

Accounts for 20% of final exam grade (total words 1500 please consult syllabus)

TITLE PAGE

The following information must be on the title page of your SBA:

1. Title of the study (in the form of a question)
2. Name of the student
3. Candidate number
4. Name of the school
5. Teacher's Name
6. Name of Territory
7. Year of the Examination

STRATEGY SHEET

You will need to fill out a Strategy Sheet at the start of the study and this will be placed as the second page in your study, following your title page (**please print strategy sheet from CXC website**).

THE SBA PROJECT OUTLINE

The **FIRST DRAFT** of the study is to be submitted by date agreed upon.

The project should be emailed, double space, font 12, Times New Roman.

TABLE OF CONTENTS - (1 MARK)

The following should appear in your Table of Contents:

- Introduction
- Aim
- Location of study area
- Methodology
- Presentation, Analysis and Discussion of Data
- Conclusion
- Bibliography & Appendix

The pages should be numbered correctly e.g. the Presentation, Analysis and Discussion of Data in the example is on page 5 and not on pages 5 -9.

INTRODUCTION- (2 MARKS)

A paragraph to explain **WHY** you chose to do this study e.g. show why this study is important. Try to explain why you have chosen to investigate this topic and what you expect to find. You can make a prediction or suggest possible outcomes. It might be appropriate to refer to a geographical theory or model i.e. how info will be collected.

THE AIM - (2 MARKS)

The aim of the SBA is a statement made which you wish to test (i.e. for you to prove or disprove) and which will allow for the collection of primary data.

You are required to formulate **ONE** simple and clear aim which would allow for collection of data and developed in the Presentation of Data.

The aim must have at least **TWO** descriptive words showing how you will collect the data and how you will present this data in order to answer the question or problem e.g.

- a) How the information will be collected - words such as *identify, determine, find out, examine, investigate, observe.*
 - b) How the information will be presented – words such as *describe, explain, illustrate, discuss, compare.*
- The aim must also state the specific geographic feature that is being studied and the name of the town or village and the country in which the study is located e.g.

LOCATION OF THE STUDY AREA - (4 MARKS)

This is the place where your research was carried out. Give exact area or areas study...from starting point to ending point e.g. the stretch of beach from Hector's Rive to Long Bay in Manchioneal Portland, Jamaica you are marked **ONLY** for your map-drawing skills.

Grade 1sba Guideline 2013

**United States. Congress. House.
Committee on Appropriations.
Subcommittee on Financial Services
and General Government**

Grade 1sba Guideline 2013:

Financial Services and General Government Appropriations for 2013 United States. Congress. House. Committee on Appropriations. Subcommittee on Financial Services and General Government,2012 Handbook of Academic Integrity Sarah Elaine Eaton,2023-12-04 The book brings together diverse views from around the world and provides a comprehensive overview of academic integrity and how to create the ethical academy At the same time the Handbook does not shy away from some of the vigorous debates in the field such as the causes of academic integrity breaches There has been an explosion of interest in academic integrity in the last 20 30 years New technologies that have made it easier than ever for students to cut and paste coupled with global media scandals of high profile researchers behaving badly have resulted in the perception that plagiarism is on the rise This in combination with the massification and commercialisation of higher education has resulted in a burgeoning interest in the importance of academic integrity how to safeguard it and how to address breaches appropriately What may have seemed like a relatively easy topic to address students copying sources without attribution has in fact turned out to be a complex interdisciplinary field of research requiring contributions from linguists psychologists social scientists anthropologists teaching and learning specialists mathematicians accountants medical doctors lawyers and philosophers to name just a few Because of this broad interest and input this handbook serves as the single authoritative reference work which brings together the vast growing interdisciplinary and at times contradictory body of literature For both established researchers practitioners and those new to the field this Handbook provides a one stop shop as well as a launching pad for new explorations and discussions

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