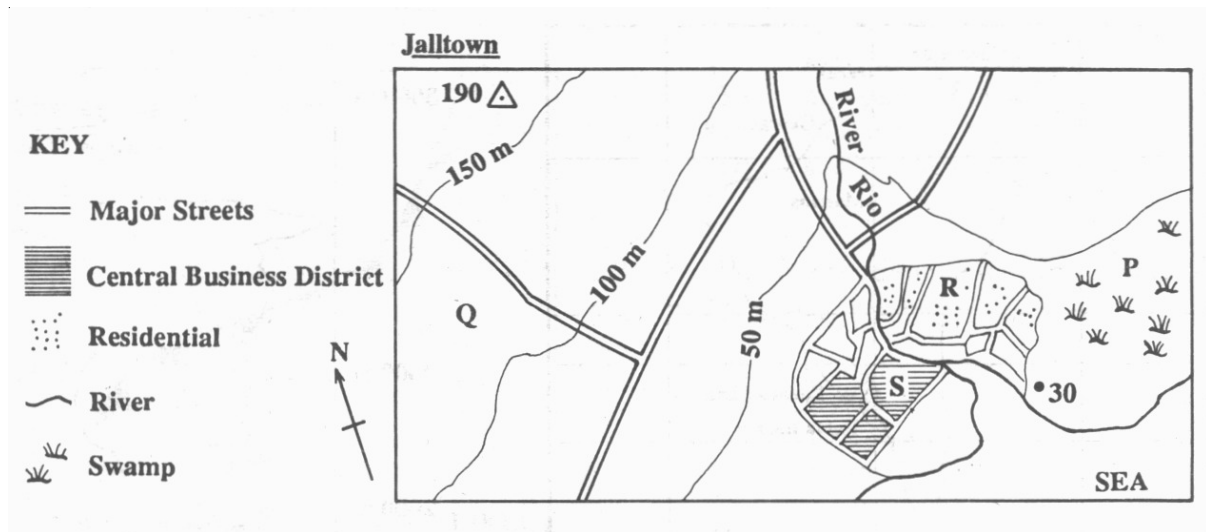
Items 1 - 5 refer to the following map.



1. What is the grid reference of Point P?  
(A) 307957  
(B) 305954  
(C) 954305  
(D) 957307
2. The straight-line distance, in km, between the church and the railway station is  
(A) 2.2  
(B) 2.8  
(C) 3.0  
(D) 3.8
3. In which direction is the arrow on the map pointing?  
(A) South-east  
(B) South-west  
(C) East-south-east  
(D) South-south-east
4. The man-made feature running south-west through P is a  
(A) road  
(B) canal  
(C) railway  
(D) swamp
5. The settlement pattern in the map is BEST described as being  
(A) dispersed  
(B) isolated  
(C) linear  
(D) nucleated

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Items 6 - 10 refer to the following map extract on a scale of 1 : 100 000



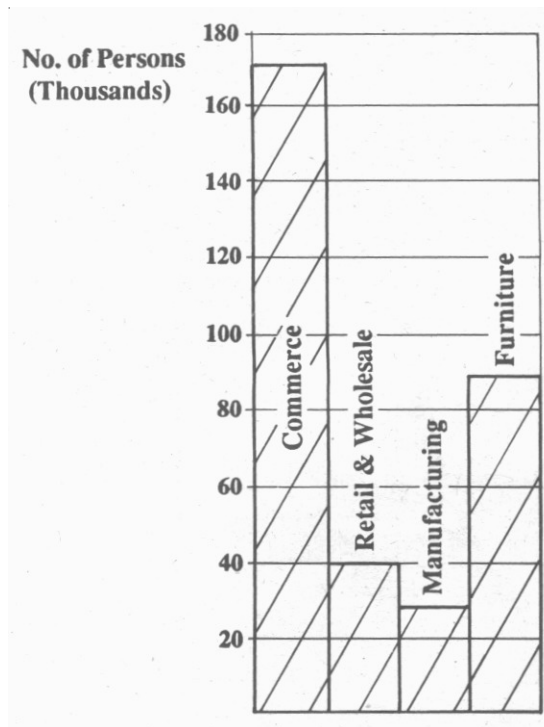
6. Which of the following features of Jalltown are the BEST reasons for its location?
- I. It is on flat land.
  - II. It has a supply of fresh water.
  - III. It is near to the swamp.
  - IV. It is on the sea coast.
- (A) I, II and III only  
(B) I, II and IV only  
(C) II, III and IV only  
(D) I, II, III and IV
7. A prospective buyer of a house is BEST advised to search in area
- (A) P  
(B) Q  
(C) R  
(D) S
8. What is the general direction of flow of the river shown in the diagram above?
- (A) West to east  
(B) East to west  
(C) South to north  
(D) North to south
9. The width of the contour interval is
- (A) 50 m  
(B) 100 m  
(C) between 50 and 150 m  
(D) between 50 and 190 m
10. Where would the land value be HIGHEST on the sketch map?
- (A) P  
(B) Q  
(C) R  
(D) S

- 
11. What time is it likely to be at Town X ( $15^{\circ}$  E) when it is 10 a.m. at Greenwich ( $0^{\circ}$ )?

- (A) 9.00 a.m.  
(B) 9.30 a.m.  
(C) 10.30 a.m.  
(D) 11.00 a.m.

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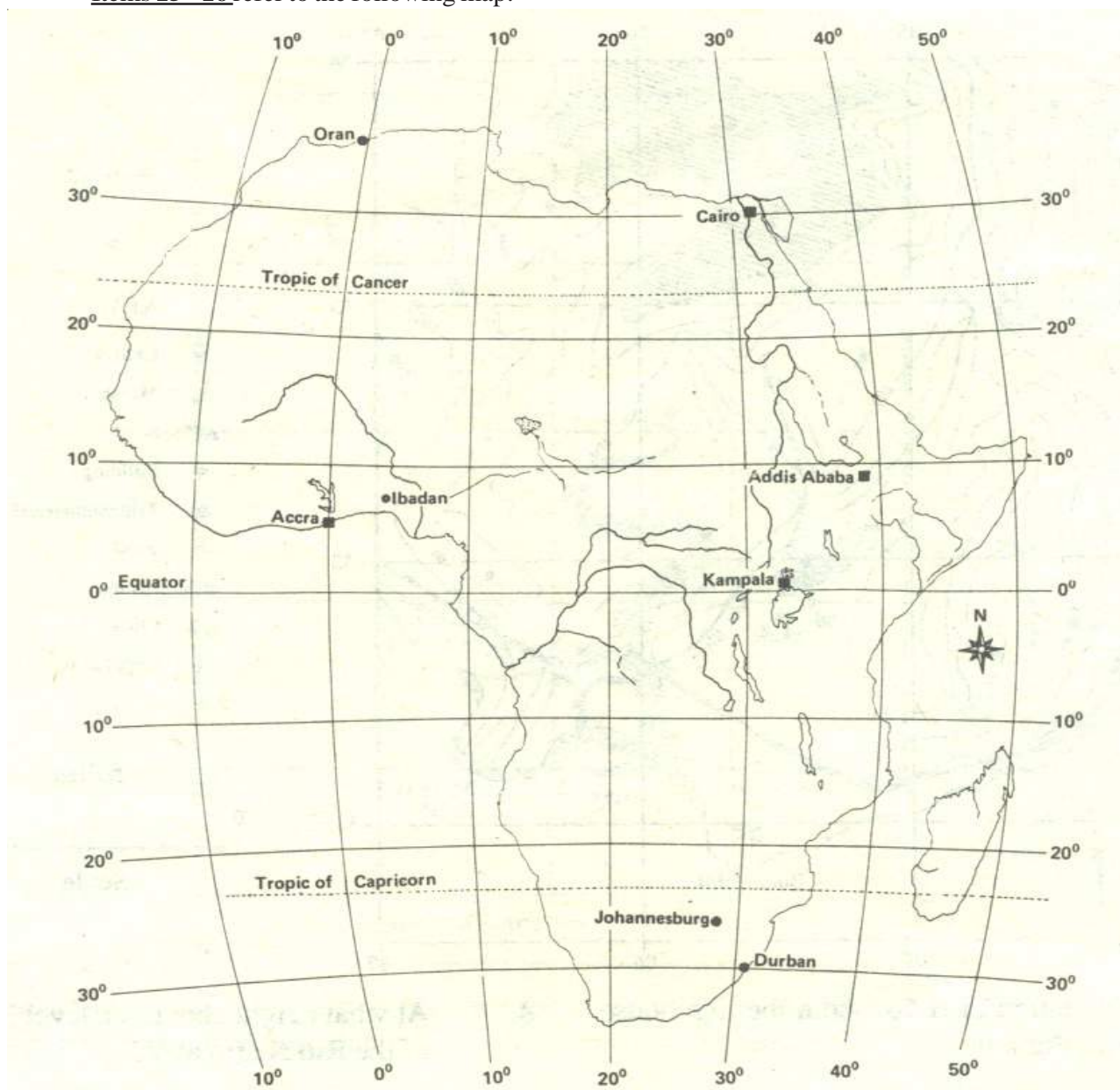
Items 12 - 14 are based on the bar graph below which shows employment figures for several business sectors in a Caribbean territory.



12. What is the TOTAL number of persons employed in the manufacturing and furniture sectors?
- (A) 90 000  
(B) 100 000  
(C) 120 000  
(D) 130 000
13. According to the information from the bar graph above which of the following is NOT true?
- (A) The manufacturing sector employs the least number of people.  
(B) More than one-half of the entire business sector is employed in commerce.  
(C) The retail and wholesale sector employs less than half of the number of people employed in furniture.  
(D) The two sectors, furniture and retail and wholesale, employ more people than commerce.
14. What is the TOTAL number of persons employed in the four sectors shown in the bar graph above?
- (A) 310 000  
(B) 320 000  
(C) 330 000  
(D) 350 000

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Items 15 - 16 refer to the following map:



15. The MOST accurate location for the city of Durban is

- (A) latitude 30°S, longitude 31°E
- (B) latitude 31°S, longitude 29°E
- (C) latitude 29°N, longitude 29°W
- (D) latitude 29°N, longitude 31°W

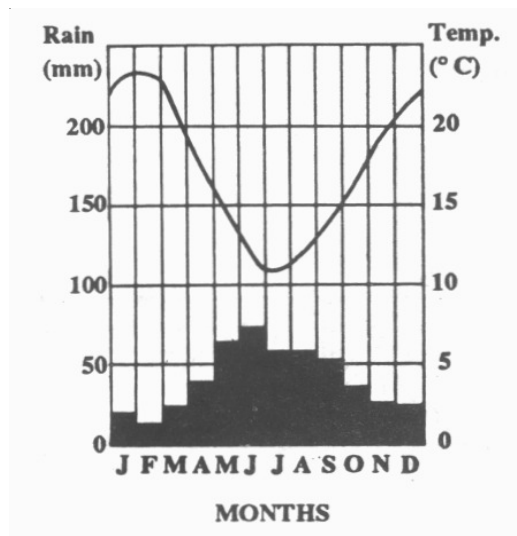
16. Which of the following cities lie South of 0° latitude?

- I. Oran
  - II. Accra
  - III. Durban
  - IV. Johannesburg
- (A) I and III only
  - (B) III and IV only
  - (C) II, III and IV only
  - (D) I, II, III and IV

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Items 17 -19 refer to the rainfall and temperature graph below.



17. The TWO wettest months of the year indicated in the graph shown above are

- (A) May and June
- (B) July and August
- (C) January and February
- (D) November and December

18. The annual range of temperature is APPROXIMATELY

- (A) 3°C
- (B) 5°C
- (C) 12°C
- (D) 19°C

19. Which of the following statements is true?

- (A) The hottest months of the year are also the wettest.
- (B) The hottest months of the year are also the driest.
- (C) There is little variation in temperature throughout the year.
- (D) There is little variation in rainfall throughout the year.

20. Isobars are lines drawn on a map which join places experiencing the same

- (A) annual rainfall
- (B) relative humidity
- (C) atmospheric pressure
- (D) mean annual temperature

21. The formation of young fold mountains is NOT explained by

- (A) upwelling of magma to form new plates
- (B) deposition of sediments in a shallow basin
- (C) compression of sediments by colliding plates
- (D) elevation of sediments into anticlines and synclines

22. Which of the statements below describes basic lava?

- I. Flows easily
- II. Erupts explosively
- III. Forms a shield volcano
- IV. Has high percentage of iron

- (A) I, II and III
- (B) I, III and IV
- (C) II, III and IV
- (D) All of the above

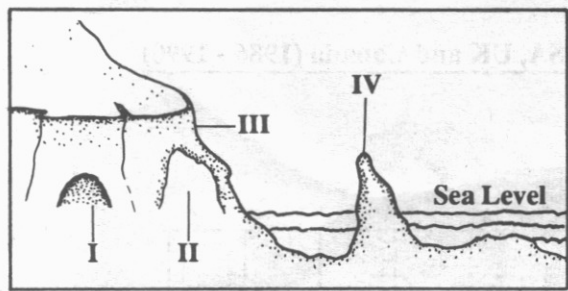
23. Sea floor spreading occurs at the

- (A) mid-Atlantic ridge
- (B) Windward Passage
- (C) floor of the Puerto Rico trench
- (D) junction of the Caribbean and Cocos plates

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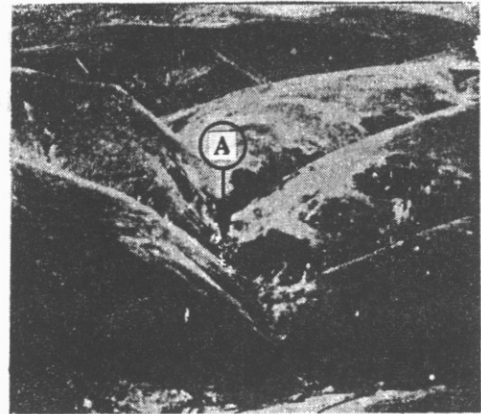
24. Which of the following relief features is a result of plate tectonic activity in the Caribbean?
- (A) Aripo Plains in Trinidad
  - (B) Soufrière in St. Vincent
  - (C) Palisadoes Spit in Jamaica
  - (D) Rupununi Savannas in Guyana

Items 25 -26 refer to the diagram below.



25. The CORRECT order of the features identified by I, II, III, IV, on the diagram above is
- (A) cave, arch, cliff, stack
  - (B) arch, cave, stack, cliff
  - (C) stack, cliff, arch, cave
  - (D) cliff, cave, stack, arch
26. Which of the following processes is NOT likely to be an important agent in the formation of the labelled features, I, II, III, IV, on the diagram above?
- (A) Abrasion
  - (B) Corrosion
  - (C) Deposition
  - (D) Hydraulic action

Items 27 - 28 refer to the photograph below.

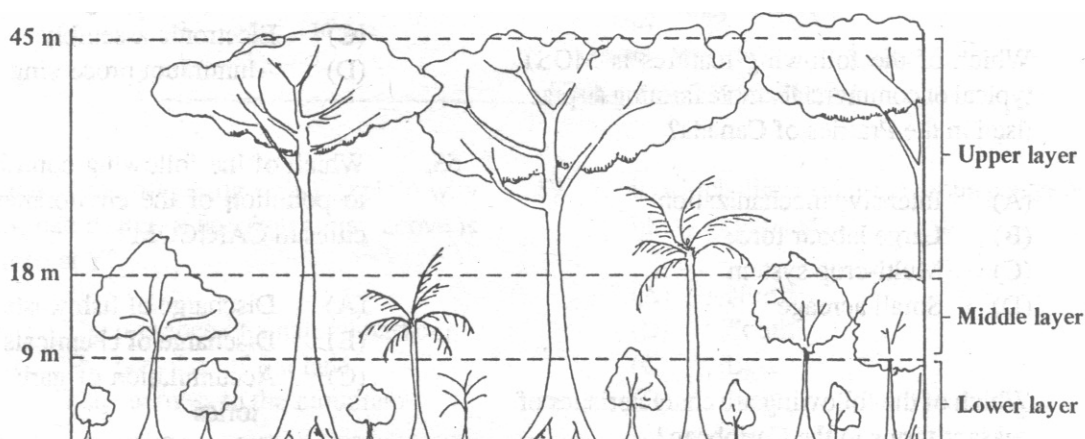


27. The valley labelled A in the photograph above is MOST likely formed as a result of
- (A) folding
  - (B) faulting
  - (C) running water
  - (D) mass movement
28. Which of the following BEST describes the pattern formed by the sides of the valley in the photograph above?
- (A) Meanders
  - (B) Terraces
  - (C) Knick-points
  - (D) Interlocking spurs
29. Which of the following groups contains ONLY processes of wind erosion?
- (A) Abrasion, deflation, attrition
  - (B) Corrosion, attrition, plucking
  - (C) Plucking, corrosion, deflation
  - (D) Deflation, abrasion, hydraulic action

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30. Which of the following conditions may result from man's utilization of the natural environment?
- I. Soilerosion
  - II. Pollution
  - III. Depletion of natural resources
- (A) I and II only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II and III
31. Which of the following statements is NOT true about waves?
- (A) They are caused by wind blowing over the surface of the water.
  - (B) On nearing the beach, the speed of waves slackens and the tops are thrown forward.
  - (C) On approaching the coast, the body of water forming the waves increases rapidly.
  - (D) The stronger the wind and the greater the fetch, the more powerful the waves are.
32. It is most likely that recent hurricanes in the Caribbean have caused fewer deaths because
- (A) families no longer live in unsafe areas
  - (B) many hurricanes have occurred during the day
  - (C) the majority of the population goes to storm shelters
  - (D) there have been improved forecasts of hurricane tracks
33. The process in which water vapour cools and forms water droplets is termed
- (A) evaporation
  - (B) condensation
  - (C) convection
  - (D) precipitation
34. The MOST important factor explaining the difference between weather and climate is
- (A) location
  - (B) rainfall
  - (C) temperature
  - (D) time
35. Tropical or easterly waves in the Caribbean are MOST common during the months
- (A) June to July
  - (B) May to October
  - (C) December to March
  - (D) November to December
36. Four climatic features are listed below.
- I. Low pressure all the year around
  - II. High annual rainfall, mostly convectional
  - III. Small annual range of temperature
  - IV. High average daily temperature
- Which of the following climatic types is characterised by ALL of the features described above?
- (A) Equatorial
  - (B) Tropical Marine
  - (C) Tropical Continental
  - (D) Cool Temperature Interior
37. The concentration of minerals in the lower layers of a soil profile is the result of
- (A) erosion
  - (B) leaching
  - (C) capillarity
  - (D) illuviation
38. Which of the following is NOT likely to result from slash and burn agriculture on steep slopes?
- (A) Erosion of slopes
  - (B) Flooding on lowlands
  - (C) Deeper soil on slopes
  - (D) Rapid downhill movement of water

Items 39 - 40 refer to the diagram below which shows the three layers in an equatorial forest.



39. Plants which grow in the lower layer are adapted to growing in
- (A) low humidity
  - (B) shaded areas
  - (C) bright sunlight
  - (D) windy conditions
40. The trees which grow in the upper layers have buttress roots MAINLY because the
- (A) creepers grow around the trees
  - (B) rainfall is heavy
  - (C) temperatures are high
  - (D) trees are tall
- 
41. Which of the following are ways in which natural vegetation adapts to climatic conditions?
- I. Development of water-storage organs
  - II. Shedding of leaves during the dry season
  - III. Development of long roots
  - IV. Development of special types of leaves
- (A) I and II only
  - (B) III and IV only
  - (C) I, II and III only
  - (D) I, II, III and IV
42. Island B has an area of 20 km<sup>2</sup> and a population of 1000 people. What is the population density of Island B?
- (A)  $\frac{1}{50}$  per km<sup>2</sup>
  - (B) 50 per km<sup>2</sup>
  - (C) 500 per km<sup>2</sup>
  - (D) 20 000 per km<sup>2</sup>

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43. Which of the following areas would have its HIGHEST population density in the daytime?

- (A) A rural fishing village
- (B) A squatter settlement
- (C) An urban commercial centre
- (D) An urban residential area

44. The table below shows birth and death rates for Country A in 2000.

Birth Rate per 1000	Death Rate per 1000
20	15

For 2000, the natural increase in Country A is

- (A) 0.5%
- (B) 0.005%
- (C) 3.5%
- (D) 5.0%

45. Which of the following terms BEST explains the rapid growth in size of MOST urban centres in the Caribbean?

- (A) An ageing population
- (B) An increase in the number of immigrants
- (C) High birth rates and low infant mortality
- (D) The migration of persons from rural areas

46. Which of the following features are characteristic of peasant farms in the Caribbean?

- I. Smallholdings
- II. Large holdings
- III. Family labour
- IV. Local market

- (A) I and III only
- (B) I and IV only
- (C) I, III and IV only
- (D) II, III and IV only

47. Which of the following statements is true of subsistence farming?

- (A) Individual farms are quite small.
- (B) Yields per farmer are generally high.
- (C) Large amounts of fertilisers are used on the farm.
- (D) Crop cultivation is not as important as animal rearing.

48. Commercial pastoral farming in Caribbean territories is LEAST likely to take place near urban settlements because

- (A) the size of population is too small to support this activity
- (B) the soil in these locations is infertile
- (C) there is easy transmission of animal diseases to humans
- (D) there are no large areas of land for grazing

49. Which of the following factors has NOT contributed to the development of the garment industry in the Caribbean?

- (A) Availability of local raw materials
- (B) Incentives by local governments
- (C) The need for more job opportunities
- (D) The presence of local and regional markets

50. Which of the following considerations is LEAST important in choosing a location for a fishing industry?

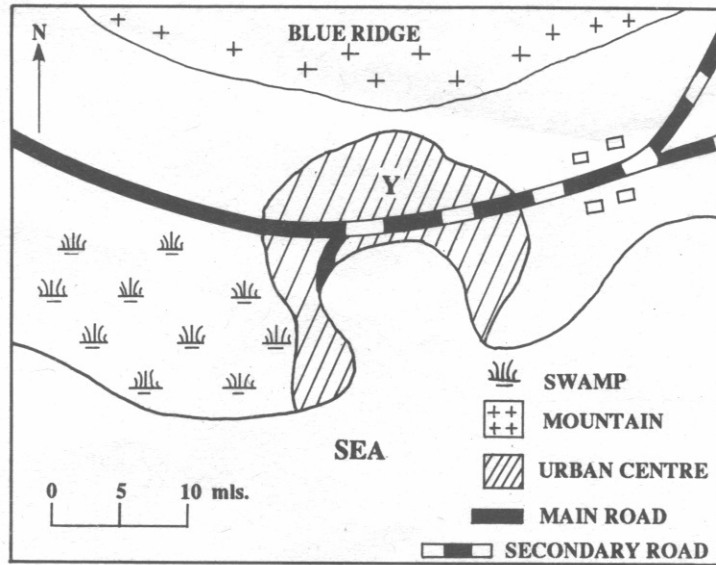
- (A) A large labour force
- (B) Nearness to the sea
- (C) Adequate marketing facilities
- (D) Adequate storage facilities

51. Which of the following is the MAIN reason why flour mills in the Caribbean are situated on coastal locations?

- (A) Availability of cheap labour
- (B) Availability of cheap power supply
- (C) Nearness to the waste disposal facilities
- (D) Nearness to facilities for unloading raw materials

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Items **52 - 53** are based on the following sketch map.



**52.** Which of the following features BEST explain why the urban centre in the sketch map above is located at Y?

- I. The presence of flat land
- II. The nearness to the mountains
- III. The presence of a natural harbour

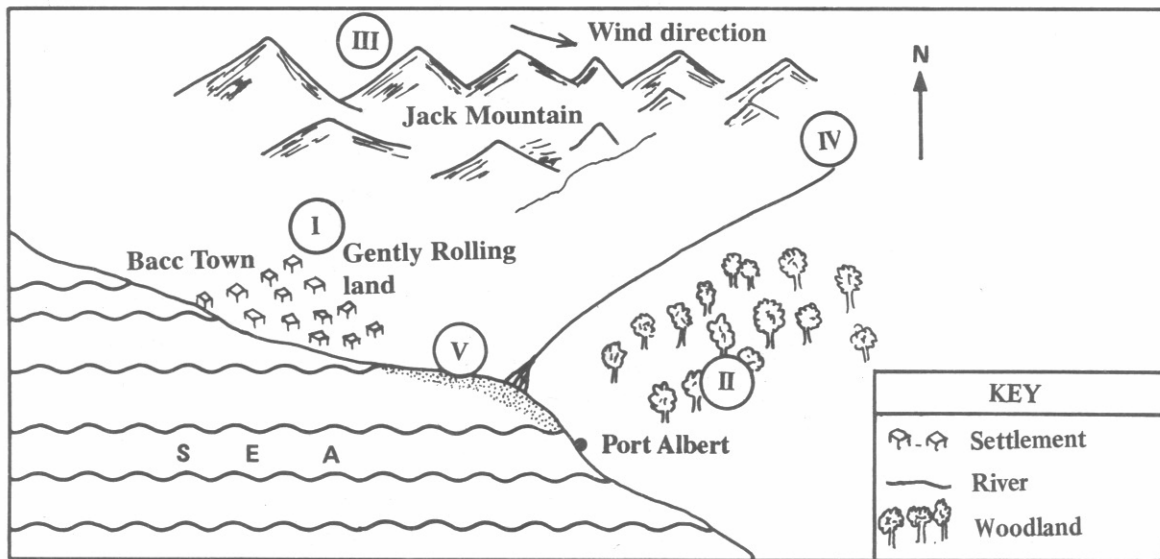
- (A) I and II only
- (B) I and III only
- (C) II and III only
- (D) I, II and III

**53.** In which direction is the urban centre MOST likely to expand?

- (A) East
- (B) West
- (C) North
- (D) South

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Items 54 - 55 are based on the following sketch map.



54. Which of the areas, labelled (I), (II), (III) and (IV), is MOST LIKELY to be developed as a tourist resort?

- (A) I
- (B) II
- (C) IV
- (D) V

55. Which of the areas, labelled (I), (II), (III) and (IV), would be the BEST area for locating a new factory in order to minimize the effects of air pollution?

- (A) I
- (B) II
- (C) III
- (D) IV

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56. The main reasons for urbanization in the Caribbean are
- I. natural increase of the population in the cities
  - II. expectation of more jobs in the cities
  - III. migration from rural areas to urban areas
  - IV. migration from urban areas to rural areas
- (A) I and III only  
(B) I and IV only  
(C) I, II and III only  
(D) I, III and IV only
57. Agriculture is an important economic activity in the Caribbean because
- (A) it is heavily mechanized
  - (B) it employs a significant percentage of people
  - (C) government allocates a significant portion of its budget to the sector
  - (D) it accounts for a significant portion of the foreign exchange earnings in many countries
58. Many garment industries in the Caribbean are closing business MAINLY because
- (A) the demand for clothes is falling
  - (B) cheaper imports are entering the region
  - (C) the rates for wages are lower in South-East Asia and Mexico
  - (D) many women refuse to work in the factories
59. In the long-term, volcanic eruptions can have beneficial effects to a country by
- I. relocating people to new areas in the country
  - II. producing deposits of gold, copper and other minerals
  - III. providing sources of energy to be used for electricity needs
  - IV. bringing new materials to the earth's surface which produce rich soils
- (A) I only  
(B) I, II and IV only  
(C) I, III and IV only  
(D) II, III and IV only
60. In advance of the approach of a hurricane, risk to lives can be reduced by
- I. relocating people to shelters
  - II. evacuating people living in low-lying areas
  - III. encouraging people to stock up on fresh supply
  - IV. encouraging people to acquire generators for their energy needs
- (A) I and II only  
(B) III and IV only  
(C) I, II and III only  
(D) All of the above



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**SECONDARY EDUCATION CERTIFICATE  
EXAMINATION**

**GEOGRAPHY  
GENERAL PROFICIENCY**

**SPECIMEN 2008**

<b>Item No.</b>	<b>Key</b>
1	D
2	B
3	A
4	B
5	C
6	B
7	C
8	D
9	A
10	C
11	D
12	C
13	D
14	C
15	A
16	B
17	A
18	C
19	B
20	C
21	A
22	B
23	A
24	D
25	A
26	C
27	D
28	C
29	A
30	D

<b>Item No.</b>	<b>Key</b>
31	C
32	D
33	B
34	D
35	B
36	A
37	B
38	C
39	B
40	D
41	A
42	B
43	C
44	B
45	D
46	C
47	A
48	D
49	C
50	B
51	D
52	B
53	A
54	D
55	D
56	C
57	D
58	C
59	D
60	A



TEST CODE **01225020**

**FORM 01225020/SPEC 2005**

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**CARIBBEAN SECONDARY EDUCATION CERTIFICATE  
EXAMINATION®**

**GEOGRAPHY**

**PAPER 02 – General Proficiency**

*2 ½ hours*

**SPECIMEN PAPER**

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

1. This paper consists of **TEN** questions in **FOUR** sections.
2. Section A consists of **ONE compulsory** question. Each of Sections B, C and D consists of **THREE** questions.
3. Candidates **MUST** answer **FOUR** questions: Question 1 from Section A and **ONE** question from **EACH** of Sections B, C and D.
4. Begin **EACH** answer on a separate page.
5. Credit will be given for the use of relevant sketch maps and diagrams.
6. The use of non-programmable calculators is permitted.
7. **Write all of your responses in the answer booklet provided unless otherwise stated in the question. ALL inserts used MUST be fastened securely to your answer booklet.**

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO**

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**SECTION A (MAPWORK)****Answer this compulsory question.**

1. (a) A map extract of Maggotty, Jamaica, on a scale of 1: 50 000, is provided as an insert. Study the extract and then answer the following questions:
- (i) State the grid reference of the bridge between the school at Maggotty and Vauxhall. **(1 mark)**
  - (ii) What is the direction of the trigonometrical station at Mt. McLeod (308453) from Mt. Semple (279461)? **(1 mark)**
  - (iii) What is the distance, in kilometres, along the main road from the Police Station at Lacovia (287427) to the Post Office at Santa Cruz (307419)? **(2 marks)**
  - (iv) Write the scale of the map in words. **(1 mark)**
  - (v) Name
    - a) the landform at grid reference 271465 **(1 mark)**
    - b) TWO landforms between eastings 29 and 30 and south of northing 42 **(2 marks)**
    - c) ONE industry in grid square 2944. **(1 mark)**
- (b) The horizontal distance between the 100 feet contour line (287410) and the 1750 feet contour line (293410) is 1 mile (5280 feet). Calculate the average gradient between these two contour lines along northing 41. **(3 marks)**
- (c) The cross section provided as an insert, is drawn along northing 42 between eastings 27 and 31.
- (i) On the cross section, label the following features shown by arrows A, B, C, D and E.
    - a) Dickensons' Pen
    - b) Santa Cruz Mountains
    - c) Area of swamp
    - d) Point at which the Class A road crosses the section
    - e) Styx River

**(5 marks)**
  - (ii) State the vertical scale used for the cross section. **(1 mark)**

- (d) Describe TWO features of the drainage in the map area. **(4 marks)**
- (e) **Using map evidence only**, explain why sugar-cane cultivation is located in 'pockets' on the map. **(6 marks)**

**Total 28 marks**

**SECTION B (NATURAL SYSTEMS)****Answer ONE question from this section.**

2. (a) Draw a well-labelled diagram to show plate movements and processes at a convergent plate margin. **(4 marks)**
- (b) (i) What are intrusive volcanic features? **(2 marks)**  
(ii) Give TWO examples of an intrusive volcanic feature. **(2 marks)**  
(ii) Describe TWO ways in which intrusive features change over time. **(4 marks)**
- (c) Explain how the type of volcanic eruption is determined. Include TWO factors in your response. **(6 marks)**
- (d) Explain how EACH of the following is formed:
- (i) River floodplains **(3 marks)**  
(ii) Levees **(3 marks)**
- Total 24 marks**
3. (a) Figure 1 is a diagram illustrating the vegetation of tropical grasslands. Study this figure and answer the question below.

**Figure 1: Vegetation of tropical grasslands**

In your answer booklet, write the Label for EACH of the features indicated by the letters, A, B, C and D, in Figure 1. **(4 marks)**

- (b) Explain how the climate and the vegetation of the equatorial region are related. Include TWO relationships in your response. **(6 marks)**
- (c) Describe THREE characteristics of the weather associated with hurricanes. **(6 marks)**

- (d) Define 'longshore drift'? **(2 marks)**
- (d) Explain how cliffs and wave-cut platforms along a coast are formed. **(6 marks)**

**Total 24 marks**

4. (a) Study Figure 2 which shows movement of water and answer the questions below.

**Figure 2. Movement of water**

- (i) Name EACH of the processes indicated by the letters, A, B, and C, shown in Figure 2. **(3 marks)**
- (ii) State the name of the process by which water moves from the surface of the ground into the soil. **(1 mark)**
- (b) (i) Define 'mass wasting'. **(2 marks)**  
(ii) Distinguish between a 'landslide' and a 'soil creep.' **(4 marks)**
- (c) (i) Give TWO characteristics of limestone. **(2 marks)**  
(ii) Explain how EACH limestone feature below is formed in the Caribbean.
- a) Caves  
b) Cockpits **(6 marks)**
- (d) Explain how rocks are affected by
- (i) ONE physical weathering process. **(3 marks)**  
(ii) ONE chemical weathering process. **(3 marks)**

**Total 24 marks**

**SECTION C (HUMAN SYSTEMS)**

**Answer ONE question from this section.**

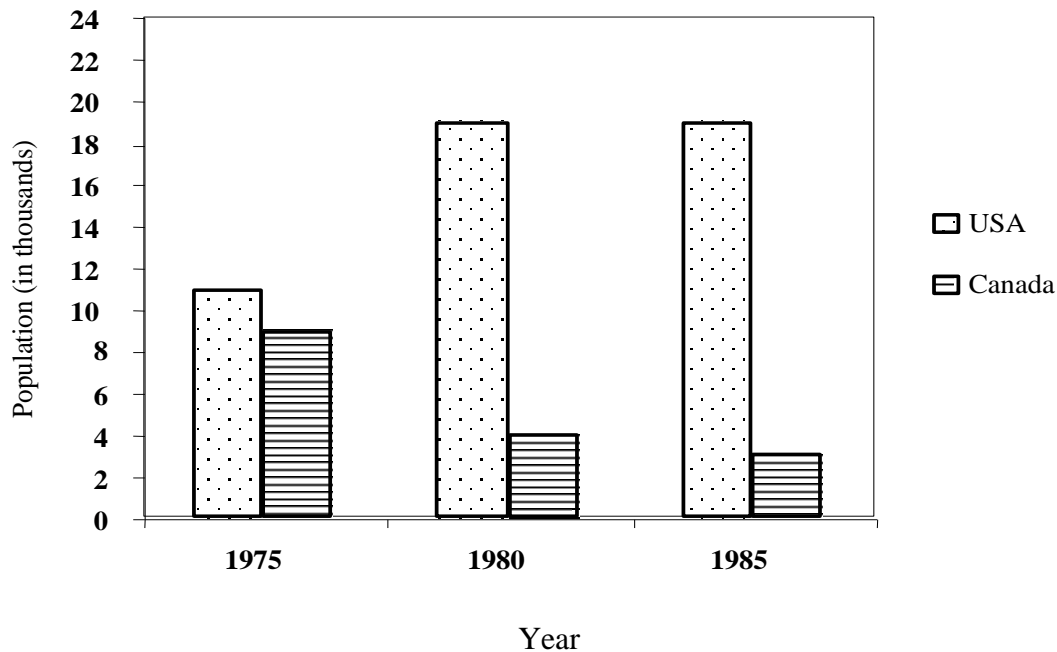
5. (a) Study the information presented in Figure 3 and then answer the questions below.

**Figure 3. Percentage of total sugar production in the Caribbean for selected countries**

- (i) State the name of the Caribbean country with the HIGHEST sugar production. **(1 mark)**
- (ii) What percentage of the total sugar production in the Caribbean comes from Belize? **(1 mark)**
- (iii) Which Caribbean country contributed 22% to the total sugar production of the region? **(1 mark)**
- (iv) Which TWO Caribbean countries together produced 63% of the total sugar in the region? **(1 mark)**
- (b) Describe FOUR problems associated with peasant farming in a **named** Caribbean country. **(8 marks)**
- (c) Compare EITHER garment manufacturing OR food processing industry in a **named** Caribbean country with that of either Hong Kong or Singapore under the following headings:
- (i) Labour
- (ii) Raw Material
- (iii) Globalization
- (iv) Technology
- (12 marks)**

**Total 24 marks**

6. (a) Figure 4 shows the number of migrants from Jamaica to the USA and to Canada. Study this figure and then answer the questions below.



**Figure 4. Number of migrants from Jamaica to USA and Canada (1975 – 1985)**

- (i) Which country had the LARGER number of Jamaican migrants in 1980? **(1 mark)**
- (ii) In which of the three years shown in Figure 4 was migration from Jamaica to Canada the HIGHEST? **(1 mark)**
- (iii) Which country had a steady decline of Jamaican migrants over the three years, 1975, 1980 and 1985? **(1 mark)**
- (iv) How many more Jamaican migrants were in the USA in 1980 than in 1975? **(1 mark)**
- (b) Describe THREE advantages for CARICOM countries in forming the Caribbean Single Market and Economy (CSME). **(6 marks)**
- (c) (i) Define ‘urbanization’. **(1 mark)**
- (ii) State an impact of urbanization on land use. **(1 mark)**
- (iii) Explain how urbanization causes problems in a **named** Caribbean city. Include THREE of these problems in your response. **(6 marks)**
- (iv) Explain how urbanization may be controlled in the named Caribbean city in (c) (iii) above. Include THREE ways in your response. **(6 marks)**

**Total 24 marks**



7. (a) (i) Draw a sketch map of a **named** Caribbean country. **(2 marks)**
- (iv) On the sketch map drawn in (a) (i) above, name and locate ONE area where commercial arable farming is practised. **(2 marks)**
- (b) (i) What is meant by 'primary economic activity'? **(1 mark)**
- (ii) Give ONE example of a primary economic activity. **(1 mark)**
- (c) Describe THREE factors influencing the tourism industry in a **named** Caribbean country. **(6 marks)**
- (d) Explain how recent changes in agriculture in the Caribbean affect EACH of the following areas:
- (i) Employment
  - (ii) Acreage
  - (iii) Marketing arrangement
  - (iv) Diversification
- (12 marks)**

**Total 24 marks**

**SECTION D (HUMAN – ENVIRONMENT SYSTEMS)**

**Answer ONE question from this section.**

8. (a) Table 1 presents data on some hurricanes which occurred in the Caribbean from 1988 to 1999. Study this table and answer the questions below.

**TABLE 1: THE OCCURRENCE OF  
SELECTED HURRICANES IN THE CARIBBEAN**

<b>Name of Hurricanes</b>	<b>Year</b>	<b>Speed (Km/hr)</b>
Emily	1999	63 - 117
Danny	1997	118 - 153
Bonnie	1998	154 - 177
Fran	1996	178 - 209
Luis	1995	210 - 249
Gilbert	1988	250 <sup>+</sup>

- (i) Name the hurricane that had the **GREATEST** wind speed. **(1 mark)**  
In which year
- (ii) did Hurricane Fran occur? **(1 mark)**
- (iii) was hurricane speeds of 210 – 249 km/hr recorded? **(1 mark)**
- (iv) did the hurricane with the **LOWEST** speed occur? **(1 mark)**
- (b) List **FOUR** impacts of volcanic eruptions on the environment. **(4 marks)**
- (c) Describe **TWO** measures adopted by a **named** Caribbean country to reduce the impact of volcanic eruptions. **(4 marks)**
- (d) (i) Explain how hurricanes impact on life and property in a **named** Caribbean country. Include **TWO** ways in your response. **(6 marks)**
- (v) For the Caribbean country named in (d) (i) above, explain what measures are adopted to reduce the impact of hurricanes. **(6 marks)**  
Include **TWO** measures in your response.

**Total 24 marks**

9. Table 2 presents information on the percentage distribution of global greenhouse gases in 2002.

**TABLE 2: PERCENTAGE DISTRIBUTION OF GLOBAL GREENHOUSE GASES IN 2002**

<b>Gases</b>	<b>Per cent</b>
Nitrous Oxide (NO)	5
Methane (CH <sub>4</sub> )	10
Chlorofluorocarbons (CFCs)	13
Carbon Dioxide (CO <sub>2</sub> )	72

- (a) Construct a pie chart to illustrate the information presented in Table 2. **(4 marks)**
- (b) (i) Define 'deforestation.' **(2 marks)**
- (ii) Explain THREE ways in which deforestation impacts on a **named** Caribbean country. **(6 marks)**
- (c) (i) Describe THREE ways in which water pollution can be reduced. **(6 marks)**
- (ii) Explain THREE measures that are adopted to minimize coral reef degradation in a **named** Caribbean country. **(6 marks)**

**Total 24 marks**

10. (a) (Figure 5 is provided as an insert for this question.)

Table 3 presents data on deforestation in Brazil.

**TABLE 3: DEFORESTATION OF AN AREA IN BRAZIL  
BETWEEN 1980 AND 2002**

Year	Area ('000 km <sup>2</sup> )
1980	120
1990	140
2000	200
2002	205

On the axis provided in Figure 5, construct a bar graph to illustrate the data presented in Table 3. **(4 marks)**

- (b) (i) List FOUR types of human activities that contribute to pollution. **(4 marks)**
- (ii) For EACH activity identified in (b) (i) above, describe TWO measures that are adopted to reduce pollution. **(4 marks)**
- (c) (i) Explain how conservation in Caribbean countries is supported by EACH of the following:
- Reafforestation (Reforestation)
  - Protected Areas Management
- (6 marks)**
- (ii) For EITHER Mauritius OR the Maldives, explain what measures have been adopted to deal with the rise in sea level. Include TWO measures in your response. **(6 marks)**

**Total 24 marks**



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**SPECIMEN PAPER**

## SECTION A (MAPWORK AND FIELD STUDY)

### Question 1

SO: MF 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.0

		P1	P2	P3
(a)	(i) 285459	1		
	(ii) ESE	1		
	(iii) 8 km range (7.5 – 8.5)	2		
	(iv) One centimetre represents 50 000 centimetres (½ kilometre) or 1.267 inches represent one mile	1		
	(v) a) depression		1	
	b) escarpment/ridge, lowland, scarp, dip – any two		2	
	c) starch factory, sawmill – any one		1	
	(9marks)			
(b)	1750 – 100 = 1650 feet – 1 mark			
	Formula $\frac{1750-100}{5280}$ – 1 mark	3		
	Correct answer 1: 3 – 1 mark			
	(3 marks)			
(c)	(i) Answers on grid (See page 3)	6		
	(ii) Vertical scale for cross section – 1 inch represents 650 feet.			
	(1 mark)			
(d)	Features of drainage of map area:			
	• Poorly drained, large areas of swamp in South West and East			
	• One main river system drains map area from North East, Black River and its tributaries			
	• Absence of surface drainage in the areas of higher elevation, for example, Santa Cruz Mountains, Nassau Mountains			
	• Presence of seasonal streams in the southern part of the map extract – Any 2 2 x 2 marks		4	
	(4 marks)			
(e)	Sugar-cane cultivation:			
	• Limited to well-drained areas that are gently sloping.			1
	• Sugar-cane cannot be grown in the swampy areas or areas of high relief.			1
	Two examples of map evidence – 2 marks			4
	Reference to relief or drainage – 4 marks			
	(6 marks)			
		14	8	6

**Total 28 marks**

**SECTION B (NATURAL SYSTEMS)**

Question 2

SO: NS - 3, 4, 5, 12

(a)

(4 marks)

(b) (i) Intrusive features are the forms of magma which push into the earth's crust but do not reach the surface. The magma cools and solidifies in the crust. – 2 marks

(ii) Sill, Dyke, Batholith  
 1 mark for any 1 named – 1 mark  
 2 named – 2 marks

(iii)

- The overlying rock is removed to expose the intrusive landforms on the surface.
- The intrusive landform is exposed to weathering and agents of erosion and may change its shape.

2 ways – 2 x 2 marks                      4 marks                      (8 marks)

(c)

- Chemical composition of the lava – acidic or basic – free flowing or very viscous. Free flowing lavas erupt quietly and continuously without explosions. Viscous lava blocks the vent and allows a build up of pressure which is released explosively.
- Type of plate margin – subducting margins, (for example, hot spots) and upwelling margins.

2 x 3 marks

(6 marks)

P1	P2	P3
4		
	2	
	2	
	4	
		6

- (d) (i) River floodplains are formed in the lower course of the river as it approaches sea level.
- It flows over a low gradient carrying a heavy load.
  - Seasonally, it overflows its banks and deposits material on the valley floor.
  - Repeated flooding builds up the floodplain.
- (ii) Levees are formed in the lower course when the river overflows its banks.
- It deposits the coarsest materials first, nearest to its channel.
  - Repeated flooding builds up these raised banks on either side of the channel.
- [Must include explanation of process for 3 marks each]  
2 x 3 marks (6 marks)

P1	P2	P3
		6
4	8	12

**Total 24 marks**



Question 3

SO:, NS - 11, 12, 18, 22, 24

	P1	P2	P3
(a) A – wide, <u>spreading crown</u> (1) B – tall, <u>elephant grass</u> (1) C – <u>deep roots</u> (1) D – large <u>water-storing trunk</u> (1)	4		
(4 marks)			
(b) High temperatures and high rainfall result in <ul style="list-style-type: none"> <li>• 5 layers and canopy – light</li> <li>• Evergreen – year round growth</li> <li>• Broad leaved – high photosynthesis</li> <li>• Thin barks – high moisture</li> <li>• Variety of species in small area</li> </ul> Any 2 features carefully linked to the climatic conditions for full marks 2 x 3 marks			
(6 marks)			
(c) Hurricane weather: <ul style="list-style-type: none"> <li>• Torrential/heavy rainfall, intense and long duration</li> <li>• Strong winds over 117 km/hr</li> <li>• Wind direction northwest and later southwest</li> <li>• Completely overcast skies except with passage of the eye</li> <li>• Towering cumulonimbus clouds</li> <li>• Thunderstorms with lightning</li> </ul> Any 3 <b>described</b> – 3 x 2 marks each If listed 1 mark, maximum of 3 marks	6		
(6 marks)			
(d) Longshore drift is the <u>resultant movement of material along the shore</u> (1) in <u>the prevailing wave direction.</u> (1)	2		
(2 marks)			

(e)

- Cliffs are formed by wave erosion between high water and low water marks to create a notch along the coast. (2 marks)
- The notch is enlarged to form a cave with the overhang. (1 mark)
- The collapse of the overhang results in the steep rock face called a cliff. (1 mark)
- The retreat of the cliff leaves a gently sloping rock surface which is exposed at low tide and covered by water at high tide. This is called a wave-cut platform. (2 marks)

The 2 features can be done together as part of the same process but the creation of each must be clearly explained. (6 marks)

P1	P2	P3
		6
4	8	12

**Total 24 marks**

Question 4

SO: NS 4, 6, 7, 8, 9, 14, 15

			P1	P2	P3
(a)	(i)	A – Evaporation B – Surface runoff (overland flow) C – throughflow	1 mark 1 mark 1 mark		
	(ii)	Infiltration	1 mark		
			4		
(b)	(i)	Mass wasting is the movement of weathered material down slope under gravity.	2 marks		
	(ii)	A landslide is the fast movement of weathered materials, often with water, down steep slopes.		2	
		A soil creep is the very slow, often imperceptible movement of material on even, very gentle slopes.	4 marks		
				4	
(c)	(i)	Characteristics of limestone:	2 marks for each full definition 1 mark for each partial definition		
		<ul style="list-style-type: none"> <li>Composed of calcium carbonate</li> <li>Large pores and cracks make it permeable</li> </ul>	(2 marks)	2	
	(ii)	a) Caves are formed by the removal of the soluble calcium bicarbonate produced by carbonation. This creates large openings underground. These are found in Barbados/Jamaica Jamaica for example.	3 marks		
		b) Cockpits are formed by the enlargement of joints at right angles. The areas of intersection are carbonated more quickly than unjointed areas to form large depression on the surface. These are found in Jamaica.	3 marks		
					6
(d)	(i)	Physical weathering:			
		<ul style="list-style-type: none"> <li>Frost shattering – occurs in highland/ temperate areas where temperatures fluctuate around freezing. Water seeps into cracks in the rock and freezes. It expands as it freezes and widens the cracks. Repeated freezing and thawing result in the rock being disintegrated into smaller, angular, fragments called scree.</li> <li>Pressure release – overlying rocks are removed by erosion Underlying rocks expand and fracture parallel to the surface due to the removal of the weight</li> </ul>			
					3
		One process with main points	(3 marks)		

(ii) One of chemical weathering:

- Carbonation – rain water acting as dilute carbonic acid reacts with calcium carbonate to produce soluble calcium bicarbonate which is soluble and easily washed away. It results in changes in the chemical composition of the rock.

OR

- Hydrolysis – the hydrogen in the water reacts with minerals in the rock (the water combines with the rock) to form a clay deposit).

One process with main points – 3 marks

- Solution – some minerals, such as rock salt, are soluble in water. Many minerals become more soluble as the acidity of the solvent increases, and so wears away the rock.

OR

- Oxidation – the change of iron in the rock from ferrous to ferric state by reacting with air and water. It forms a soft thin crust resembling rust on the rock. Both the chemical composition and the physical features of the rock are changed.

(6 marks)

P1	P2	P3
		3
4	8	12

**Total 24 marks**

**SECTION C (HUMAN SYSTEMS)****Question 5**

SO: MF – 4.2; HS – 14, 17

			P1	P2	P3		
(a)	(i) Guyana	1 mark	4				
	(ii) 32%	1 mark					
	(iii) Barbados	1 mark					
	(iv) Guyana and Barbados	1 mark					
			(4 marks)				
(b)	Any FOUR of the following elaborated		8				
	• Small size of farms						
	• Low incomes and inability to purchase inputs						
	• Fragmentation of farms						
	• Poor quality land – marginal land						
	• Adverse weather conditions						
	• Pests and diseases						
	• Inadequate infrastructure						
	• Praedial larceny						
	Each identification and elaboration - 2 marks						
	Any four - 4x 2 marks	(8 marks)					
(c)	For Garment Industry in Singapore						
	<b>Caribbean</b>	<b>Singapore</b>					
(i)	Labour	Female labour mainly (1) cheap labour (1) Labour – intensive (1)				Female labour Imported from Malaysia “Sweat shop” – work in hot, harsh, overcrowded conditions in factories labour intensive	3
(ii)	Raw Material	Impact of globalization on availability and cost of materials. (1) Garments arriving with just labels to be added, (1) for example, in Caribbean – coming in from (1) USA; in Singapore – coming in from Bangladesh.				3	
(iii)	Globalization	Imported materials (1) Quotas (1) Free Zones (1)	Export processing zones (EPZ)	3			
(iv)	Technology	Basic – Simple (1) Sewing machine (1) Assembly – line (1)	Basic – simple Sewing machines Assembly – line	3			
			4	8	12		

**Total 24 marks**

Question 6

SO: MF – 4.2; HS – 3, 6, 7, 8, 13

- (a) (i) USA 1 mark  
 (ii) 1975 1 mark  
 (iii) Canada 1 mark  
 (iv) 8000 1 mark  
 (4 marks)
- (b) Advantages of the CSME for CARICOM:
- The number and variety of jobs available will provide more choices for citizens.
  - The firms will have a wider choice and become more competitive.
  - Competition will encourage prospective employees to improve their qualification.
  - Skilled Caribbean citizens, especially in the professions of music, sport and the media and those who are university graduates, will have a distinct advantage.
  - Firms will experience enhanced transfers of technology due to wider markets and increased competition.
  - Firms will benefit from increased economies of scale, for example, due to mergers, linkages.
  - A greater variety of products and services will be available and internet trading and banking will increase in the Caribbean.  
 Any six points - 6 x 1 mark (6 marks)
- (c) (i) Urbanization is the increase in the proportion (percentage) of people who live in cities. (1 mark)
- (ii) As a result of this increase, there is an expansion of the city land use outwards from the city centre and the adjoining land is incorporated into the city. (1 mark)
- (iii) Three problems of urbanization in the city of Port-of-Spain:
- There are extensive paved surfaces so that very little natural surface is exposed. Therefore when rain falls, there is very little infiltration and rapid runoff so that extensive flooding results.
  - Owing to the increased number of people in the city, there is a high demand for land especially in the CBD. The need for land space is so great that high rise buildings are constructed to make optimum use of the land.

P1	P2	P3
4		
	6	
	1	
	1	

	P1	P2	P3
<ul style="list-style-type: none"> <li>• <u>The high price of land</u> is a problem in urban areas resulting from high demand for land. Cost per square metre is often thousands of dollars.</li> <li>• High levels of noise, air and even water <u>pollution</u> is a characteristic problem of urbanization due to the large number of cars and their exhaust containing carbon monoxide. The rain is often a weak solution of carbonic acid and noise from people, vehicles and air conditioner is excessive.</li> <li>• <u>Congestion</u> is caused by narrow roads and too many large buildings so that the population size for a small area is great. The large number of cars and people also add to the congestion.</li> <li>• The city <u>spreads into nearby rural areas</u> and engulfs them. Urbanization affects suburban areas, changing the land use from rural to suburban.</li> <li>• <u>Crime</u> is a characteristic problem which results from the high rate of <u>unemployment</u> and <u>urban poverty</u>. A significant number of individuals live a life of delinquency, for example, becoming pickpockets and pimps.</li> <li>• <u>Urban poverty</u> is common and is reflected in the number of slums, shanty towns and dilapidated buildings with non-functioning services. There are large numbers of vagrants and street children.</li> </ul> <p>Any three problems 3 x 2 marks – 6 marks (6 marks)</p>			6
<p>(iv) Three solutions to the problems of urbanization in the city of Port-of-Spain:</p> <ul style="list-style-type: none"> <li>• <u>Reduction of Pollution</u> Establishing and maintaining green belts or parks that will reduce congestion as well as noise pollution and absorb some of the dust. The Queens Park Savanna and various parks do help to reduce dust pollution and heat. Additionally the use of liquid petroleum gas (lpg) and the banning of leaded gasoline has helped to promote clean air.</li> <li>• <u>Reduction of congestion</u>  Congestion, especially for traffic, can be reduced by car pooling, improving mass national transport and encouraging more citizens to use it. Improving and enforcing traffic laws especially in no parking zones is important. Rerouting traffic and improving and increasing the number of car parks and shuttle services can encourage more people to walk rather than</li> </ul>			

drive. Out-of-town malls and decentralization of key services such as the renewal of driving permits have helped to reduce the number of people in the city centre.

- Improved land use

Better urban planning is vital to make good use of the land space so that there will be less paved surfaces and more plants and less glass and concrete in order to reduce heat. Proper planning may also promote urban renewal and reduce the number of poor and dilapidated areas.

- Reduction in Crime

The creation of jobs that can use unskilled labour can go a long way to reduce crime and introduce more services for all but especially the less fortunate.

Any three – 3 x 2 marks

(6 marks)

P1	P2	P3
		6
4	8	12



Question 7

SO:MF – 3.4, 3.5; HS – 9, 11, 16, 17

		P1	P2	P3
(a)	(i) Sketch map of country must have a recognizable outline Fairly accurate – 2 marks Recognizable – 1 mark	4		
	(ii) - Location of commercial arable form 1 mark - Name 1 mark (4 marks)			
(b)	(i) Primary Industry  An industry which extracts raw material from the earth. An industry which uses the earth’s natural resources. The produce can be used directly as they are – fresh or used as raw material for other industries, for example, fish for canning.		1	
	(ii) One example of primary industry  Either fishing, mining, lumbering/forestry, agriculture (2 marks)		1	
(c)	Any three of:			
	<ul style="list-style-type: none"> <li>Climate  Caribbean countries have uniform temperatures throughout the year. There are no distinct seasons, no winter in the Caribbean.</li> <li>Physical Resources  Sand and sea – many hotels are built close to coastal areas – Jamaica, Bahamas Native (eco-tourism) Wild life Swamps and birds at national parks in Trinidad and Tobago Dominica – Mountains are huge and magnificent Belize, Guyana and Trinidad – Rainforests are appealing Tourist will visit these areas for enjoyment and beautiful scenery</li> <li>Activities  Festivals, for example, Jamaica Reggae Sunfest Carnivals, for example, Jamaica, Trinidad, Crop over in Barbados Sporting events and facilities or outdoor events Gambling – Bahamas Cultural Activities – theatre, music, food and drink</li> </ul>			

	P1	P2	P3
<ul style="list-style-type: none"> <li>• Economic  Currency differences – for example, low value of the Jamaican dollar to US dollar increases purchasing power for American visitors in the country.</li> <li>• Strategic Position  Close proximity to North America - Many visitors to the Caribbean are from USA and Canada.</li> <li>• People  Warm and friendly hospitality and service Any three factors, 3 x 2 marks (6 marks)</li> </ul>		6	
<p>(d) <u>Recent Changes:</u></p> <p><u>Employment</u></p> <p>General decline in agriculture</p> <ul style="list-style-type: none"> <li>• Reduction in employment overall. Many elderly people left on farms as younger generation move into urban area to seek jobs. ‘Shun’ agriculture because few wish to work on land for low wages.</li> <li>• High import for food – changing demand</li> <li>• Government not putting enough funds in agriculture</li> <li>• Mechanization and Hybridization – Hybridization is the introduction of new varieties that are better able to withstand shipping and refrigeration and need less workers.</li> </ul> <p style="text-align: right;">Any 3 points - 3 x 1 mark</p>			3
<p><u>Acreage</u></p> <ul style="list-style-type: none"> <li>• Reduction – new varieties being introduced, therefore the same area can produce higher yields or plant a smaller area and get higher yields, therefore acreage declines.</li> <li>• Consolidation of farms – farms get larger</li> <li>• Closure of estates – lack of productivity and transfer to other uses result in reduction of acreage, for example, sugar estates in Jamaica.</li> </ul> <p style="text-align: right;">Any 3 points - 3 x 1 mark</p>			3

Marketing Arrangement

- Role of WTO (World Trade Organization) – reduction or removal of tariffs and/or subsidies – difficult for Caribbean farmers to compete in the world market.
- EU/ACP arrangement for banana and sugar changing. In Jamaica over the next three years, there will be a gradual reduction in the price of sugar to farmers. Plan to lobby for a longer time period before this is phased in.
- Quotas established.

Any 3 points - 3 x 1 mark

Diversification

Change of emphasis from traditional crops like sugar, banana to non-traditional crops like spices, fruits, vegetables. (1)

Any two reasons elaborated:

- Changes in demand
- Changes in incomes – need variety
- Problem of prices of traditional exports
- Reduction of risk
- Government support

1 + 2 marks

At least 3 points for each heading – 4 x 3 marks (12 marks)

P1	P2	P3
		3
		3
4	8	12

**Total 24 marks**

**SECTION D (HUMAN-ENVIRONMENT SYSTEMS)**

Question 8

SO: MF – 4.2; HES – 2, 3

			P1	P2	P3
(a)	(i)	Gilbert	1 mark	4	
	(ii)	1996	1 mark		
	(iii)	1995	1 mark		
	(iv)	1999	1 mark		
			(4 marks)		
(b)	<ul style="list-style-type: none"> <li>• Air pollution from volcanic ash</li> <li>• Acid rain</li> <li>• Loss of vegetation</li> <li>• New landforms are created, that is, caldera, crater, lava, dome</li> <li>• New materials are brought to the surface of the earth, which will eventually produce rich soils.</li> </ul>			4	
			Any four impacts - 4 x 1	(4 marks)	
(c)	<p>In Montserrat, the Government has pursued the following measures:</p> <ul style="list-style-type: none"> <li>• Establish mechanisms to receive information from agencies with early warning systems, such as, Caribbean Disaster Emergency Response (CDERA)</li> <li>• Relocate residents away from the volcanic zone</li> <li>• Continue research in the occurrence of the phenomenon</li> <li>• Provide education and awareness programmes for the population.</li> </ul>			4	
			Any two measures with elaboration – 2 x 2 marks	(4 marks)	
(d)	(i)	<ul style="list-style-type: none"> <li>• In 1999, Hurricane Lenny developed over the Caribbean Sea close to Jamaica and moved easterly instead of westerly. It brought heavy rains and mudslides to the island of St. Kitts. (3)</li> <li>• The high winds of Hurricane Lenny also disrupted communications on the island of St. Kitts as telephone and electricity poles were blown down. (3)</li> <li>• Some of the worst damages are often caused by storm surges when low air pressure near the centre of the hurricane causes the surface of the sea to rise upwards. When the storm moves into shallow coastal waters this may be transformed into waves six metres high. Most low lying Caribbean territories are vulnerable to this impact. (3)</li> </ul>			3
			Any two ways – 2 x 3 marks	(6 marks)	3

(ii)

- Within St. Kitts building codes have been passed/upgraded to encourage sturdier and more durable structures that can withstand the high winds associated with hurricanes (3 marks)
- In collaboration with Office of Disaster Preparedness and Emergency Management (ODPEM), the Government of St. Kitts has sought to develop early warning systems to alert residents in an effort to mitigate the impacts of hurricanes. (3 marks)

P1	P2	P3
		3
		3
4	8	12

**Total 24 marks**

Question 9

SO: MF – 4.1; HES – 5, 7, 9, 10

(a)

(4 marks)

(b) (i) Deforestation refers to the cutting down or removal of trees to clear the land for other use, for example, urban construction, road building or industry. (2 marks)

(ii) Using Guyana as an example, the following impacts have been observed:

- Eutrophication: With over 1100 mm of annual rainfall, agricultural land uses and housing developments have caused eutrophication of coastal areas.
- Sedimentation: The removal of trees along mountain slopes in the hilly sand and clay belt regions has often resulted in the dislocation and removal of soils. These soils are deposited in streams leading to increased sediment load in the rivers and streams.
- Flooding: Increased sediment load within the rivers and streams implies that the carrying capacity of the waterways is reduced, resulting in flooding of river basin areas, particularly during periods of heavy rainfall.
- Biodiversity Loss
- Alteration of micro-climate
- Destruction of watersheds

P1	P2	P3
4		
	2	
		6

- (c) (i)
- Reduce dumping of waste
  - Enforce regulations
  - Recycle land-based materials
  - Promoting public education and awareness
  - Reduce the use of agro-chemicals.
- Any three ways – 3 x 2 marks (6 marks)

(ii) THREE measures that are adopted to minimize coral reef degradation in a named Caribbean country.

In Barbados:

- Public education of visitors and locals on the importance of maintaining the integrity of the coral reefs.
- Laws enacted to reduce marine pollution and breakage of corals, for example, from cruise ships, oil tankers; highly publicized prosecution of fines imposed on a number of captains of such vessels.
- Laws enacted making the practice of sand mining along the coastal areas illegal.
- Work of the coastal zone management in relation to outreach and education programmes in maintaining the coral reefs and reducing pollution.

Any three measures fully stated - 3 x 2 marks (6 marks)

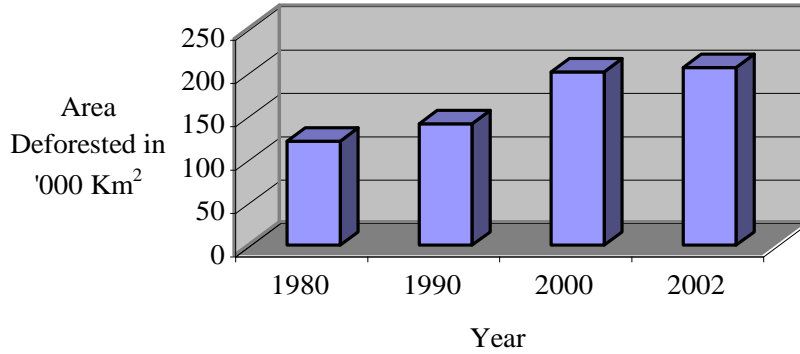
P1	P2	P3
	6	
4	8	12

**Total 24 marks**

Question 10

SO: MF – 4.1; HES – 5, 7, 9, 10

(a)



(4 marks)

(b) (i) Contributing to pollution:

- Careless use of radioactive materials
- Explosions or fires
- The use of inorganic chemicals in arable agriculture
- Indiscriminate disposal of domestic waste
- Indiscriminate disposal of industrial waste
- Oil spills

Any four – 4 x 1 mark

4 marks

(ii) Reducing pollution:

- Encouraged more organic farming
- Removed the subsidies offered on some chemicals
- Provided incentives for reuse of materials currently discarded as waste
- Greater public awareness about the effects of indiscriminate waste disposal.

Any two - 2 x 2 marks

4 marks  
(8 marks)

P1	P2	P3
4		
	8	



(c) (i) Explain how each of the following contributes to conservation:

a) Reafforestation

- Replanting, particularly with fast-growing species, can reduce soil erosion<sup>(1)</sup>, providing the soil with the stability to sustain vegetation growth. (1)
- This takes the pressure off existing resources by providing alternatives sources that households can access, for example, firewood, fruits and feed for livestock. (1)

b) Protected Areas

- Increasing the number of conservation reserves and enforcing<sup>(1)</sup> the requisite regulations can lead to reduce logging in these areas. (1)
- Furthermore, strong measures may act as a deterrent to destroying these resources. (1)

(ii)

- Mauritius or Maldives/threatened by sea-level rise since many islands are less than 1m above sea level. Sea level rise is projected at 4 – 10 cm every 10 years. (2)
- Has adopted education and awareness campaigns on climate change and its impact on the islands – introduced on school curricula. (2)

OR

- Strengthened legislation relating to coastal development and environmental guidelines in order to minimise frequent overwash by storms or the effects of flooding. (2)

OR

- Established and enforced policy and legislation for the use of land, since it is expected that severe coastal erosion or disappearance of a large proportion of the land mass is expected over the next thirty years. (2)

P1	P2	P3
		3
		3
		6
4	8	12

**Total 24 marks**



TEST CODE **01225032/SPEC**

**FORM 01225032**

**C A R I B B E A N E X A M I N A T I O N S C O U N C I L**

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE  
EXAMINATION®**

**GEOGRAPHY**

**PAPER 03/2 – General Proficiency**

*1 ¾ hours*

**SPECIMEN PAPER**

**Answer ALL the questions.**

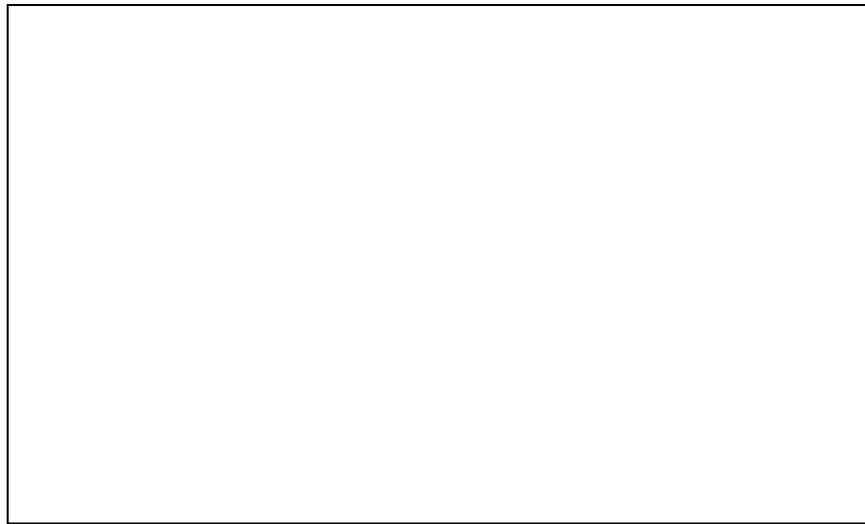
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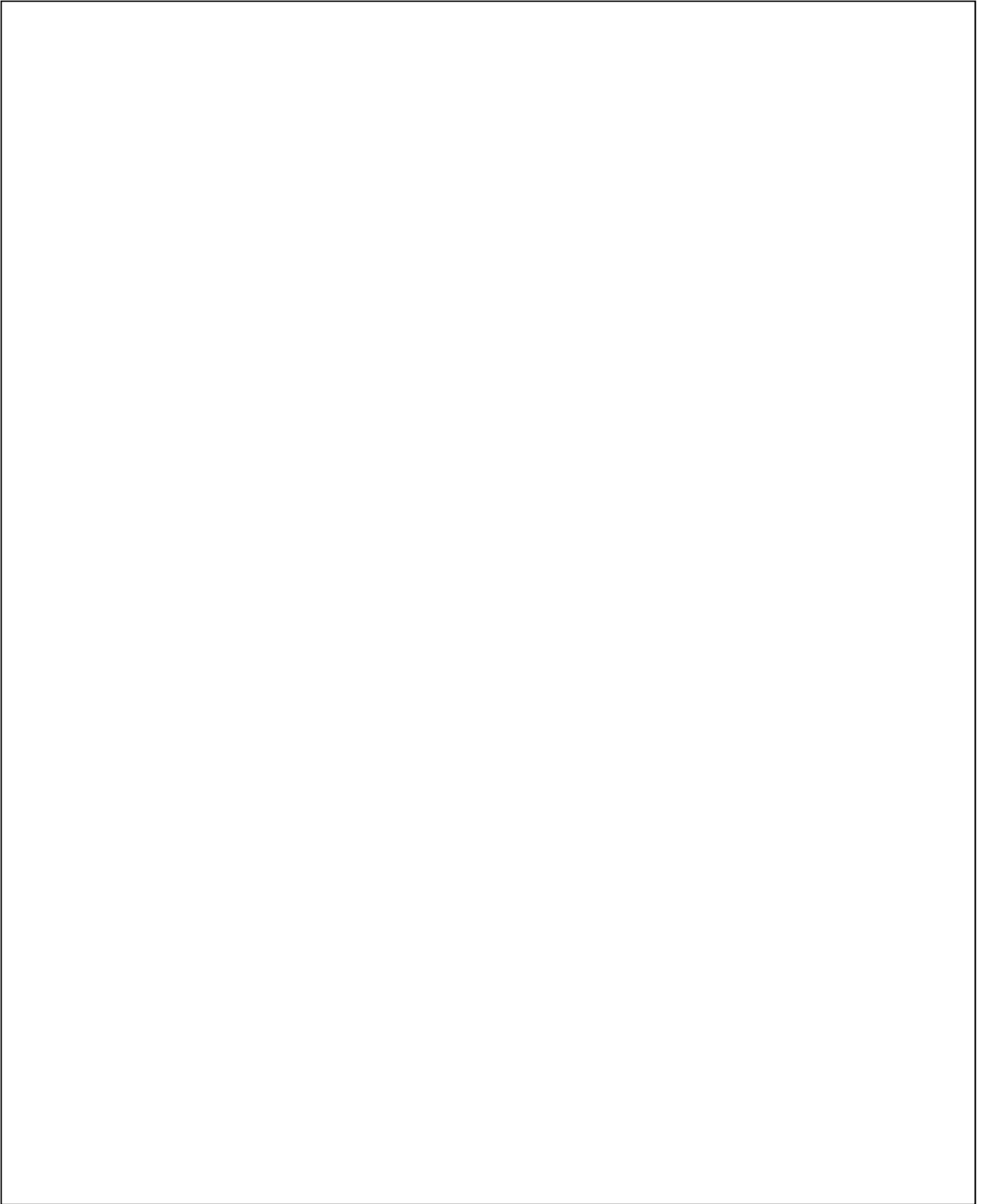
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**Answer ALL questions.**

1. Imagine you are studying the changes in land use in an area near to Roxborough in Tobago. Use the map extract provided (Tobago Sheet 3 (1969) – scale 1:25 000) to draw TWO sketch maps, in the spaces in **Figures 1a** and **1b** to show the **location** of the area which was used for coconut cultivation (in 1969) between Belle Garden (**square 6142**) and Roxborough (**square 6444**).
- (a) In the frame of **Figure 1a**, using Sheet 3 as a guide, make a sketch of Tobago to show the position of the study area, in relation to the entire island. **(2 marks)**
- (b) In the frame of **Figure 1b**, draw a **larger** map showing information from Sheet 3. Show details of the **location** of the study area, including the area of coconut cultivation in 1969, using the information from the main map (Sheet 3). **(2 marks)**



**Figure 1a: Sketch map showing the position of study area in Tobago.**



**Figure 1b: Sketch showing details of study area in Tobago.**

2. Two scenarios, A and B, each having the potential for geographical research are presented below.
- A. One hundred families have recently moved into a new housing area in the suburbs of a town in your country.
  - B. The owner of 4 hectares (40 000 square metres) of cultivated land, situated about 3 kilometres from a village, has applied for permission to sell the land as lots, each about 500 square metres in size.

Identify ONE topic related to EITHER A OR B which can be developed into a field-based geographical research project. Frame a question or hypothesis that you can investigate in about 3 days in the field.

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**(2 marks)**



4. Table 1 shows the measurements from a level line across the channel down to the bed of a small stream. The measurements were taken at points that are 1 metre apart at the centre of a bend in the course.

The distance from A to G is 6 metres, A is on the outer bank and G is on the inner bank.

**TABLE 1: STREAM CHANNEL MEASUREMENTS**

<b>Point</b>	<b>Distance to Bed From Level Line Across The Channel (cm)</b>
A	0
B	90
C	100
D	80
E	60
F	40
G	0

- (a) On the grid provided in **Figure 2**, draw the shape of the channel of the stream. Use a scale of 1 cm to represent 50 cm on **both** axes. **(4 marks)**
- (b) Provide a title for the diagram and label the axes. **(2 marks)**

**Figure 2:** \_\_\_\_\_  
**TITLE**

**(6 marks)**

4. (c) Study the information given in Table 1 and use the information to describe the shape of the bed. In your description, include reference to the inner and outer banks of the river.

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**(5 marks)**



5. A survey of the age of 100 workers on a sugar plantation gave the results in Table 2.

**TABLE 2: AGE OF WORKERS**

Age (yrs)	No. of Workers
15 – 19	5
20 – 24	10
25 – 29	5
30 – 34	5
35 – 39	10
40 – 45	20
45 – 50	25
Over 50	20

- (i) Write a brief interpretation of the data presented in Table 1.

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**(6 marks)**

- (ii) Comment on the significance of the results.

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**(7 marks)**

6. In a research project, you used an article from the Sunday Herald (a Jamaican newspaper published in Kingston). The article was on page 8B of the edition on Sunday, July 6<sup>th</sup>, 2003 (Volume 10, No. 184) and had the headline, “Caribbean Poultry Industry Earns US\$390 Million Annually”. No author was named.

Present this information as part of a bibliography for the report.

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**(1 mark)**

**Total 40 marks**

**END OF TEST**

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01225032/MS/SPEC 2005

**C A R I B B E A N E X A M I N A T I O N S C O U N C I L**

**S E C O N D A R Y E D U C A T I O N C E R T I F I C A T E  
E X A M I N A T I O N**

**G E O G R A P H Y**

**P A P E R 0 3 / 2 – G E N E R A L P R O F I C I E N C Y**

**S O L U T I O N S A N D M A R K S C H E M E S**

**GEOGRAPHY**

**PAPER 03/2 – GENERAL PROFICIENCY**

**SOLUTIONS AND MARK SCHEMES**

Figure 1a: Sketch map of study area –Scale 1:25000

**GEOGRAPHY**

**PAPER 03/2 – GENERAL PROFICIENCY**

**SOLUTIONS AND MARK SCHEMES**

Question 1

S O: MF – 1.4, 1.5, 3.4

Content: 1

- (a) Map of Tobago with study area correct (2 marks)  
 Map of Tobago – recognisable – study area incorrect (1 mark)

- Map of study areas:

- Area of coconuts
- Coast line
- Main road
- Settlements named
- Relief
- Scale



(2 marks)

Any 3 – 1 mark

Question 2

Specific Objectives: Field Study G.O. (ii) (a)

Content: 2.0

- A – Some relevant topics
- Population Structure
  - Internal migration
  - Occupations/Education of residents
  - Cars per household
  - Services – water, telephones
  - Urban growth
  - Alienation of agricultural land

- B – Some relevant topics
- Alienation of agricultural land
  - Urban growth
  - Labour force on farm – number and age
  - Crops now cultivated - alternative sources.
  - Change in micro-climate – record present.

Research question/hypothesis (2 marks)

Marks Comments		
P1	P2	P3
2		
2		
4	2	0

**PAPER 03/2 – GENERAL PROFICIENCY**

**SOLUTIONS AND MARK SCHEMES**

Question 3

S O: Field Study G.O. (ii) (b)

Content: 3

- (a) How - relevant methods (Lab + field)  
 Where- Sources and fields  
 Resources tools and equipment developed  
 Communication of information (9 marks)

Question 4

S O: MF – 4.1, 5.1

Content: 3

- (a) Grid - 7 accurate plots  
 (Five points 3 marks)  
 (Four points 2 marks)  
 (Three points 1 mark) (4 marks)
- (b) Axes labelled correctly  
 Title appropriate e.g.  
 “Cross section of River Channel” (2 marks)
- (c) The channel is almost triangular in shape and is deeper on the outside of the bend as shown by points B and C. The inner part of the channel has a gentle slope.  
 Communication of information – 1 mark (5 marks)

Question 5

S O: MF – 4.2

Content: 2

- (i) Less than 5% of the workers are under 19 in contrast to 20% being over 50 years old. 65% are over 40. 10% are in the age group 25-34 years.  
 Communication of information (6 marks)
- (ii) The farming labour force is aging.  
 Only 10% are in the age group of 25-34 - perhaps that young people are not attracted to farming.  
 Productivity may decline.

		Mark Comments		
		P1	P2	P3
				2
				2
			2	3
		4		
		1		
		1		
			3	1
			1	
				5
				1
		6	6	14

**GEOGRAPHY**  
**PAPER 03/2 – GENERAL PROFICIENCY**  
**SOLUTIONS AND MARK SCHEMES**

Question 5 Cont'd

S O: MF 4.2

Contents: 2

- (v) Farmers may abandon farming and sell their land.
- (vi) Depending on resources and crop, farmers may mechanise.
- (vii) Communication of Information

(7 marks)

Question 6

S O: Field Study G.O. (iii) (b)

“Caribbean Poultry Industry Earns US\$390 million Annually”  
The Sunday Herald 6 July 2003: 8B

Name of the article and name of the newspaper only

(1 mark)

**Total**

Mark Comments		
P1	P2	P3
	1	6
0	1	6
<b>10</b>	<b>10</b>	<b>20</b>

**Total 40 marks**