GEOGRAPHY PROGRAMME FOR SECONDARY TEACHERS

This programme, which is delivered over three years, has five focus areas. On completion of the programme, the student teacher is enabled to teach geography from grades 7 through to 11, and should be competent to guide and direct students in their geography research for the School Based Assessment (SBA) component of the Caribbean Examinations Council (CXC) Caribbean Secondary Education Certificate (CSEC) syllabus. The programme also aims at the development of skills which will allow the student to function as an independent and responsible citizen.

The first area of focus is Physical Geography, which may be subdivided into Geomorphology, Meteorology, Hydrology, Ecosystems and Coastal formations. This area is taught in the first semester of years one and two. The second focal area is Human Geography, and a third area is Economic Geography, both of which are taught in the second semester of years one and two. The fourth area of focus is Regional Development, taught in the first semester of year three. A geography research paper, in which students produce firstly a proposal and then the final paper, is the focus of the last semester. There are also two courses in Geography Teaching Methods.

**Physical Geography I**

Students doing this course will be exposed to principles, processes and concepts in Geomorphology and mathematical Geography. They should develop an awareness of problems and issues in the environment related to Geomorphology and of their responsibility for conservation of the physical environment. The course prepares student teachers to teach related concepts in the curricula of secondary schools. A case or field study is included as part of this course. *(Please check this but I believe this is so)*

**Physical Geography II**

This course deals with weather and climate phenomena and with the interrelationships between man and weather and climate, i.e., human influences on weather and climate and the effects of weather and climate on humans. A second unit in the course familiarizes students with ecosystems, particularly the vegetation and soil types. Students are expected to demonstrate an understanding of the concepts related to ecosystems and the need to protect and maintain ecological balance. A case or field study is included as part of this course.

**Human Geography**

There are two main units in this course, the first of which deals with population itself, while the second should enhance student teachers’ understanding of human settlements.
On completing the first unit, students should demonstrate an understanding of the concepts related to population, the impact of population on the physical and socio-economic environment and master practical and enquiry skills applicable to population studies. Student teachers should get a thorough understanding of rural and urban settlement types, patterns and functions. They should be able to analyze settlement types, patterns and functions through the use of maps, models, statistical data and case studies. A case or field study is an important element of this course.

### Economic Geography I

This course, is an introductory one, and is designed to equip student teachers with a sound understanding of the various types of economic activities especially those in the Caribbean (with specific emphasis on Jamaica). It focuses on a study of primary and extractive economic activities, e.g., agriculture, mining.

### Economic Geography II

Economic Geography II builds on the course covered in Year one. It assists student teachers to become more cognizant of two specific economic activities: manufacturing and tourism, and should allow them to be able to assess the value of these activities to the development of the region.

### Regional and Development Studies

In this course, student teachers will broaden student teachers’ knowledge of various types of economic systems that exist in the world and their influence on global and regional development, with emphasis on economic and sustainable development. Three units deal with different aspects. The first one provides an introduction to development concepts, theories and models, while the second gives ideas about global trends in development. The third unit focuses on development in the Caribbean.

### Geography Research Paper

As students sitting the CXC CSEC papers in geography-related subjects have to prepare a research paper, it is imperative that their teachers should know how to guide them well. This course provides the opportunity for student teachers to learn how to identify and define a geographical problem, to conduct an enquiry, to present findings and make conclusions based on their problem statement and findings. Student teachers have to prepare a proposal for their study and then implement and report on it.