550 GEOGRAPHY

1. Introduction

Since 1977 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. This has not evolved significantly as the latter. It is therefore imperative to formulate and review the content of this syllabus to enshrine characteristics that are environmentally suitable and adaptable to local realities yet maintaining its general structure. This takes cognisance of Law No 98/004/ of 14th April, 1998 laying down guidelines for education in Cameroon followed by decision No.29/2011/MINESEC/ CAB of 10th February 2011 setting committees with specific terms of reference.

Against this background, the present new syllabus seeks to establish a link between the Ordinary and Advanced Levels by providing the necessary changes in the course content and examination structure so as to bridge the existing gap that hitherto existed between the levels. In this way, the reviewed syllabus uses appropriate generic concepts that for long had remained the reserve of 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.

A major innovation is the introduction of the *Geographic Study of Cameroon*. This aims at improving on the learners' awareness of the developmental potentials and challenges of Cameroon. The management components 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 currents trends of knowledge of the environment.

2. Differences between the current syllabus and the previous one

(I) What has been added (Additions)

A) Syllabus Content and structure

- The geography of Cameroon is now a syllabus area emphasising human and physical aspects. This reinforces the need of learners to have better knowledge of the country and highlights the potentials for and challenges to the economic growth of the country.

- There has been the introduction of the basic ideas of models in both physical and human geography in order to bridge the gap between the Ordinary and Advanced Level. More emphasis has been put on aspects such as **global warming, desertification, internet communication, and poverty spiral.**

- Themes have been re-arranged into subject areas namely: hydrology, meteorology and Climatology, Geomorphology, Biogeography, Economic Activities, Population Geography, Settlement, the interrelationship between human activities and the

environment. This modification goes a long way to align the Ordinary and Advanced Level syllabuses.

- ❖ The new syllabus has equally put in place the impact of processes on man and the environments as well as their mitigation strategies. Hence the subject is made applicable and relevant to individuals and the society.

- ❖ Assessments objectives and learning outcomes have been introduced so as to make the expectations of the syllabus more precise. Furthermore, the objective of analysis has been slightly included so as to bridge the gap between the O and A Levels.

B) **The examination structure** has been modified as follows:

(i) The number of MCQ has been reduced from 60 to 50 so as harmonise with other subjects at this Level. Also, the essay questions have been reduced from 12 to 11; while candidates shall be expected to answer 5 and not 4 questions as in the old syllabus. Furthermore, the illustrative case studies from the LEDCs and the MEDCs have been fused into one section as opposed to the hitherto two, since they test the same learning skills.

(ii) The duration of the examinations has also been modified. In paper two the time has been increased from 2¼ to 2½ hours, while paper one remains the same

(II) What has been reduced (Deductions)

- ❖ Field work has been eliminated from the ordinary level because of the very large class sizes which makes field work impossible. Furthermore, its elimination forestalls the school based assessments which were highly subjective. However, this is subject to revision as soon as better modalities are laid down.

Syllabus Aims and Assessment Objectives

3. **Aims**

This syllabus aims at:

A. Introducing students systematically to themes, basic concepts, skills, Techniques and Scope of the subject.
B. Developing the ability to identify and interpret geographical processes and patterns on the earth's surface.
C. Laying the foundation for further studies.
D. Enabling students to use these skills, techniques and concepts in problem solving of the society at various spatial levels – National, Regional and Global.
E. Developing a positive attitude towards geography discipline as an intellectually satisfying subject relevant to everyday life

4. **Assessment Objectives (AO)**

The scheme of assessment will assess **c**andidates' ability to:

i. Identify and interpret geographical information, concepts and principles (define, describe, draw etc). - knowledge
ii. Illustrate answers with suitable annotated sketch maps and diagrams. - Understanding

iii. Develop comprehension of interpreting data presented in different forms. That is, models, charts, illustrations, statistics, maps, diagrams, atlas, extracts and written materials. – Understanding**.**

iv. Demonstrate basic skills in map reading (cartographic techniques) as grid references, scales etc. – Understanding**.**

v. Provide an understanding and appreciation of the interrelationships between the physical environment and Human Activities. - Comprehension.

vi. Record of information and data manipulation and interpretation of data recorded in various forms and drawing conclusions from it. –Application.

vii. Explain data recorded in various forms and drawing conclusions from conceptual clarification (models) of man-environment system. – Analysis.

5. Structure of the Examination

5.1 Weighting of Assessment Objectives

Assessment Objectives	Weighting of assessment objectives
Knowledge (AO1)	**40 %**
Understanding (AO2)	**30 %**
Application of knowledge (AO3)	**25 %**
Analysis (AO 4)	**5 %**

5.2 The Scheme of Assessment

- *The map reading question is compulsory and will comprise 20% of the total marks for the whole examination*

Paper	Mode of assessment	Weighting	Number of Questions Set	Duration	Section
1	Written paper - MCQs	40%	50 (To answer all)	1hour and 30 minutes	Whole syllabus area
2	Written paper - Essay	60%	11 (to answer 5)	2hours and 30 minutes	A. Map Reading and Interpretation B. Physical Geography C. Human Geography with some case studies from the African Newly Industrialised Countries (N ICs) such as Nigeria and South Africa; and the Advanced Industrialised Countries (AICs) or MEDCs mainly Western Europe and North America D. Geography of Cameroon

Details of each paper/component

Paper 1 (MCQ)

This will comprise of 50 questions divided into map skills, physical and human Geography. 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: 6 Questions
- Physical Geography: 22 Questions
- Human Geography: 22 Questions

NB: No MCQs will be set on pure case studies

Paper 2 (Essay-Type Test)

The question distribution and expected number to be answered are shown on the following table.

Section	**Number of questions set (11)**	**Number of questions to be answered (5)**
A. Map Reading and Interpretation	1	1
B. Physical Geography	3	1
C. Human Geography and Case Studies in NICs and AICs	3	1
D. The Geography of Cameroon	4	2

5.3 **Table of Specifications for paper 1 (TOS)**

Paper Number	**Category**	**Number of Questions**	**Marks**	**Level of difficulty** * ** ***
1	Knowledge	15	15	All levels
	Understanding	20	20	All levels
	Application	10	10	* & **
	Analysis	5	5	* & **
Paper 2	Questions shall be set based on section 5.1			

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

Students will need the knowledge of:

a) ***Mathematics*** to *c*arry 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 appreciate certain processes (in weathering, weather and climate) and applications.
d) ***Life Sciences (Biology)*** to be able to appreciate ecological principles and processes.
e) ***Social Sciences and Humanities*** to better appreciate Economic and commerce concepts (production, distribution and consumption), historical evolution of concepts and the moral principles and values underlying the socio-economic processes.

7. **Syllabus Content and Attainment Targets**

Topic	**Notes**	**Objectives (Attainment Targets)** Candidates shall be assessed on their ability to:
1.0 Map Reading and Interpretation *This part of the syllabus takes20% of the total mark allocation for the subject*		
1.1 Map Reading	1. Basic principles: Definition and importance of maps 2. Marginal information and importance 3. Conventional signs and symbols, and significance of colours. 4. Grid lines and locational references on maps. 5. Directions and bearings 6. Scales and map measurements (linear and areal) 7. Map Copying, reduction and enlargement 8. Reading of relief on maps: techniques of relief representation, understanding contour lines (intervals) and calculation of gradient. 9. The drawing of annotated sketch and accurate cross section diagrams from contour lines.	a. Define a map, and state the marginal information and their importance, recognise features on maps. b. Use grid references to identify and locate points and features on the map. c. State directions and calculate bearings. d. Identify various forms of scales and convert from one form to another. e. Measure linear distances and area. f. Represent (copy, reduce and enlarge) parts of the map at different scales with specified features. g. Identify various ways of representing relief and interpretation of contours. h. Calculate vertical interval and gradient from contours. i. Draw annotated cross section from contours.
1.2 Map Interpretation	Observation and explanation of distribution of phenomena on the physical and human landscapes. 1. Relief 2. Drainage 3. Vegetation 4. Settlement 5. Communication 6. Location of economic activity 7. Land use ***NB: Stress should be placed throughout on the inter-relationships between the physical environment and the human activities evident from the map.***	a. Identify and describe the nature of relief. b. Identify, describe and explain the nature of drainage (types, direction, patterns, density). c. Identify the types and describe and explain the distribution of vegetation. d. Identify, describe and explain types, patterns, size, site and situation, and functions. e. Identify, describe and explain types, distribution communication. f. Identify, describe and explain types, distribution of land uses and economic activities. g. Draw sketch map to illustrate the distribution of these physical and human features.

Topic	Notes	Objectives (Attainment Targets) Candidates shall be assessed on their ability to:
Physical Geography		
2.0 The earth as a planet in relation to the sun		
2.1 The earth in the solar system	1. The earth in the universe 2. The sun, moon and eclipses 3. Its shape and evidence	a) Define the universe and its major components. b) Define and illustrate the solar system. c) Describe the nature of the sun, earth and phases of the moon. d) Describe and explain eclipses. e) Describe and explain the evidence of the shape of the earth.
2.2 Location and Time	1. Latitudes: 2. Longitudes, local time, calculation and standard Time 3. The International date line and great circles	a. Define latitude, state characteristics, illustrations and importance. b. Define longitude , state characteristics, illustrations and importance. c. Distinguish between lines of latitude and longitude. d. Define, illustrate and state the importance of the international date line and great circles.
2.3 Rotation and Revolution of the earth	1. Rotation of the earth and its effects	a. Differentiate between rotation and revolution of the earth. b. Describe and illustrate the effects of the rotation of the earth on its axis. c. Describe and illustrate the effects of the revolution of the earth on its orbit.
Hydrology, Meteorology and Climatology		
3.0 Hydrology		
3.1 The hydrological cycle	1. The global hydrological or water cycle 2. The cycle at the drainage basin scale 3. Other drainage basin parameters as drainage density and drainage patterns	a. Describe the distribution of global water resources. b. Define the hydrological or water cycle and illustrate its path ways as a system at the global and drainage basin scales. c. Describe basin components, main inputs, out puts, flows and storages. d. Define, illustrate and describe the various drainage patterns. e. Distinguish between drainage patterns and drainage density.

Topic	Notes	Objectives (Attainment Targets) Candidates shall be assessed on their ability to:
4.0 Meteorology and Climatology (Elementary study of Weather and Climate)		
Topic	**Notes**	**Objectives** Candidates shall be assessed on their ability to:
4.1 The earth-atmosphere system	The structure of the atmosphere	a. Define the atmosphere. b. Draw the structure of the atmosphere and describe the main characteristics of the troposphere and stratosphere.
4.2 Measurement of weather elements	1. Definition of weather and climate 2. The factors influencing weather and climate 3. General weather instruments 4. Measuring and observations of weather elements 5. Data collection and presentation 6. Simple weather maps. ***NB: The study of this section can be based wholly upon direct weather observations and should include knowledge of the instruments used, the recording in graphic and map form of the data obtained; the description and cause of weather phenomena.***	a. Distinguish between weather and climate. b. Distinguish between factors and elements of weather and climate: Ocean Currents (types and patterns of flow, causes and climatic consequences), relief, air masses, vegetation, human activities etc. c. State the instruments used in measuring elements of weather and climate. d. Describe the measurement and recording of weather elements on maps. e. Explain the spatial variations in temperature
4.3 Forms of condensation	Precipitation and types	a) Define precipitation. b) Distinguish between fog, mist, dew, rain, snow, hail and cloud types. c) Definition, description and illustration of formation different types of rainfall.
4.4 Pressure and winds	1. Planetary distribution of pressure belts 2. The tricellular planetary wind systems 3. Local winds	a) Define atmospheric pressure and illustrate the planetary pressure systems. b) Define, describe and illustrate the main planetary winds (trades, westerlies and easterlies). c) Define, describe and illustrate some common local winds (land and sea breezes, mountain and valley winds and monsoons winds).
4.5 Basic notions of climate	1. Main types of climate 2. Global Warming	a) Classify climate into types (tropical humid, tropical wet and dry, tropical dry, Mediterranean, temperate cool and cold continental interior and the tundra). b) Define global warming and state its causes and effects.

Topic	Notes	Objectives (Attainment Targets) Candidates shall be assessed on their ability to:
4.6 Climate and hydrological related environmental hazards	1. Floods 2. Droughts: Meaning, causes, illustrations, consequences and control 3. Problems of water scarcity: dimension, causes, consequences and water conservation	Define, describe causes, illustrate, state consequences and control or conservation mechanisms.
5.0 Biogeography (soil, vegetation and ecosystems) ***(These should be elementary concepts without going into fundamental details***)		
5.1 Basic notions of the soil	1. Definition of soil and the soil system 2. Major characteristics and formation factors 3. Soil profile 4. Soil erosion and conservation 5. Main soil types	a. Define soil and state its components. b. Describe the soil as a system. c. Describe the following soil characteristics (texture, structure, depth and fertility). d. Describe and illustrate the factors+ of soil formation. e. Define, illustrate the soil profile and main layers. f. Distinguish between soil erosion and conservation. g. Describe the causes and consequences of soil erosion. h. Describe methods of soil conservation. i. Classify soils into main types and describe their main characteristics.
5.2 Basic notions of vegetation	1. Definition and Classification into major types 2. Factors of distribution 3. Concept of vegetation succession	a. Define and state the main vegetation types and their characteristics. b. Describe the main factors affecting vegetation. c. Describe the process of vegetation change over time.
5.3 Basic notions of ecosystems	1. Definition, components, and characteristics, food chains and webs, material cycling and major biomes specifying the location and the nature and distribution of their vegetation and soil zones. NB: Establish the interrelationship between climate, vegetation and soils in the following biomes: tropical biomes (tropical humid, savannah, monsoon, hot deserts),	a. Define ecosystems, biotic and abiotic components. b. Distinguish between biomes and biomass. c. Distinguish between food chains and food webs and nutrient cycles. d. Establish the interrelationship between climate, vegetation and soils in the following biomes. tropical biomes (tropical humid, savannah, monsoon, hot deserts), temperate biomes (Mediterranean, temperate continental as the

Topic	Notes	Objectives (Attainment Targets) Candidates shall be assessed on their ability to:
	temperate biomes (Mediterranean, temperate continental as the steppe and Siberian, the tundra biome 2. The current problems faced by these biomes and their solutions.	steppe and Siberian, the tundra. e. Describe problems of specific ecosystems as degradation, drought, desertification, floods etc.
6.0 Geomorphology		
6.1 The structure of the earth, building processes and explanatory theories	1. The structure of the earth 2. Rocks: • The origin and nature of landforms • Folding and Faulting 3. Volcanicity 4. Earthquakes 5. Mountain, plains and plateaux	a. Describe and illustrate the structure of the earth define and describe the different types of rocks and their formation. b. Describe and illustrate basic notions of theories as continental drift and plate tectonics. c. Differentiate between tectonism and volcanism. d. Describe, illustrate and explain the processes, types and landforms of folding and faulting. e. Define, state types of volcanoes, processes and landforms, characteristics, causes and impacts of volcanoes on human life and avoidance. f. Describe and illustrate types of mountains, plains and plateaux. g. Identify main fold, block and prominent volcanic mountains on maps. h. Define, processes and characteristics of earthquakes, causes and impacts of volcanoes on human life and avoidance.
6.2 Denudational processes and landforms	1. Weathering 2. Erosion, transportation and deposition 3. Erosional and depositional features and impact on the landscape: i. Wind and water action in deserts ii. Rain water action in limestone and chalk regions (Karsts Topography). iii. Running water (River's channel from source to mouth) iv. Glaciated upland and lowland	a. Define, types, processes, landforms and factors of weathering. b. Differentiate the various processes of erosion, transportation and deposition. c. Describe and explain the erosional and depositional features of rain fall, running water, glaciers, wave action, and wind. d. Describe problems and solutions of limestone areas, and flood plains.

Topic	Notes	Objectives (Attainment Targets) Candidates shall be assessed on their ability to:
	areas v. wave action in coastal areas vi. Lakes	e. Define, classify, explain formation of lakes and state their importance.
Human Geography		
7.0 Development		
7.1 Concept of Development and Economic Growth	1. Concept of development, underdevelopment and poverty 2. Concept of sustainable development 3. Rostow's model of economic growth	a. Define and distinguish between development, underdevelopment and poverty. b. Classify nations of the world into groups. c. Describe the indicators of development as the Human Development Indices. d. Describe differences between Low Income Countries (LICs) or LEDCs, Oil Rich Countries, NICs or Emerging Economies and Advanced Industrialised Countries (AICs) or MEDCs. e. Explain the causes of poverty and underdevelopment. f. State the solutions to underdevelopment and poverty. g. Define sustainable development and state its principles. h. Classify economic activities into sectors. i. State the characteristics of main stages of Rostow's economic growth model.
8.0 Economic Activities		
8.1 Agriculture as an economic activity	1. Basic concepts 2. Types of agricultural systems 3. Problems of Tropical Agriculture and solutions 4. Impact of Agriculture on the environment and solutions 5. Agricultural land use model	a. Define, state importance and describe agriculture as a system. *b.* Define and state the characteristics of different agricultural types (both intensive and extensive arable and livestock activities***). Illustrate with several examples from different regions of the world both LICs, NICs and AICs*** c. Describe the methods, factors influencing the types, problems and solutions. d. Describe and explain problems of agriculture in the tropics and state their solutions. e. State various notions of the Von Thünen model of agricultural land use (aims, assumptions and main conclusions).

Topic	**Notes**	**Objectives (Attainment Targets)** Candidates shall be assessed on their ability to:
8.2 Management of primary resources	1. Forest and forest management 2. Fish resources and fish management 3. Minerals and mining	a. Define, state the types and describe the world distribution of these primary resources. b. Describe the methods of their exploitation and factors affecting their exploitation. c. Explain the current problems faced, their environmental impacts and solutions (conservation and preservation). ***An illustrative case study of any one of these in the NICs and AICs must be treated***
8.3 The major sources of power	1. Types of traditional and modern sources 2. Importance and problems	a. Distinguish between non renewable and renewable sources; capital and incomes of power in industrialisation b. State the energy sources for the future c. Describe of the nature of their distribution, advantages and disadvantages, and problems of each type.
8.4 Secondary (manufacturing) industries	1. Meaning and classification 2. The global distribution of industries and the reasons 3. Factors affecting the location and agglomeration of industries. 4. Industrialisation in the LICs. 5. Industrial growth in the NICs. 6. Weber's industrial location model (aims, assumptions and conclusion)	a. Define and classify heavy and light industries with examples b. Distinguish between location and agglomeration of industries c. Describe and explain the global distribution of manufacturing industries d. Explain the low level of industrialisation in LICs e. Explain the reasons for the rapid industrial growth in the NICs ▪ ***Illustrative case studies of industrialisation in one of the NICs and one AICs: Describe and account for the distribution of industries across the country or a prominent industrial region*** f. Main ideas of Weber's industrial location model (aims, assumptions and conclusion)
8.5 Tertiary industries (Trade, communication and tourism)	1. Volume of trade -meaning 2. Trade blocs	a. Define trade , volume of trade and state the types of trade b. Distinguish between visible and invisible c. Describe and explain trade patterns d. Define trade blocs, state the aims, types, examples, reasons, advantages and disadvantages. ***Illustrative case studies in LICs as ECOWAS and in the MEDCs as the European Union.***

Topic	Notes	Objectives (Attainment Targets) Candidates shall be assessed on their ability to:
	1. Communication 2. General factors of transport development 3. Impacts of transport development on the economy 4. Basic notions of route connectivity 5. Internet Communication and impacts	a. Define communication and transport b. Identify the main transport systems, their variety, conditions for development, advantages and disadvantages c. Explain the differences in the levels of transport network development d. Describe the impacts of transport development on the economy and remedies e. Distinguish between nodes and links f. Discuss the advantages and disadvantages of the internet
	1. Tourism 2. Meaning and spatial variations 3. Potentials and factors of mass tourism promotion 4. Impacts to the economy and environment.	a. Define tourism and state the types, potentials b. Discuss the factors affecting tourism c. Describe the advantages and disadvantages of tourism on the economy and environment ***Highlight major tourist destinations for mass tourism in the LEDCs and MEDCs***
9.0 Population Geography		
9.1 Concept of population distribution	1. Basic concepts 2. Population distribution 3. The notions of population 4. density:	a. Define population. b. Describe Sources of population data. c. Describe and explain the pattern of spatial distribution. d. Define and calculate the main types of population density.
9.2 Population composition and structure	1. Age-Sex composition of the population 2. Basic types of age-sex pyramids	a. Define population structure. b. State the age-groups and calculate the dependency ratio. c. Explain the concepts of youthful and ageing populations and state the impacts. d. Describe and explain the sex ratio of population. e. Describe and explain the basic age-sex pyramids.
9.3 Population change	1. Population change in time (Population growth)	a. Describe the historical evolution of world population. b. Describe the population change system. c. Explain the determinants of fertility and mortality indices. d. State the reasons for rapid population growth in the LICs, the implications and solutions. e. Describe the basic ideas of the stages of the demographic transition model.

Topic	Notes	Objectives (Attainment Targets) Candidates shall be assessed on their ability to:
	2. Population change in space (migration)	a. Define migration. b. State the types of both internal and external migrations. c. Give general causes and consequences of migration.
9.4 Population and resource relationships	1. Concepts of optimum population, over population and under population. 2. Population and resource Models of Thomas Malthus and Esther Boserup.	a. Define and state the indicators of optimum population, over population and under population. b. Describe the main ideas of the Models of Thomas Malthus and Esther Boserup.
10.0 Settlement geography		
10.1 General concepts	1. The meaning of settlement, general evolution and classification into types 2. Factors of settlement location 3. The notions of site and situation	a. Define settlement and state the types. b. Describe the general evolution of settlements. c. Differentiate site and situation.
10.2 Settlement types and their morphology	The concept of rural settlement	a. Give the meaning and types. b. Describe and illustrate the distribution, forms and patterns.
	The concept of urban settlement	a. State the meaning and types. b. Explain the causes. c. Explain the problems of urbanisation and state the solutions. d. State the functions of urban settlements. e. Describe the size and function relationships. f. State the basic ideas of the Christaller's model (aims, assumptions and main conclusions). g. Describe functional relationships within the urban fields. h. Describe and illustrate the urban morphology (internal structure). i. State the main ideas of the urban Morphology models (Concentric, Sector and Multiple Nuclei). j. Distinguish between rural and urban settlements.

Topic	Notes	Objectives (Attainment Targets) Candidates shall be assessed on their ability to:
Interrelationship between Human Activities and the environment		
10.3 Resource Development and Management	1. Concept of a resource 2. Land reclamation 3. Multi-purpose River Development Project **C**onservation of natural resources	a. State the meaning of resources and identify the types. b. Describe the methods, advantages and disadvantages of river control, land drainage, Irrigation, reforestation and afforestation. c. State the meaning, examples across the world, objectives, importance, problems created and solutions of Multi-purpose River Development Projects. ▪ ***Case studies from the NICs should be used for illustration.*** d. State the methods and challenges to the conservation and preservation of minerals, forests, water, soils and fish.
11.0 The Geography of Cameroon		
11.1 Physical Characteristics	1. Relief Units 2. Drainage systems 3. Climate characteristics and zones 4. Vegetation types 5. Soil types and characteristics	Describe, illustrate and explain the distribution of relief Units, drainage systems, climate characteristics and zones, vegetation types and soil types and characteristics.
11.2 Human Characteristics	1. Population 2. Settlement	a. Describe growth pattern, the distribution, structure, migration patterns, and state the explanatory factors. b. Describe the urban-rural settlements, disparities in rates of urbanisation, urban spheres of influence and give the explanations.
11.3 Economic Development Potentials	1. Agriculture: 2. Primary resources 3. Secondary (manufacturing) industries 4. The development of transport systems: 5. Tourism 6. Economic growth of Cameroon and constraints	a. Describe the types, location, characteristics, factors, problems, solutions and governments efforts to boost crops and livestock production. b. Describe the types; distribution of fish, forest, mineral and energy (HEP, solar, wind, petroleum etc) resource and state the government's efforts to conserve these resources. c. Identify the types of manufacturing industries, describe the distribution and explain the factors and state the problems and government encouragement to the development of secondary industries.

Topic	Notes	Objectives (Attainment Targets) Candidates shall be assessed on their ability to:
		d. Describe the types, location, factors, problems and the role of government intervention in improving transport networks. e. Outline the potentials and their location; describe tourism infrastructure development and constraints, impacts, government's role in the development of tourism. f. Explain the reasons for slow economic growth despite her great economic endowments. g. Describe the possible solutions 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

9. **Recommended Texts (Not Exhaustive)**

Textbooks

1. Arnell, A. (2001): *Letts GCSE Geography Success Guide*. London: Letts Educational Ltd.
2. Bunnett, R. B., & Olatunde, O. P. (1981). *General Geography in Diagrams for West Africa*. Longman
3. Chapman, S. et al (1998). *Complete Geography*. Oxford: Oxford University Press.
4. Goh, C.L. & Adeleke, B. O. (1979). *Certificate Physical and Human Geography*. Ibadan: Ibadan University Press.
5. African Atlases: Cameroon (2007). *Le Groupe Jeune Afrique. Les Editions Jeune Afrique.*
6. Atlas of Africa (2000). *Le Groupe Jeune Afrique. Les Editions du Jaguar, Paris.*
7. Nwana, Amawa, and Ban (2003). *Basic Themes in Physical Geography*. Bamenda: NAB Ventures, Unique Printers.
8. Nkemasong, N. & Neba, M. (2009*). Advanced Integrated Human Geography: Concepts and Techniques*. Bamenda: Agwecams Publishers.
9. Pritchard, J. M. (1979). *Africa*. Longman.
10. Mayhew, S. (2009). *Oxford Dictionary of Geography*. (4th Ed). OUP
11. Waugh, D. (2006). *The New Wider World*. Nelson International