



**CARIBBEAN EXAMINATIONS COUNCIL**

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

**GEOGRAPHY  
SYLLABUS**

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

**Including 2009 amendments**

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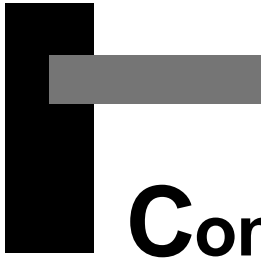
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**The Geography Syllabus (CXC 02/0/SYLL 98) was revised in 2005 for first examinations in 2007.**

**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.

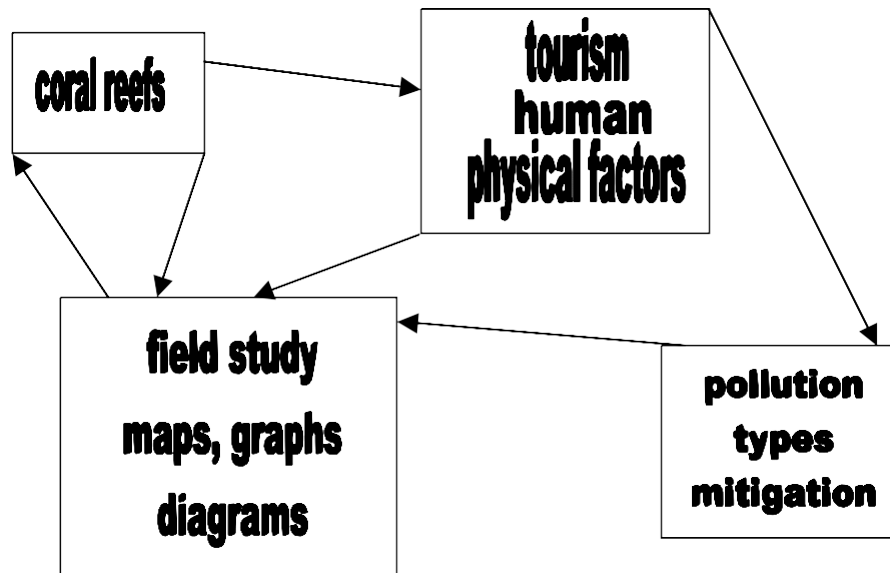


Chart showing one way in which sample systemic interactions may be organized for teaching.

## ◆ 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:

<i>Section</i>	<i>Question</i>	<i>Profile</i>			<i>Total Marks</i>
		<i>PS</i>	<i>KC</i>	<i>UK</i>	
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> <u>Text (8)</u></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: <i>Access to manager and staff – can school provide a letter?</i>	