Overview of Geography

• 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.
Overview of Geography

• 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.
Aims of the Syllabus

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
7. promote knowledge and understanding of geography at the local, regional and global scales
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.
SECTIONS OF THE SYLLABUS
THREE Sections of the Syllabus

- Section I – Practical Skills and Field Study
- Section II - Natural Systems
- Section III - Human Systems
PROFILE DIMENSIONS
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)

(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)

(i) define terms and recall facts on a range of geographical phenomena

(ii) describe processes impacting on the development of the natural and human environments

(iii) describe the interaction between biotic and abiotic factors in an area or biome
Use of Knowledge (UK)

(i) explain geographical processes

(ii) interpret and draw inferences from geographical data

(iii) disaggregate information into component parts

(iv) explain the importance of the factors contributing to the development of natural and human environments

(v) draw conclusions
EXAM FORMAT
Format of the Examinations

- Papers 1 and 2 are assessed \textit{externally}.

- Paper 3 is a School Based Assessment (SBA) and is assessed \textit{internally} by the teacher and moderated by CXC.
External Assessment (80%)

Paper 1 (1 hour 30 minutes, 60 marks, 30%)

- Paper 1 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
External Assessment (80%)

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

This paper comprises **four compulsory questions** with one question each assessing:

(a) Map-reading skills
(b) Natural systems
(c) Human systems
(d) Integration of both natural and human systems

*Parts of questions in (b) and (c) can also be based on interactions of the Natural and Human Systems*
<table>
<thead>
<tr>
<th>Content area</th>
<th>Question</th>
<th>Profile</th>
<th></th>
<th></th>
<th></th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Reading</td>
<td>1</td>
<td>12</td>
<td>7</td>
<td>6</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Natural Systems</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Human Systems</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Natural Human Systems</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>27</td>
<td>31</td>
<td>42</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Internal Assessment (20%)

Paper 3/1 (School Based Assessment, 40 marks, 20 %)

- For this paper, the student presents the report from a field study in which he or she identifies a geographical topic for investigation, develops field study questions, conducts an enquiry, and communicates the findings and recommendations.

- The report should not exceed 1000 words, excluding the strategy sheet, illustrations, tables, bibliography and appendices.

- This paper is marked out of 40 and the marks are distributed to profiles as follows:

  Practical Skills (PS) - 10 marks
  Knowledge and Comprehension (KC) - 10 marks
  Use of Knowledge (UK) - 20 marks
### Mark Allocation by Profiles

<table>
<thead>
<tr>
<th>Profile Dimensions</th>
<th>General Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper 01</td>
</tr>
<tr>
<td>Practical Skills (P1)</td>
<td>24</td>
</tr>
<tr>
<td>Knowledge and Comprehension (P2)</td>
<td>28</td>
</tr>
<tr>
<td>Use of Knowledge (P3)</td>
<td>08</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
<tr>
<td>%</td>
<td>30</td>
</tr>
</tbody>
</table>
COMPONENTS OF THE SYLLABUS
Study Areas

• Study areas from the Caribbean and selected countries outside of the Caribbean should be drawn from the areas listed below.

Caribbean

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

Countries outside of the Caribbean

- United States of America
- United Kingdom
- Singapore
- Brazil
- India
- China
- Nigeria
Map Work

• Students should acquire practical skills and techniques in drawing sketch maps and diagrams and in reading and interpreting maps, photographs, tables and graphs which give geographical information.

• Maps
• Photographs, Maps and Diagrams
• Weather Systems
• Location and Time
• Tables, Graphs, Maps and Central Tendency
• Field Study
Natural Systems

- Systems Associated with the Lithosphere, Atmosphere, Biosphere and Hydrosphere

- Structure of the Lithosphere, Plate Tectonics and Rock Formation (Form 3)

- Weathering and Mass Movement (Form 3)

- Fluvial (Form 3) and Coastal Processes

- Weather, Climate, Vegetation and Soil

- Natural Hazards and Natural Disasters
Human Systems

- Population, Economic, Agricultural and Sustainable Development Systems

- Population and Settlement
- Economic Activity
  - Primary, Secondary and Tertiary Activities
  - Agriculture (Form 3)
TOPICS STRUCTURE
Form 4 & Form 5
Form 4 Structure

- Term 1 (15 weeks)
  - Review of Form 3
  - Coasts
  - Coral Reefs
  - Weather & Climate
  - Map Work
Form 4 Structure

- Term 2 (13 weeks)
- Weather & Climate con’t
- Vegetation and Soils
- Deforestation
- Map Work
Form 4 Structure

• Term 3 (11 weeks)
  - Global Warming
  - Population, Urbanisation & Settlement
  - SBA Field Trip
Form 5 Structure

• Term 1 (15 weeks)
  - Economic Activities
  - Pollution

• Term 2 (13 weeks)
  - Natural Hazards
  - SBA submission
  - Mock Exams
CLASS DETAILS
Rules

1. To be regular and punctual to all classes.

2. To be fully prepared to participate in the classes (notebook, textbook, stationary, etc.)

3. To complete all assignments, exercises and projects **on or before** the stated deadline.

4. To be respectful to both the teacher and classmates.

5. To write all notes in your notebook during class time.

6. To submit an excuse to cover any days absent from school and to obtain all notes and assignments missed.

7. To not disrupt or rudely interrupt any class.

8. To be fully prepared for all exams, quizzes or other assessments.

9. To use the class website to get all important class information.
Website

Class news, assignments, exam dates, useful information, etc.

http://cicgeocsec18.weebly.com
St Mary's College

CSEC Geography 2018
Facebook

https://www.facebook.com/CICGeography
Teaching Times

• Tuesdays (Period 4)

• Wednesdays (Periods 1 & 2)

• Thursdays (Period 8)

• Fridays (Period 6)
Required Textbooks

• The Caribbean Environment by Mark Wilson

• Geography Skills for Secondary Schools by M.C. Clarke & N.E.S. Lee

• (It will be useful to also have the Geographical Skills by Rahil and the Longman Atlas from Forms 1 and 2)
Required Materials

- 1 notebook (for notes)
- 1 notebook with perforated pages (for tests, assignments and exercises)
- Pens and pencils
- Colour pencils
- Geometry set
- Calculator
NOTE TAKING GUIDELINES
**Notebook**

- Students MUST write their NAME, CLASS & SUBJECT on the cover of the notebook.

- The first 2 pages of your notebook must be left blank to be used as a Table of Contents

<table>
<thead>
<tr>
<th>Topic Number</th>
<th>Topic</th>
<th>Date</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- All pages of the notebook MUST be numbered.

- All notes MUST start with the DATE and TOPIC HEADING.
Notebook

- All diagrams shown in class are available on the website. They are to be stuck or drawn in your notebooks as soon as possible.

- **ALL DIAGRAMS MUST INCLUDE A BORDER AND TITLE!**

- **ALL MAPS MUST HAVE THE KEY ELEMENTS!**

- All notes are to be written using either Black or Blue ink pens.

- **NO NOTES ARE TO BE WRITTEN IN PENCIL!** (except for diagrams and maps)

- Notes are to be written as neatly as possible.
EXAMS
Exams/Quizzes

• The date for each exam will be posted on the class website and stated in class AT LEAST 1-2 weeks before the actual date.

• The topics covered will also be stated.

• All exams MUST be done on a page and must include NAME and DATE.

• All questions MUST be written (unless otherwise stated)

• All exams are to be done in pen.

• Following each exam, the page is to be stapled in your exercise book or notebook.

• Students who fail an exam MUST show and get it signed by a parent.
HOMEWORK
Homework/Exercises

• All homework will be posted on the website, along with the due date.

• All assignments/exercises are to be done on a page or exercise book, IN PEN.

• Include the page number or title of the assignment on the page.

• Failure to have the homework/exercise present on the due date will result in an automatic ‘ZERO’.
PROJECTS
Projects

• All projects will be posted on the website AT LEAST 3-4 weeks before the due date.

• Generally speaking, projects are to be typed, using font size 12 and an acceptable font style (Calibri, Times Roman, Arial).

• All projects MUST include a cover page, table of contents and a bibliography. Pages MUST be numbered.

• Failure to submit the project on the due date will result in an automatic ‘ZERO’.
PLAGIARISM
Plagiarism

- Plagiarism is an act of fraud, that involves both stealing someone else’s work and lying about it afterward.

- The following are considered plagiarism:
  
a) turning in someone else’s work as your own  
b) copying words or ideas from someone else without giving credit  
c) failing to put a quotation in quotation marks  
d) giving incorrect information about the source of a quotation  
e) changing words but copying the sentence structure of a source without giving credit  
f) copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
Plagiarism

• Changing the words of an original source is not sufficient to prevent plagiarism. If you have retained the essential idea of an original source and have not cited it, then no matter how drastically you may have altered its context or presentation, you have still plagiarized.

• Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.
PLAGIARISM & RESEARCH GUIDELINES
Plagiarism

• In a research paper, you have to come up with your own original ideas while at the same time using work that’s already been done by others.

• Consider the following steps:
Plan your paper

• Planning your paper well is the first and most important step you can take toward preventing plagiarism.

• If you know you are going to use other sources of information, you need to plan how you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas.

• Writing an outline, or coming up with a thesis statement in which you clearly formulate an argument about the information you find, will help establish the boundaries between your ideas and those of your sources.
Take Effective Notes

• One of the best ways to prepare for a research paper is by taking thorough notes from all of your sources, so that you have much of the information organized before you begin writing.

• Make sure you clearly distinguish your own ideas from those you found elsewhere.

• Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away.
When in doubt, cite sources

• If it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, you should always cite your source.

• Instead of weakening your paper and making it seem like you have fewer original ideas, this will actually strengthen your paper by: 1) showing that you are not just copying other ideas but are processing and adding to them, 2) lending outside support to the ideas that are completely yours, and 3) highlighting the originality of your ideas by making clear distinctions between them and ideas you have gotten elsewhere.
Make it clear who said what

• Even if you cite sources, ambiguity in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism.

• Make sure when you mix your own ideas with those of your sources that you always clearly distinguish them.

• If you are discussing the ideas of more than one person, watch out for confusing pronouns. Always make sure to distinguish who said what, and give credit to the right person.
Know how to Paraphrase

- A paraphrase is a restatement in your own words of someone else’s ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change both the words and the sentence structure of the original, without changing the content.

- Also, you should keep in mind that paraphrased passages still require citation because the ideas came from another source, even though you are putting them in your own words.

- The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper.

- It is a common misconception among students that you need to hide the fact that you rely on other sources. Actually it is advantageous to highlight the fact that other sources support your own ideas.

- Using quality sources to support your ideas makes them seem stronger and more valid. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasizing the most relevant points and leaving out unrelated information.
Evaluate Your Sources

• Not all sources on the web are worth citing – in fact, many of them are just plain wrong. So how do you tell the good ones apart?

• For starters, make sure you know the author(s) of the page, where they got their information and when they wrote it.

• Then you should determine how credible you feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc.

*** Be very careful when using sites like ‘Wikipedia’, ‘Ask.com’, etc.
Write your paper

• Begin by organizing the information you have collected.

• Work from the general to the specific -- find background information first, then use more specific sources.

• The next step is the rough draft, wherein you get your ideas on paper in an unfinished fashion.

• This step will help you organize your ideas and determine the form your final paper will take.
List all sources of information—Bibliography

- Citing or documenting the sources used in your gives proper credit to the authors of the materials used. Failure to cite your sources properly is plagiarism.
Proofread

• The final step in the process is to proofread the paper you have created.

• Read through the text and check for any errors in spelling, grammar and punctuation.

• Make sure the sources you used are cited properly.

• Make sure the message that you want to get across to the reader has been thoroughly stated.
NOTICE TO ALL STUDENTS

Leave the excuses at the door.
If you didn't do your home work, just admit it.
If you didn't understand the assignment, ask for help.
If you didn't study for the test, accept the grade and resolve to do better (with my help if necessary) next time.
If you refuse to follow my rules, accept the consequences.

This is not a democracy.

This is MY classroom:
and i'm here for one reason and one reason only:

TO TEACH YOU
TO INSPIRE YOU
TO HELP YOU GROW

I'll do my part. The rest is up to you.