# GENERAL CERTIFICATE OF EDUCATION BOARD

## *REVISED SYLLABUS*

# 0550 GEOGRAPHY ORDINARY LEVEL

## *DATE OF FIRST EXAMINATION:*

# JUNE 2025 EXAMINATION SESSION


**PMB 10,000 Buea**
**November 2023**

# 550 GEOGRAPHY.

## 1. Introduction

Since1977 when the Cameroon GCE was introduced and 1994 when the GCE Board came with its systematic innovations, the syllabus for Ordinary Level Geography has been largely an adaptation from that of the university of London GCE Examinations. Since 2011, there has been a significant evolution whereby the syllabus content was reviewed to enshrine the characteristics that are environmentally suitable yet maintaining the general structure. This is in cognizance of Law No.98/004 of 14th April, 1998.laying down guidelines for education in Cameroon as well as decision No29/2011/MINESEC/CAB OF 10TH February 2011 setting committees with specific terms of reference.

Against this background the reviewed syllabus seeks to establish a link between the Ordinary Level and Advanced Levels by providing the necessary changes in the course content and examination structure so as to bridge the existing gap between the Levels. In this way, the reviewed syllabus uses appropriate generic concepts that for long had remained the reserve for the A/L and beyond. Emphasis is put on the acquisition of basic skills and the need for basic field observations just within the immediate school environment so as to reinforce the understanding of concepts taught.

The study of the Geography of Cameroon has been given greater attention. This aims at improving on the learners' awareness of their immediate environment, developmental potentials and challenges. The management component of basic environmental hazards stemming from several anthropogenic and nature induced processes has been reinforced so as to make more visible the utility of the subject. Allowance is given for further periodic modifications in view of keeping abreast with trends in knowledge and the environment.

## 2. Differences between the current syllabus and the previous one.

### I. What has been modified

### A. Syllabus Content and structure

i. The geography of Cameroon has remained a syllabus area of greater interest where emphasis is laid on the use of environmental assets for human and economic development.

ii. More focus has been accorded to contemporary issues such as global warming, desertification, internet communication, and poverty spiral.

iii. Themes have been maintained into subject areas namely: Hydrology, Meteorology and Climatology, Geomorphology, Biogeography, Economic Activities, Population Geography and Settlement.

iv. The new syllabus has also highlighted the impact of processes on man and the environment as well as their adaptation and mitigation strategies. Hence, the subject is made more applicable and relevant to people and the society.

v. Assessments objectives and learning outcomes have been simplified more, so as to make the expectations of the syllabus very precise. Furthermore, the objective of analysis has been maintained.

vi. The teaching of agriculture has been restructured to cover mainly the broad categories of farming systems (intensive and extensive farming systems.

### B) The examination has been structured as follows:

i. The number of MCQs has been maintained at 50, so as to harmonise with what obtains in other subjects at this level. Also the essay questions have been maintained at 7 while, candidates are still expected to answer 4 questions as in the old syllabus. Illustrative case studies have been maintained in one section as opposed to the hitherto two, since they test the same learning skills.

ii. The duration of the examination has been maintained at $1\frac{1}{2}$ hours for paper one and $2\frac{1}{2}$ hours for paper two.

## II. What has been reduced in the syllabus

i. Under map work, the calculation of gradient and drawing of cross section have been eliminated in favour of mere description of relief (gradient) using contour lines. This is because it is cumbersome, tedious for O/L and suitable for A/L and secondly to reduce bulk.
ii. Drainage patterns has been streamlined to three main types namely; dendritic, trellised and radial. The first reason is to harmonize teaching and learning, secondly, the others can be exhaustively studied at higher levels and also to reduce volume.
iii. Folding and faulting, mountains, plains and plateau shall no longer be treated as topics but should be identified as processes of landscape formation at plate margins. Reason being that it is exhaustively studied under geology.
iv. Glaciation, limestone and chalk regions (karsts topography) have been eliminated due to its alien content to the learners' environment.
v. Processes of landform formation have been eliminated, main soil types and major planetary ecosystems (biomes) only for the tropical evergreen forest, tropical savanna and tropical deserts. This is to reduce bulk and because they are studied in detail at A/L .
vi. Agriculture has been restructured to the two major farming systems (intensive and extensive).
vii. The factors and methods of exploitation of natural resources have been left out from general concepts but are treated under case studies in Cameroon.
viii. The brief history of Cameroon as a lesson has been scraped off.
ix. The theory of isostacy as well as Esther Boserup's model on population growth/ resource relationship has been suppressed.

### III. What has been added in the syllabus

i. The notion of climate Smart agriculture under some recent changes in agriculture over time.
ii. The problems of food loss and food waste under agriculture in Cameroon.
iii. The problems of water scarcity and waste management treated as environmental hazards and not just as problems of urban areas.

## 3. SYLLABUS AIMS

This syllabus aims at:

A. Introducing students systematically to topics, basic concepts, skills, techniques and scope of the subject.
B. Developing the ability to identify and interpret geographical phenomena and patterns on the earth's surface.
C. Laying the foundation for further studies in geography.
D. Enabling students to use skills, techniques and concepts acquired in solving problems within their environment.
E. Developing a positive attitude towards the geography discipline as an intellectually satisfying subject relevant to everyday life.

## 4. Assessment (Specific) Objectives (AO):

The scheme of assessment will assess candidates' ability to:

i. Identify and interpret geographical information, concepts and principles (define, state, label outline etc.**). (Knowledge/ recall)**

ii. Interpret and illustrate answers with annotated sketch maps and diagrams. (Describe, classify, tabulate, identify, differentiate, draw, etc.)-**Comprehension and understanding**)

iii. Interpret data presented in different forms. that is in the form of, models, charts, illustrations, statistics, maps, diagrams, atlas, extracts, and written materials. (**Comprehension/understanding**).

iv. Demonstrate basic skills in map reading (cartographic techniques), as grid references, scales etc.-(**Comprehension/understanding**).

v. Describe interrelationships between the physical environment and Human Activities**;(-Comprehension/understanding**).

vi. Record information, manipulate and interpret data presented in various forms. -(**Application)**

vii. Explain data recorded in various forms and draw conclusions. -(**Analysis)**.

## 5. Structure of the Examination

### 5.1. Weighting of Assessment Objectives

| **Assessment Objectives** | **Weighting of assessment objectives** |
|---|---|
| Knowledge (AO1) | 35% |
| Comprehension/understanding (AO2) | 40% |
| Application (AO3) | 20% |
| Analysis(AO4) | 5% |

### 5.2. The scheme of assessment.

The map reading question in paper 2 is compulsory and will comprise 25% of the total marks for the whole examination.

| **Paper** | **Mode of assessment** | **weighting** | **Number of questions set** | **Duration** | **section** |
|---|---|---|---|---|---|
| 1 | Written paper (MCQ) | 35% | 50<br>(to answer all) | 1hour<br>30 minutes | Whole syllabus area |
| 2 | Written paper<br>-Essay<br>-problem-solving | 65% | 7<br>(to answer 4) | 2hours<br>30 minutes | A. Map Reading and Interpretation.<br>B. Physical Geography<br>C. Human geography with some examples from the Least Industrialised Countries(LICs) or (LEDCs), Newly Industrialised Countries (NIICs) as well as the Advanced Industrialised Countries (AICs) or MEDCs mainly western Europe and North America.<br>D. Geography of Cameroon. |

### 5.3. Details of each paper/Component.

**Paper 1 (MCQ)**

This will comprise of 50 questions divided into map skills, physical and human Geography for a maximum of 50 marks. For easy appreciation by the learner, they will proceed from map work, through physical to human Geography. The questions in this paper will be distributed as follows:

- Map skills: 5 questions
- Physical Geography:23 questions
- Human Geography :22 questions (reversible with physical geography)

N.B. No MCQ will be set on pure case studies EXCEPT ON CAMEROON.

**Paper 2 (Essay and problem-solving-Type Test) for a maximum of 90 mark**s.

| Section | Number of questions set | Number of questions to be answered |
|---|---|---|
| A. Map Reading and Interpretation | 1 | 1-Compulsory |
| B. Physical Geography | 2 | 1 |
| C. Human Geography with some examples in NICs and AICs | 2 | 1 |
| D.The Geography of Camerron. | 2 | 1 |
| **Total** | **7** | **4** |

**5.4 Table of Specifications (TOS)**

| **Paper No** | **Category** | **Number of Questions** | **Marks** | **Level of difficulty * ** *** (with increasing difficulty as the stars increase)** |
|---|---|---|---|---|
| 1 | knowledge | 17 | 17 | *33 questions |
| | Understanding | 20 | 20 | **15 questions |
| | Application | 10 | 10 | *** 2 questions |
| | Analysis | 3 | 3 | |
| 2 | *65% of the total marks,**30% of the total marks ***5%of the total marks for the paper. | | | |

**6. Cross Curricula Demands of the subject**.

Students will need the knowledge of:

a) Mathematics to carry out simple arithmetic processes such as addition, subtraction, multiplication and division of quantities, percentage calculations, calculations involving ratios, direct and indirect proportions, plot and interpret graphs

b) ICT to use calculators and search for information through the internet.

c) Physical sciences (chemistry and physics) to be able to interpret certain processes (in weathering, weather and climate, denudation processes) and applications in hydrology, meteorology, climatology, geomorphology and biogeography.

d) Life science (biology) to be able to describe and explain ecological principles and processes.

e) Social Sciences and Humanities to better assess concepts in Economics and commerce (production, distribution and consumption), evolution of concepts, moral principles and values underlying the socioeconomic processes in population, settlement, economic activities, relationship between development and the environment.

## 7. Syllabus Content and Attainment Targets

| Topic | Key concepts | Objectives (Attainment Targets)<br>*Candidates shall be assessed on their ability to*: |
|---|---|---|
| **1.0 Map Reading and Interpretation**<br>This part of the syllabus takes20% of the total mark allocation for the subject | | |
| **1.1**<br>**Map Reading** | 1. Basic principles Definition and importance of maps<br>2. Marginal information and importance<br>3. Conventional signs and symbols, and significance of colours.<br>4. Grid lines and locational references on maps.<br>5. Directions and bearings<br>6. Scales and map measurements (linear and areal)<br>7. Map Copying, reduction and enlargement | a. Define a map, and state the marginal information and their importance, recognise features on maps.<br>b. Illustrate and describe points and features on the map using grid references<br>c. State directions and calculate bearings.<br>d. Identify various forms of scales and convert from one form to another.<br>e. Measure linear distances and calculate area.<br>f. Represent parts of the map at different scales with specified features. (copy, reduce and enlarge |
| **1.2**<br>**Map Interpretation** | Observation and explanation of distribution phenomena on the physical and human landscape.<br>1. Relief<br>2. Reading of relief on maps: techniques of relief representation, understanding contour lines and intervals, trigonometrical stations, spot heights, bench marks and description of gradient.<br>3. Drainage<br>4. Vegetation<br>5. Settlement<br>6. Communication<br>7. Location of economic activity<br>8. Land use<br>. | a. Identify various ways of representing relief and the interpretation of contours<br>b. Identify and describe the nature of relief<br>c. Identify and describe the nature of drainage (types, direction, patterns).<br>d. Identify the types and describe the distribution of vegetation.<br>e. Identify and describe types, patterns, size, site and situation, and functions of settlement.<br>f. Identify and describe the types and distribution of communication.<br>g. Identify and describe the types and distribution of land uses.<br>h. Draw sketch maps to illustrate the distribution of these physical and human features. |
| | | **NB: Stress should be placed throughout on the inter-relationships between the physical environment and the human activities evident from the map** |
| **PHYSICAL GEOGRAPHY** | | |
| **2.0 The earth as a planet in relation to the sun** | | |

| Topic | Key concepts | Objectives (Attainment Targets)<br>*Candidates shall be assessed on their ability to*: |
|---|---|---|
| **2.1**<br>**The earth in the solar system.** | 1. The earth in the solar system<br>2. Its shape and evidence | a. Define and illustrate the solar system and name the planets<br>b. Describe and explain the evidence of the shape of the earth. |
| **2.2**<br>**Location and Time** | 1. Latitudes:<br>2. Longitudes | a. Define and illustrate lines of latitude and longitude, state their characteristics and importance.<br>b. Calculate distances from latitudes<br>c. Distinguish between lines of latitude and longitude.<br>d. Define local time<br>e. Calculate local time from lines of longitude and longitudes from local time.<br>f. Define standard time, illustrate and describe time zones. |
| | 3. Great circles<br>4. International dateline | a. Define and illustrate great circles and international dateline.<br>b. State the importance of great circles and international dateline. |
| **2.3**<br>**Rotation and Revolution of the earth.** | 1. Rotation of the earth<br>2. Revolution of the earth | a. Differentiate between rotation and revolution of the earth.<br>b. Describe and illustrate the effects of the rotation of the earth on its axis.<br>c. Describe and illustrate the effects of the revolution of the earth on its orbit. |
| **3.0 Hydrology, Meteorology and Climatology** | | |
| **3.0 Hydrology** | | |
| **3.1.**<br>**The hydrological cycle.** | 1. The global hydrological or water cycle<br>2. The cycle at the drainage basin | a. Describe the distribution of global water resources.<br>b. Define the hydrological or water cycle and illustrate its path ways as a system at the global and drainage basin scales.<br>c. Describe basin components, main inputs, out puts, flows and storages. |
| **4.0 Meteorology and Climatology (Elementary study of Weather and Climate)** | | |
| **4.1**<br>**The earths Atmosphere system** | The structure of the atmosphere | a. Define the atmosphere.<br>b. Draw the structure of the atmosphere.<br>c. Outline the main characteristics of the troposphere and stratosphere. |

| Topic | Key concepts | Objectives (Attainment Targets)<br>*Candidates shall be assessed on their ability to*: |
|---|---|---|
| **4.2**<br>**Weather and climate.** | 1. Notions of weather and climate.<br>2. General weather elements and measuring instruments.<br>3. Weather observations and measuring of weather elements.<br>4. Data collection and presentation.<br>5. Simple weather maps. | a. Differentiate between weather and climate (meaning and characteristics).<br>b. Identify the main weather elements and their instruments used in measuring them.<br>c. Describe the weather instruments, and how they are used to collect and record information.<br>d. Describe how data is presented on weather charts and maps |
| **4.3**<br>**Forms of condensation** | 1. Precipitation<br>2. Formation mechanisms | a. Define precipitation<br>b. Identify the various forms of precipitation; hail, snow, fog, mist, dew, rain, sleet etc.<br>c. Illustrate and describe the three main types of rainfall. |
| **4.4**<br>**Pressure and winds** | 1. Planetary distribution of pressure belts and the planetary wind systems.<br>2. Local winds. | a. Define atmospheric pressure and pressure belts.<br>b. Diagrammatically represent planetary pressure belts and main planetary winds.<br>c. Define, illustrate and describe some common local winds (land and sea breezes, mountain and valley winds(anabatic and katabatic),monsoons |
| **4.5**<br>**Basic concepts of climate** | 1. Main types of climate | a. Locate the 3 climatic regions of the world.<br>b. Identify the major characteristics of the tropical humid, tropical wet and dry and tropical dry climates.<br>Locate them on the map. |
| | 2.The factors influencing weather and climate | Illustrate and describe the general factors that affect weather and climate: ocean currents, water bodies , cloud cover, continentality, altitudes, latitude, relief, air masses and human activities . |
| **4.6**<br>**Environmental hazards.** | 1. Global warming.<br>2. Floods, droughts and desertification<br>3. Problems of water scarcity<br>4. The problem of waste management | a. Define the hazards.<br>b. Identify typical areas where it occurs/found<br>c. Outline the causes and effects (positive and negative) of these hazards.<br>d. Outline possible adaptation, mitigation, conservation measures to these hazards. |
| **5.0 Biogeography (soil, vegetation and ecosystems)**<br>*(These should be elementary concepts without going into fundamental details)* | | |
| **5.1.** | 1. Meaning of soil | a. Define soil and outline its components. |

| Topic | Key concepts | Objectives (Attainment Targets)<br>*Candidates shall be assessed on their ability to*: |
|---|---|---|
| **Basic concepts of the soil** | 2. Main soil types<br>3. Soil profile<br>4. Soil erosion and conservation | b. State the major soils in relation to climatic zones.<br>c. Illustrate the main layers of the soil profile<br>d. Differentiate between soil erosion and soil conservation<br>e. Describe the causes and outline the consequences of soil erosion.<br>f. Describe the methods of soil conservation. |
| **5.2.**<br>**Basic concepts of vegetation** | 1. Vegetation<br>2. Factors controlling spatial distribution of vegetation<br>3. Problems faced by world vegetation and solutions | a. Define and classify the main vegetation types on the world map.<br>b. State the main characteristics of the tropical rainforest, tropical grassland and tropical desert vegetation and mechanisms of adaptation to the local environmental conditions.<br>c. Describe the main factors affecting vegetation<br>d. Describe problems faced by world vegetation and solutions. |
| **5.3.**<br>**Basic concepts on ecosystems** | 1. Meaning of ecosystems<br>2. Functioning of ecosystems | a. Define ecosystems<br>b. Illustrate the structure of an ecosystem (components-biotic and abiotic)<br>c. Differentiate between food chains and food webs. |
| **6.0 Geomorphology** | | |
| **6.1.**<br>**The structure of the Earth.** | 1. The structure of the Earth<br>2. Rocks: origin, nature and types<br>3. Volcanicity<br>4. Earthquakes<br>5. Geo-hazards | a. Illustrate and describe the structure of the earth<br>b. Classify, describe and differentiate between the types of rocks formed according to origin.<br>c. Volcanic eruptions and Earthquakes: Definition, impacts and mitigation strategies. |
| **6.2**<br>**Denudational processes and landforms**. | 1. Weathering<br>2. Erosion, Transportation, Deposition by:<br>• Running water (river's channel from source to mouth)<br>• drainage patterns<br>• Wind and water action in deserts<br>• Wave action in coastal areas<br>3. Denudational hazards (landslides, rockfall, mudflow natural gas explosions etc.) | a. Define, types, processes, landforms and factors of weathering.<br>b. Differentiate the various processes of erosion, transportation and deposition.<br>c. Describe the erosional and depositional features of running water, wave action and wind.<br>d. Define and illustrate dendritic, trellised and radial drainage patterns.<br>e. Describe some hazards resulting from the processes and the preventive and mitigation strategies. |
| **Human Geography** | | |
| **7.0 Development** | | |
| **7.1.**<br>**Concept of** | 1. Notions on development, | a. Define and differentiate development, Economic growth, underdevelopment and poverty. |

| Topic | Key concepts | Objectives (Attainment Targets) *Candidates shall be assessed on their ability to*: |
|---|---|---|
| **development and economic growth** | underdevelopment and poverty.<br>2. Concept of sustainable development. | b. Identify the indicators of development (traditional and human development indices)<br>c. Classify nations of the world into development levels (LIC's, AIC's, NIC's & the oil rich countries).<br>d. Define sustainable development and outline its principles |
| **7.2 The process of development** | 1. Challenges of development<br>2. The "ECONOMIC MIRACLE" of NIC's (one case study e.g Thailand, China, Malaysia etc) | a. Explain the causes of underdevelopment and poverty.<br>b. Outline the solutions to underdevelopment and poverty (MDG's &SDG's)<br>c. Outline the reasons for the emergence of NIC's |
| | 3. Rostow's model of economic growth | a. Illustrate the main stages of Rostow's economic growth<br>b. Outline the economic characteristics of Rostow's model. |
| **8.0 Economic Activities** | | |
| **8.1. Primary industry 1: Agriculture as an economic activity** | 1. Major types of agricultural systems. (intensive and extensive)<br>2. Agricultural development | a. Define and classify agriculture into major systems.<br>b. Illustrate agriculture as a system.<br>c. Outline the characteristics of the major farming systems (i.e. intensive and extensive farming)<br>d. Identify and define the different forms of agriculture under each system. (Illustrate with examples from different regions of the world both LIC's, NIC's and AIC's NB case studies not required.<br>e. Describe changes in agriculture over time (Green revolution, climate smart agriculture etc.) |
| | 3.Spatial patterns of agricultural landuse model | a. Outline the various notions of the Von Thunen model of agricultural land use(aims and main conclusions.) |
| **8.2. The concepts of resources** | 1. Meaning of resources.<br>2. Conservation of natural resources | a. Define resources<br>b. Classify resources into renewable and nonrenewable, natural and non-natural.<br>c. Identify the uses of resources |
| **8.3. Primary industry 11: Management of primary resources.** | 1. Forest resources<br>2. Fish resources<br>3. Mineral resources | a. Outline the types and illustrate the world distribution of forest, fish and mineral resources.<br>b. Outline the importance of their exploitation to the economy.<br>c. Describe the current problems faced, their environmental impacts and attempted solutions.<br>d. Outline the challenges of the conservation & preservation of natural resources<br>***NB Illustrate with some examples (not case*** |

| Topic | Key concepts | Objectives (Attainment Targets)<br>*Candidates shall be assessed on their ability to*: |
|---|---|---|
| | | ***studies) from different regions of the world both LIC's, NIC's and AIC's*** |
| **8.4.**<br>**Major sources of power** | 1. The traditional and modern sources of power.<br>2. Importance and problems | a. Differentiate between nonrenewable and renewable energy sources.<br>b. State the energy sources of the future<br>c. Illustrate the global distribution of energy resources and their production<br>d. Outline the advantages of renewable energy sources over nonrenewable energy resources<br>e. Outline the importance/uses of energy resources. |
| **8.5**<br>**Secondary industries (Manufacturing activities** | 1. Meaning and classification of industries<br>2. The global distribution of industries and explanatory factors<br>3. Industrialisation in the LIC's<br>4. Industrial growth in the NIC's<br>5. Industrialisation in the AIC's<br>6. The theory of industrial location by Alfred Weber. | a. Define and classify manufacturing into heavy and light with examples.<br>b. Illustrate the global distribution of manufacturing industries and state reasons.<br>c. Outline the reasons for the low level of industrialization in LIC's<br>d. Outline the reasons for the rapid industrial growth in the NIC's<br>e. Describe recent changes (current trends) in industrial development in the AIC's<br>f. Outline reasons for these changes.<br>g. Outline the main ideas of Weber's industrial location model (aims and conclusions)<br>h. Classify industries based on the principle of material index. |
| **8.6**.<br>**Tertiary industries (Globalisation, trade, communication and tourism)** | 1. Globalisation<br>2. Trade | a. Define globalization.<br>b. Outline its main characteristics.<br>c. State its main advantages and disadvantages.<br>d. Define trade and state the types of trade.<br>e. Describe and explain trade patterns |
| | 3 Transport and Tele-communication | a. Define transport and Telecommunication.<br>b. Identify the main transport and tele communication systems in the world<br>c. Describe the advantages and disadvantages of each mode of transport.<br>d. Describe the impacts of transport |

| Topic | Key concepts | Objectives (Attainment Targets)<br>*Candidates shall be assessed on their ability to*: |
|---|---|---|
| | | development on the economy and environment<br>Discuss the advantages and disadvantages of the internet |
| | | a. Describe the impacts of transport development on the economy and environment<br>b. Discuss the advantages and disadvantages of the internet |
| | 4.Tourism | a. Define tourism and state the types.<br>b. Identify tourist potentials/destinations across the globe<br>c. Outline reasons for the recent growth.<br>d. Identify the obstacles/hindrances or challenges facing the industry<br>e. Outline the advantages and disadvantages of tourism on the economy and the environment.<br>***(NB Highlight major destinations for mass Tourism in the LEDC's ,NIC's and MEDC's*** |
| **9.0 Population Geography** | | |
| **9.1 Concept of population distribution** | 1. Notion of population density & distribution | a. Define population<br>b. State the main sources of population data<br>c. Define and calculate crude population density and state it significance<br>d. Distinguish between population density and population distribution.<br>e. Describe and explain the spatial pattern of global population distribution. |
| **9.2 Population Composition and structure** | 1. Age-Sex composition of the Population<br>2. Basic types of age-sex pyramids | a. Define population structure or composition<br>b. State the age-groups and their characteristics<br>c. Illustrate the basic age-sex pyramids. |
| **9.3 Population change** | Population change over time(population growth) | a. Illustrate the evolution of world population (graph only)<br>b. Identify and explain the factors influencing fertility and mortality rates.<br>c. State the reasons for rapid population growth in the LIC's, the consequences and solutions<br>Illustrate the basic ideas of the stages of the demographic transition model. |
| | Population change in space. (migration) | a. Define migration<br>b. Outline the main types of internal and external migrations.<br>Outline general causes and consequences at source and destination. |
| **9.4. Population and** | 1. Notions on optimum, over population and under | a. Define and outline the indicators of under population, over and optimum |

| Topic | Key concepts | Objectives (Attainment Targets) *Candidates shall be assessed on their ability to*: |
|---|---|---|
| **resource relationships** | population.<br>2. .Population and resource relationship model of Thomas Malthus | population.<br>b. Outline the main ideas and conclusions of the model of Thomas Malthus on population and resource relationship. |
| **10.0 Settlement Geography** | | |
| **10.1 General concepts** | 1. Settlement | a. Define settlement and identify types<br>b. Differentiate between site and situation<br>c. Outline the main factors of siting settlements<br>d. Differentiate between rural and urban settlements. |
| **10.2 Settlement types and their morphology** | **1. Notion of rural settlement** | a. Outline types of rural settlements<br>Illustrate patterns of rural settlement |
| | **2. The notion of urban settlement** | a. Define urbanization<br>b. Identify the various types of urban settlements<br>c. Describe reasons for rapid urbanization<br>d. Outline urban problems and possible solutions.<br>e. Illustrate and describe functional relationships within the urban fields. |
| **11.Interrelationship between Human Activities and the environment** | | |
| **11.1. Development and Environmental management** | 1. Land reclamation | Define the notion of land reclamation and state the various forms |
| | 2. Multi-purpose River Development Project | a. Define Multi-purpose River Development project and state examples across the world<br>b. State the objectives, importance, problems created and solutions |
| | 3. Pollution | a. Define pollution<br>b. Identify types<br>c. Outline the causes and solutions. |
| **12.0 The Geography of Cameroon** | | |
| **12.1 Background of Cameroon** | 1. Location of Cameroon | a. Locate Cameroon in Africa: Latitudinal, longitudinal &aerial location.<br>b. Draw the administrative map of Cameroon showing regional headquarters. |
| **12.2 Physical Characteristics** | 1. Relief Units<br>2. Drainage systems<br>3. Climate characteristics and zones<br>4. Vegetation types<br>5. Soil types and characteristics | a. Illustrate and describe:<br>• The distribution of relief units<br>• The drainage systems and main watersheds<br>• Climatic types and their characteristics<br>• Main vegetation types and their characteristics<br>• Main soil types and their characteristics |
| **12.3. Human** | 1. Population | a. Describe growth pattern and structure.<br>b. Describe the spatial pattern of distribution<br>c. Describe the general migration patterns and explanatory factors. |

| Topic | Key concepts | Objectives (Attainment Targets)<br>*Candidates shall be assessed on their ability to*: |
|---|---|---|
| **charateristics** | 2. Settlement | a. Describe and explain the disparities in rates of urbanization<br>b. Outline the challenges of rural & urban settings and efforts geared towards resolving the problems.<br>c. Describe the town countryside relationships |
| **12.4. Economic Development potentials** | 1. Agriculture | a. Identify the systems and types and outline their characteristics.<br>b. Describe factors favouring agriculture<br>c. Outline the main problems of agriculture & strategies to solve the problems<br>d. Describe impacts of agriculture to the economy of Cameroon.<br>e. Describe efforts to boost agricultural production (both by the Gov't & other organisations)<br>f. Differentiate between food loss and food waste.<br>g. Outline causes, consequences and possible solutions of food loss and food waste |
| | 2. Forest, Fish, mineral and Energy resources | a. Illustrate the distribution of fish, forest, mineral and energy resources<br>b. Outline the challenges of exploiting these resources<br>c. Describe the impact of the exploitation of these resources on the economy &environment.<br>d. Describe government efforts to improve on the management of these resources. |
| | 3. Multipurpose river development projects | a. Identify the major development projects.<br>b. Describe one multipurpose river development project under the headings: Location, aims, benefits, problems and solutions. |
| | 4. Secondary (Manufacturing | a. Identify the types of manufacturing industries.<br>b. Illustrate and explain the distribution of manufacturing industries<br>c. Outline the problems faced by the manufacturing sector |
| | 5. Informal sector or informal economy | a. Define the informal sector<br>b. Outline reasons for its rapid increase in recent times<br>c. Outline its impact/importance to the economy& challenges. |
| | 6. The development of transport systems. | a. Identify the types of transport systems<br>b. Illustrate the distribution of transport networks.<br>c. Outline the impact on the economy & |

| Topic | Key concepts | Objectives (Attainment Targets)<br>*Candidates shall be assessed on their ability to*: |
|---|---|---|
| | | environment.<br>d. Identify the problems of the transport sector<br>Describe government measures to improve transport development. |
| | 7. Tourism | a. Outline and locate the tourist potentials.<br>b. Identify the factors encouraging its development<br>c. Describe the constrains to tourism development.<br>d. Describe the impact of tourism to the economy and environment<br>e. Describe the efforts made in the development of the tourism industry by the government and other stakeholders. |
| | 8. Economic growth of Cameroon and constrains | a. Describe the reasons for slow economic growth of Cameroon despite her great potentials<br>b. Identify the possible measures to uplift the economy to emergence |

***NB: Field observations and data analysis at school level are encouraged so as to enhance the teaching-learning process of most of the concepts and to reinforce the acquisition of life- skills by the learners.***

**8. Sections of the syllabus to be assessed through projects: None**

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