

MINISTRY OF EDUCATION



SYLLABUS IN GEOGRAPHY
FOR LOWER SECONDARY SCHOOL.

RATIONALE FOR THE INCLUSION OF GEOGRAPHY IN THE SCHOOL CURRICULUM

Geography is a field of study that enables us to understand the physical and human phenomena and the interaction between the various elements of the physical and the human environment. With this in mind this syllabus has been developed specifically to enable students in forms 1,2 and 3 to better understand and apply the concepts and skills in geography.

As outlined in the CXC syllabus, “the use of specific objectives ensures that there is a focus on the relevant content guides the choice and sequencing of instruction and makes what is to be evaluated more easily identifiable.” This syllabus therefore ensures that the ground work of skills and abilities are adequately covered in preparation for the CXC syllabus.

It is hoped that the syllabus will create geographically skilled individuals who can:

- Ask Geographic questions
- Acquire geographic information.
- Organize geographic information and,
- Answer geographic questions.

GENERAL OBJECTIVES.

At the end of the course of study the students should:

1. Gain a knowledge and understanding of the physical and human environment, especially of the Caribbean.
2. Understand how aspects of the environment interrelate to influence the activities of man and how man’s activities in turn, affect and change the physical environment.
3. Develop an awareness and understanding of those concepts, processes, and theories included in the syllabus which give meaning to the physical and human phenomena they study.
4. Appreciate a wide variety of geographic phenomena, and also recognize the patterns that exist in geography.
5. Develop skills in the collection, collation and use of geographic data.
6. Acquire skills in map reading and in the interpretation of a variety of stimulus material which may be used in geography and the useful transfer of these skills into fields of work and leisure later in life.

ORGANISATION OF THE SYLLABUS.

The syllabus is divided into three levels: Form 1, 2 and 3. For each form, the syllabus is organized under three main sections:

1. Skills.

The basic skills students should acquire are those associated with:

- a. The use of the Atlas.
- b. Reading and drawing simple maps, sketches, diagrams, charts and graphs.
- c. The reading and interpretation of simple instruments used to collect geographical data.
- d. Simple research to include observation, reading, analyzing and obtaining information.
- e. Recording references.

2. Natural Systems (Physical)

Biotic, Climatic, Geomorphic.

3. Man-made systems (Regional)

Agriculture, Industrial.

The study of each system is further organized under the following headings:

1. Content.
2. Specific Objectives.

Form one

Syllabus

Introducing geography

Content

1. What is Geography?
2. Types of Geography
3. Tools of description in geography
4. Skills in geography

Specific Objectives

Students should be able to:

- 1.1 Define geography
- 2.1 State the types of geography
- 3.1 identify the tools of description in geography
- 4.1 Identify the main skills in geography

Skills

Content

1. The use of the atlas
2. Cardinal Points
3. Sketch maps
4. Latitude and longitude

Specific objectives

1. The use of the atlas

Given maps, sketches and diagrams students should be able to:

- 1.1 Define a map
- 1.2 Name the main types of maps and their uses (the importance of maps).
- 1.3 Identify the five elements for the completion of a map (the title, key, compass, scale, border.)
- 1.4 Identify and use conventional symbols (inclusive of color)
- 1.5 Explain the need for clarity and neatness in drawing maps
- 1.6 Identify and define the scale of a map
- 1.7 Explain why scales are important
- 1.8 Identify ways of representing scales (linear, statements, representative fraction (RF))
- 1.9 Measure straight line distances using a linear scale.

2. The cardinal Points

- 2.1 Define a compass
- 2.2 List the uses of a compass
- 2.3 Draw the eight (8) point compass/cardinal points
- 2.4 Give the direction and locate places using the eight (8) point compass

3. Sketch maps

3.1 Define a sketch map.

3.2 Draw simple sketch maps (e.g. the school compound).

4. Latitude and Longitude

4.1 Define lines of latitude and longitude.

4.2 Use lines of latitude and lines of longitude to locate places.

4.3 Calculate the time of a place east or west of the Prime Meridian.

Systems

Natural System (Physical)

1. The Solar System.
2. Rotation and revolution.
3. The Earth (Shape, Formation, structure).
4. Rocks basic definition and types.
5. Plate tectonics.
6. Volcanoes.
7. Earthquakes.

1. The Solar System

- 1.1 Define and describe the solar system.
- 1.2 Define galaxy, asteroids, meteors, and comets.
- 1.3 Identify and name the planets in our solar system.
- 1.4 Give the position of the planets in terms of distance from the sun.
- 1.5 State how long the planets will take to revolve around the sun.
- 1.6 The importance of the sun as it relates to the solar system (gravity, light, and heat energy).

2. Rotation and Revolution

- 2.1 Define rotation, revolution, orbit and axis.
- 2.2 Give the orientation of the axis.
- 2.3 Give the direction in which the earth rotates and revolves.
- 2.4 State the length of time each movement (see 2.3) takes.
- 2.5 Explain the effects of rotation and revolution.
- 2.6 Explain the phases of the moon.
- 2.7 Explain the eclipse of the moon and the sun.

3 The Earth

- 3.1 State the shape and size of the earth.
- 3.2 Explain why the earth can support life.

3a. Shape of the earth.

3a.1 Describe the shape of the earth.

3a.2 State the evidence to verify the shape of the earth.

3b. Structure of the Earth

3b.1 Describe the structure of the earth

3b.2 Define core, mantle, crust, hydrosphere, lithosphere, atmosphere, and the ozone layer.

3b.3 Draw a simple diagram to illustrate the relative position of the features listed in 3b2.

3b.4 Define rocks

3b.5 Name the three main types of rocks.

4. Plate Tectonics

4.1 Explain the concept of plate tectonics

4.2 Name the three (3) types of plate margins

4.3 Account for the movement of the three (3) types of plates

4.4 Describe the effects of plate movements at each of the plate boundaries

4.4 Identify the Caribbean and adjacent plates on a sketch map of the world.

5. Volcanoes

5.1 Define vulcanicity

5.2 Name intrusive volcanic features (dyke, sill, laccolith, batholith)

5.3 Name extrusive Volcanic features (volcanic cones: lava, ash, cinder and composite), Lava plains and plateau.

5.4 Describe the stages in the life cycle of a volcano

5.5 List examples of volcanic islands in the Caribbean.

5.6 Explain the impact (Negative and Positive) of volcanic eruptions on the environment.

5.7 Explain how volcanic eruptions can be predicted.

5.8 List precautionary measures which help to limit the impact of volcanic eruptions.

6. Earthquakes

6.1 Define earthquakes.

6.2 Identify the Earthquake zones.

6.3 Explain the causes of earthquakes.

6.4 Use basic terminology as they relate to earthquakes- focus, epicenter.

6.5 Seismic waves-primary, secondary and longitudinal-(P, S, and L).

6.6 Identify the instrument used to measure earthquakes.

6.7 Explain the effects of earthquakes and mitigation measures.

6.8 Explain how earthquakes can be predicted.

MAN MADE SYSTEMS (REGIONAL)

Content

1. A study of the Caribbean
2. The Geography of St. Vincent and the Grenadines
 - a. Location, Size, Relief climate, Vegetation, Rocks, Population, Communication
 - b. Industries-primary (farming and fishing), secondary (manufacturing) and tertiary
 - c. The Grenadines.
3. Crop farming
 - a. Bananas
 - b. sugarcane
4. Rearing farm animals (Pigs, poultry, Sheep and Goats)
5. The value of trees
6. The sea as a resource
7. Tourism
8. Manufacturing in the Caribbean
9. Living in our environment

Specific Objectives

1. A STUDY OF THE CARIBBEAN.

1.1 Locate and name the islands of the Caribbean

1.2 Identify the sub groupings- The Windward Islands, The Leeward Islands, the Greater Antilles and Lesser Antilles, The OECS and Caricom.

2. THE GEOGRAPHY OF ST.VINCENT AND THE GRENADINES.

2a.Location

2a.1 Describe the location of SVG in relation to the Caribbean

2a.2 Give the latitude and longitude of SVG

2b.Size

2b.1 State the size of St. Vincent and the Grenadines.

2c.Relief

2c.1 Identify on a sketch map of St. Vincent the mountainous areas and the areas which are generally flat.

2c.2 Name and show the position of the main mountain peaks.

2d. Climate

2d.1 Describe the climate and its main features.

2d.2 State the dry and wet season months in St. Vincent.

2d.3 State and give reasons for the distribution of rainfall throughout S.V.G.

2e. Vegetation

2e.1 Name and show the position of the main vegetation type (Tropical rainforest) throughout S.V.G.

2g. Population

2g.1 State the total population of S.V.G.

2g.2 State and give reasons for the areas in S.V.G which have a high and low density of population

2g.3 Name and insert on a map the position of the parishes and towns in S.V.G.

2h. Communication

2h.1 State and insert on a sketch map the location of the main roads on the island.

2h.2 Give reasons for the location of the main roads in S.V.G.

2i. Industries

2i.1 Name the main cash crops and locate areas where these crops are mainly grown

2i.2 Identify the areas where fishing is carried out and the types of fish caught in those areas.

2i.3 State and show the location of the main industrial areas in S.V.G

2i.4 List the factors favoring the location of the main industrial estate in S.V.G

2i.5 Identify some of the goods, which are manufactured in S.V.G.

2i.6 Identify and state the location of the main tourist areas and attraction in S.V.G and give reasons for their importance.

2i.7 State the main cultural activities in S.V.G during the year

2i.8 List the negative and positive effects of tourism on S.V.G.

3. CROP FARMING

3.1 Explain the difference between food crops and non-food crops.

3.2 Explain the factors affecting crop farming

3.3 Define small scale and large scale farming (peasant farming and extensive farming)

3.4 List the characteristics of small and large scale farms

3.5 Compare small and large scale farms

3a.Rice

3a.1 List the rice growing countries in the Caribbean

3a.2 Explain how rice is planted, tended, harvested and processed in Guyana

3a.3 Identify the problems associated with the farming of rice

3a.4 Suggest solutions to the problems associated with rice farming

3a.5 Explain how rice contributes to the economy of Guyana.

3b.Bananas

3b.1 Name the main banana growing countries in the Caribbean,

3b.2 Identify the banana growing areas in St. Lucia and St. Vincent.

3b.3 Name the main varieties of bananas planted in the Caribbean

3b.4 Explain how bananas are planted, tended and harvested

3b.5 Explain the problems affecting banana production in the Caribbean

3b.6 Identify solutions to the problems affecting banana production

3b.7 Describe the effects of banana production on the economy of S.V.G.

3c.Sugarcane

3c.1 Name the sugar producing countries in the Caribbean

3c.2 Explain the importance of sugarcane production in the Caribbean

3c.3 Describe the similarities and differences among the sugar producing countries in the Caribbean

3c.4 Explain how sugar cane is planted, tended, harvested and processed in Jamaica or Barbados or Guyana

3c.5 Describe the effects of sugar production on the Caribbean.

4. REARING OF FARM ANIMALS.

4.1 Name some farm animals.

4.2 Give reasons for rearing farm animals (Pigs, Poultry, Goats, and sheep).

4.3 Describe the problems faced by farmers who rear farm animals.

4.4 Suggest solutions to the problems facing farmers who rear farm animals.

5. THE VALUE OF TREES.

5.1 Explain the reasons for planting trees

5.2 Explain the reasons for cutting trees

5.3 Describe the effects of cutting trees on the human and physical environment.

6. THE SEA AS A RESOURCE

- 6.1 Name the resources found in the sea
- 6.2 List the factors promoting the fishing industry in the Caribbean
- 6.3 Describe the methods of catching fish in the Caribbean
- 6.4 Identify the ways of conserving the fish population
- 6.5 Discuss the importance of the fishing industry to SVG.
- 6.6 List problems facing the fishing industry
- 6.7 Suggest solutions to the problems facing the fishing industry

Form Two

SKILLS

Content

1. Compass direction
2. Compass bearing
3. Grid reference (4-figure and 6-figure)
4. Representation of Height(Contours)
5. Landforms
6. Simple cross sections

Specific objectives

1. DIRECTION (compass and bearing)

- 1.1 Identify and name the points of the 16 point compass.
- 1.2 Give reasons for using the 16 point compass.
- 1.3 Define angular bearings
- 1.4 Give reasons for using bearings to locate places
- 1.5 Locate places using the 16 point compass and the corresponding bearing

2. GRID REFERENCES

- 2.1 Define easting and northing lines
- 2.2 Draw a grid to illustrate easting and northing lines
- 2.3 Locate places using on a simple grid and a map using 4 figure grid references and 6 figure grid references

3. REPRESENTATION OF HEIGHT

- 3.1 Define relief
- 3.2 List and explain the ways in which height is represented on a map
- 3.3 Define contour lines
- 3.4 Describe the characteristics of contour lines
- 3.5 Draw a simple contour map

4. UNDERSTANDING LANDFORMS

- 4.1 Define the following: mountain, Hill, Knoll, Peak, Ridge, Watershed, and Crest of ridge, Escarpment, Plateau, Convex slope, Concave slope, Uniform slope, Stepped slope, Col, Pass, and Gap.
- 4.2 Identify and draw the features named in 4.1 using contour lines and cross sections.
- 4.3 Define the following a Valley, Spur, and Plain
- 4.4 Identify and draw the features named in 4.3 using contour lines and cross sections.

5. CROSS SECTION

- 5.1 Define cross section
- 5.2 Explain the importance of cross sections
- 5.3 Define and demonstrate how to find visibility between two points.
- 5.4 Draw a cross section.

NATURAL SYSTEMS (Physical)

Content

1. Folding and faulting
2. Weathering and erosion
3. Work of rivers
4. Work of the sea

1. FOLDING AND FAULTING.

- 1.1 Define folding and faulting.
- 1.2 Describe the main forces, which cause folding.
- 1.3 Illustrate the structure of a fold.
- 1.4 Explain and illustrate the stages in folding (types).
- 1.5 Explain how Fold Mountains develop.
- 1.6 Give examples of Fold Mountains.
- 1.7 Describe the main forces, which cause faulting.
- 1.8 Explain and illustrate the main types of faults.
- 1.9 Define and identify a Rift Valley, Horst and a fault scarp.
- 1.10 Identify areas where faulting has taken place.

2. WEATHERING AND EROSION.

- 2.1 Explain the difference between weathering and erosion.
- 2.2 State the main types of weathering (mechanical/physical, chemical, biological/biotic).
- 2.3 Explain the processes of the main types of weathering.
- 2.4 State the agents of erosion
- 2.5 Describe the factors causing erosion
- 2.6 Suggest ways of reducing and preventing erosion.

3. THE WORK OF RIVERS.

- 3.1 Describe the hydrological cycle
- 3.2 Define water catchment, watershed, and rain-wash.
- 3.3 Identify the three main type of work of a river (erosion, transportation, deposition)
- 3.4 Identify the three stages of a river (youthful, mature, old age stages)
- 3.5 Describe the dominant processes and features at each stage of the river
- 3.6 Explain the importance of rivers to man.

4. THE WORK OF THE SEA

- 4.1 Define a wave.
- 4.2 Explain how waves are formed.
- 4.3 Describe the nature of a wave –the crest and trough.
- 4.4 Name the two types of waves
- 4.5 Describe the characteristics of the two main types of waves
- 4.6 State the work carried out by waves
- 4.7 Explain how the following are formed: A cliff, a wave cut platform, caves, Arches, and stacks
- 4.8 Explain longshore drift and undertow
- 4.9 Explain the formation of the following: a beach, lagoon, spit and bar
- 4.10 Describe and explain the formation of the following types of coast: Ria and Fjord.

MAN-MADE SYSTEMS (Regional)

CONTENT

1. DISASTERS AND PREPAREDNESS.

- a. Hurricanes
- b. Floods and droughts
- c. Earthquakes
- d. Volcanic activity
- e. Tsunamis
- f. Manufacturing in the Caribbean
- g. Tourism

Specific Objectives

Students should be able to:

1. Disaster Preparedness

- 1.1 Say what is a disaster/natural hazard.
- 1.2 Distinguish between natural and man-made disasters
- 1.3 Explain what is preparedness in relation to disasters.
- 1.4 Explain the reasons why disasters affect the Caribbean.
- 1.5 Explain the development of the following Natural hazards
 - a. Hurricanes
 - b. Floods/Droughts
 - c. Earthquakes
 - d. Volcanic eruptions
 - e. Tsunamis.
- 1.6 Identify ways in which people can be prepared for the disasters named in 1.5
- 1.7 Compile an emergency checklist.
- 1.8 Suggest strategies for coping after the disasters named in 1.5

2. MANUFACTURING IN THE CARIBBEAN.

2.1 Define manufacturing.

2.2 Give examples of manufacturing industries in the Caribbean and SVG.

2.3 List the factors affecting the location of manufacturing industries.

2.4 List the sources of energy used in manufacturing.

2.5 Explain why manufacturing is important.

2.6 Identify, research, and Present information on a manufacturing industry under the following headings:

- i. Raw materials.
- ii. Equipment.
- iii. Energy.
- iv. Marketing and markets.
- v. List problems faced by the manufacturing industry.
- vi. Suggest solutions to these problems listed above.

3. TOURISM.

3.1 Define a tourist and the tourism industry.

3.2 Identify the different types of tourist.

3.3 List ways in which tourism is important to the Caribbean.

3.4 Give reasons why tourists visit the Caribbean.

3.5 Identify the countries where most tourists who visit the Caribbean originate.

3.6 Define cruise ship tourists.

3.7 Explain the difference between cruise ship and stopover visitors.

3.8 Explain the advantages and disadvantages of tourism.

3.9 Name some of the main cultural events in the Caribbean that attract tourists

FORM THREE

SKILLS

Content

1. Gradient
2. Measurement of Distance-Straight and Curved
3. Cross Sections
4. Drawing sketch maps
5. Intervisibility

1. GRADIENT.

- 1.1 Define gradient
- 1.2 Calculate gradient using ratios

2. MEASUREMENT OF DISTANCES.

- 2.1 Name the three types of scales giving an example of each.
- 2.2 Explain the following Scales:
 - Linear
 - Ratio
- 2.3 Construct a linear scale
- 2.4 Construct a linear Scale using a ratio scale.
- 2.5 Develop a ratio Scale using a linear scale.
- 2.6 Use linear and ratio scales to measure distances on maps.

3. CROSS SECTIONS.

- 3.1 Define a Cross section
- 3.2 Identify the reason for drawing cross sections.
- 3.3 Draw and interpret Cross sections.

4. SKETCH MAPS.

- 4.1 Define a sketch map.
- 4.2 Identify the reasons for drawing sketch maps.
- 4.3 Draw and interpret sketch maps.

5. INTERVISIBILITY.

- 5.1 Define intervisibility
- 5.2 Determine visibility on a contour map.

NATURAL SYSTEMS (PHYSICAL)

CONTENT

1. WEATHER AND CLIMATE.

- a. Weather and Climate.
- b. Weather Instruments.
- c. Temperature.
- d. Clouds.
- e. Rainfall.
- f. Pressure.

2. WEATHER AND CLIMATE IN THE CARIBBEAN.

- a. Introduction to Weather maps
- b. Caribbean Weather Systems.
- c. Caribbean Climates.

3. WORLD CLIMATIC TYPES.

- a. Equatorial.
- b. Tropical Marine.
- c. Tropical Continental.

Specific Objectives.

1. WEATHER AND CLIMATE.

1a. Weather and Climate.

- 1a.1 Explain the difference between Weather and Climate.
- 1a.2 Name and describe the main elements of weather and Climate.
- 1a.3 Identify and describe the instruments used to measure each element of weather.

1b. Weather Instruments.

- 1b.1 Define and describe a weather station.
- 1b.2 Identify and describe a Stevenson screen.
- 1b.3 Identify and describe the appearance and use of the following:
 - a. Wind vane
 - b. Anemometer
 - c. Rain Gauge.
 - d. Barometer.
 - e. Sunshine Recorder
 - f. Thermometer (minimum, maximum, wet and dry bulb)
- 1b.4 Record and interpret data on temperature, wind, pressure, rainfall and relative humidity.

1c. Temperature.

1c.1 Define insolation and explain how air is heated.

1c.2 Explain how land and water surfaces are cooled and heated.

1c.3 Explain how the following factors affect temperature:

- a. Latitude.
- b. Altitude.
- c. Distance from the sea.
- d. Ocean Currents.
- e. Cloud Cover.
- f. Natural Vegetation.
- g. Slope and Aspect.

1d. Clouds.

1d.1 Define Clouds.

1d.2 Explain how Clouds are formed.

1d.3 Define relative and absolute humidity.

1e. Rainfall/Precipitation.

1e.1 Define Precipitation.

1e.2 Describe the conditions necessary for rain to fall.

1e.3 Describe how air is cooled (lapse rates)

1e.4 Describe how oceans and ocean currents influence rainfall.

1e.5 Name the three types of rainfall (relief, convectional, Cyclonic)

1e.6 Explain the development of the three types of rainfall and the weather conditions associated with each.

1f. Pressure.

1f.1 Define Atmospheric Pressure.

1f.2 Describe how altitude, temperature, and rotation of the earth affect Atmospheric pressure.

1f.3 Identify the main pressure systems on the earth and describe the weather conditions associated with each.

1g. Wind.

1g.1 Define wind and air masses.

1g.2 Explain the occurrence of land and sea breezes.

1g.3 Explain how temperature, pressure and rotation affect winds.

1g.4 Identify and describe the characteristics of the main wind systems on the Earth (The trade winds-North east, South east, Westerlies, and the Polar winds).

2. WEATHER AND CLIMATE IN THE CARIBBEAN.

2a. Introduction to Weather maps.

2a.1 Define a weather map.

2a.2 Explain the importance of weather maps.

2a.3 Identify and interpret symbols used on Caribbean weather maps.

2a.4 Make simple forecasts using weather maps.

2a.5 Identify Weather systems such as; The ITCZ, Easterly Waves, Fronts, Tropical Cyclones and anti-cyclones.

2b. Caribbean Weather Systems.

2b.1 Explain the formation and development of the following weather Systems.

- a. ITCZ.
- b. Easterly wave.
- c. Fronts.
- d. Tropical Cyclones.
- e. Anticyclones.

2b.2 Describe the weather conditions associated with the above (2b.1) weather systems.

2b.3 Describe the impact of the above weather systems on the human and Physical environment.

2b.4 List and explain the precautionary measures which can be taken to reduce the impact of a hurricane.

2c. Caribbean Climates

2c.1 Name and locate the Climates of the Caribbean (Equatorial, Tropical Marine, and Tropical Continental)

2c.2 Explain the reasons for the climatic variations within the region.

2c.3 Describe the climatic characteristics of each of the climates found in the Caribbean.

3. WORLD CLIMATIC TYPES.

3.1 Name and locate areas where each specific Climatic types listed under content can be found.

3.2 Describe the major Characteristics of each type under the following headings:

- a. Vegetation
- b. Climate
- c. Human activities

MAN MADE SYSTEMS (REGIONAL)

CONTENT

1. GEOGRAPHY OF THE CARIBBEAN

- a. Location of the West Indies
- b. Formation of the West Indies
- c. Natural Vegetation
- d. Soils

2. AGRICULTURAL LAND USE.

- a. Factors affecting Land use.
- b. Agricultural Systems –Peasant Farming and Commercial Farming.

3. AGRICULTURAL CASE STUDIES.

- a. Peasant farming in the Caribbean and Nigeria.
- b. Commercial Arable farming in the Caribbean.
 - ✓ Sugarcane
 - ✓ Bananas
 - ✓ Rice

4. PRIMARY INDUSTRIES.

- a. Bauxite
- b. Petroleum
- c. Forestry
- d. Fishing

Specific Objectives.

Students should be able to:

1. GEOGRAPHY OF THE CARIBBEAN.

1a. Location of the West Indies:

1a.1 Describe the location of the West Indies in relation to the world.

1a.2 Locate territories in the Caribbean on a World map.

1b. Formation of the West Indies.

1b.1 Explain the role of plate tectonics in the formation of the West Indies.

1b.2 Identify and describe the events, which took place during the two main mountain building periods.

1b.3 Identify the main events in the Geological History of the West Indies.

1b.4 Identify and describe some of the recent geological changes that have taken place in the West Indies.

1c. Vegetation.

1c.1 Describe the factors influencing Caribbean vegetation.

1c.2 Describe the Characteristics of the following Vegetation types:

- Mangrove.
- Swamps.
- Woodland & Scrub.
- Rain Forest.
- Montane Forest.
- Elfin woodland.

1c.3 Name and locate areas where each vegetation type can be found.

1c.4 Explain why the natural vegetation has been removed from one area in the Caribbean.

1c.5 Explain the effects of Deforestation in one chosen area in the Caribbean.

1c.6 Describe the methods of conservation in any chosen Caribbean country.

1c.7 Identify some species of natural Vegetation.

2. AGRICULTURAL LANDUSE:

2a. Factors affecting land use.

2a.1 Describe land use.

2a.2 Explain the following factors which affect land use in the Caribbean.

- ✓ Economic
- ✓ Social
- ✓ Physical
- ✓ Human
- ✓ History

2b. Agricultural Systems.

2b.1 Identify the main Farming systems.

2b.2 Classify farming systems under the following headings.

- ✓ Products produced
- ✓ Size of farms
- ✓ Purpose of farm

2b.3 Name the main Farming Systems in the Caribbean-(Peasant farming and Commercial Arable)

3. AGRICULTURAL CASE STUDY:

3a. Peasant farming in the Caribbean.

3a.1 Define peasant farming

3a.2 Describe the factors influencing the development of Peasant farming in the Caribbean.

3a.3 Name at least two areas in the Caribbean where Peasant farming is practiced.

3a.4 Describe the characteristic of peasant farming in the Caribbean.

3a.5 Identify and discuss the problems associated with peasant farming in the Caribbean.

3a.6 Identify and discuss solutions to the above mentioned problems.

4. PRIMARY INDUSTRY.

4a. Bauxite Mining or Oil Refining.

4a.1 Define natural Resource

4a.2 Explain the difference between Renewable and Non-renewable resources and give examples of each.

4a.3 Explain the need for the importance of conserving natural resources particularly those which are non- renewable

4a.4 Explain the formation of bauxite or crude oil

4a.5 Name the Bauxite or Oil producing countries in the Caribbean.

4a.6 List the factors influencing the location of alumina plants and other refineries in the Caribbean

4a.7 Describe the mining, transportation and processing of Bauxite or Crude oil in the Caribbean.

4a.8 Identify products and by-products of crude Oil.

4a.9 Explain how Bauxite and Oil are marketed.

4a.10 Identify the problems associated with each industry and suggest solutions to these problems.