



GEOGRAPHY

SYLLABUS



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INTERIM JOINT MATRICULATION BOARD EXAMINATION (IJMBE) GEOGRAPHY SYLLABUS (REVISED 2012)

General Introduction

Geography is a diverse subject, and this is one of its many attractions. The primary objective of IJMBE Geography is to prepare candidates for degree programmes in Geography and cognate (related) disciplines. In terms of content, the focus is on a wide range of topics relating to both natural and human environments as well as the examination of the interaction between physical processes and human activities. Fieldwork forms important component of IJMBE Geography with some days spent outside the students' school areas as well as a number of shorter local trips in both urban and rural environments.

Aim and Objectives

The aim of this syllabus is to prepare post-secondary school students within a minimum period of 12 months for entry into the second year (200 Level) Geography of the four-year degree programme in Universities.

The specific objectives are to:

- (a) help such students understand the characteristics, distribution and interrelationship between physical and human phenomena on the earth's surface.
- (b) explain the processes that fashion these phenomena.
- (c) help students acquire skills and techniques of map reading, map making, analyses and interpretation.

Entry Qualification

Credit in Geography, Mathematics and English at SSCE, GCE or equivalent

Contact Hours

Three (3) hours per week for Physical
Three (3) hours per week for Human and Regional
Three (3) hours per week for Practical Geography

Examination Structure

The IJMB Examination in Geography shall consist of three papers.

- Paper I: Physical Geography
Paper II: Human and Regional Geography
Paper III: Practical Geography.

The papers will be weighted 100%, 100% and 100% respectively = 300 marks scaled down to 80 marks and 20 marks for Continuous Assessment (CA) derived from assessment from all the three (3) papers

PAPER I: PHYSICAL GEOGRAPHY

Introduction

Geography Paper I will be divided into three sections as follows:

- Section A: Landforms
Section B: Weather and Climate
Section C: Soils and Vegetation.

This will be a 3 – hour written paper consisting of 10 questions, 3 each in sections A and B and 4 in section C. Candidates will be required to answer FOUR questions, ONE each from sections A and B and TWO from section C. Credit will be given for clarity of expression relevant actual examples and illustrations.

PAPER II: HUMAN AND REGIONAL GEOGRAPHY

The aim of the course is to introduce students to the basic principles of human geography and to the spatial out-working of these principles.

The paper will be divided into TWO sections as follows:

- Section A: Principles of Human Geography.
Section B: Regional Geography of West Africa.

The examination will be a 3-hour written paper consisting of 6 questions in Section A, and 5 questions in Section B. Candidates will be required to answer 2 questions from Section A and 2 from Sections B.

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PAPER III: PRACTICAL GEOGRAPHY

The paper will be divided into THREE sections as follows:

- Section A: Map Reading and Interpretation.
- Section B: Graphic and Map Presentation of Geographic Data.
- Section C: Field Work.

Candidates will be taken through a programme of teaching and practical exercises covering the syllabus. These exercises will be assessed internally and submitted together with the marks expressed as percentages to the IJMB for moderation as part of the IJMB Examination.

FEILDWORK

Introduction

It is recommended that a number of field studies and at least one field trip be undertaken. This should equip students with local examples, which they can use in the examinations. It should also generally improve their understanding of geographical ideas in the context of the local environment.

The main objectives of fieldwork in geography are:

- a. to acquire information by, for example, observing, recording, mapping and experiencing at first hand the phenomena which constitute the features of the earth.
- b. to acquire standards of reference by means of, for example, daily fieldwork around one's, college, or school or home. This helps one to extract full value from the materials contained in books, maps and diagrams.

DETAILED SYLLABUS

FIRST SEMESTER SYLLABUS

PAPER I: PHYSICAL GEOGRAPHY

S/NO:	TOPICS AND CONTENTS	ACTIVITIES / PRACTICAL GUIDE	INSTRUCTIONAL MATERIALS	DURATION (HOURS)
LANDFORMS				
1.	INTRODUCTION i. Internal structure and surface form of the earth ii. Classification, characteristics and formation of igneous, sedimentary and metamorphic rocks	i. Candidates should be able to Identify the structures and explain their characteristic chemical compositions ii. Students should be able to Identify the different types of rocks	i. Diagram of internal structure of the earth ii. The different rock types be brought into the class	6 hours
2.	MOUNTAIN BUILDING PROCESSES Mountain building processes; Folding, faulting and volcanicity i. Nature of landforms ii. Distribution	Students should be able to explain the causes of different processes and identify the associated landforms and their distribution	Diagram/Pictures/models of the landforms associated with these processes	12 hours
3.	WEATHERING i. Types, processes and factors of weathering ii. Significance of weathering to landform development	Students should be able to explain the three types of weathering processes and factors influencing each type	Rock types, hammer, water	6 hours
4.	FLUVIAL PROCESSES i. Mechanism of fluvial processes ii. Factors and landforms of fluvial processes	Students should be able to explain fluvial erosion and deposition processes and identify erosion and depositional landforms	Schematic diagram of erosion and depositional features	9 hours

5.	<p>AEOLIAN PROCESSES</p> <p>i. Mechanism of aeolian processes</p> <p>ii. Factors and landforms of aeolian processes</p>	<p>Students should be able to explain processes of wind erosion and identify landforms associated with wind erosion and deposition</p>	<p>Diagrams of wind erosion and depositional features</p>	6 hours
6.	<p>COSTAL PROCESSES</p> <p>i. Coastal processes</p> <p>ii. Landform assemblage of coastal processes</p>	<p>Students should be able to explain coastal processes and identify associated landforms</p>	<p>Sketches of coastal erosion and depositional features</p>	6 hours
WEATHER AND CLIMATE				
7.	<p>INTRODUCTION</p> <p>i. Atmospheric constituents</p> <p>ii. Vertical temperature and pressure structure of the lower atmosphere</p>	<p>i. Students should be able to list the constituents of the atmosphere by volume and percentage</p> <p>ii. be able to explain the vertical temperature and pressure of the lower atmosphere</p>	<p>Diagram of vertical structure of the earth</p>	3 hours
8.	<p>WEATHER/CLIMATE CONTROL AND DISTURBANCES</p> <p>i. World major air masses and fronts</p> <p>ii. Atmospheric disturbances: cyclones, anticyclones, hurricanes, tornadoes.</p>	<p>i. Students should be able to define and differentiate air masses and fronts and explain their causes</p> <p>ii. Students should be able to describe the characteristics, causes and mode of formation of each tropical disturbance</p>	<p>Diagram of World Pressure zones and wind pattern</p>	9 hours
9.	<p>CLIMATIC REGIONS</p> <p>i. Principles of Koppen climatic classification system</p>	<p>i. Students should be able to outline the underlying principles used for</p>	<p>World climatic map based onKoppens climatic classification</p>	9 hours

	ii. Characteristics and world distribution of the twelve main Koppen climatic types	the classification of climate in this scheme ii. Students should be able to list the major climatic types and sub types and outline the characteristics of each climatic type.	scheme.	
10.	CLIMATE OF AFRICA Characteristics, distribution and controlling factors of climate of Africa	Students should be able to discuss the characteristics, distribution and enumerate controlling factors of West African Climate	Climatic map of West Africa	6 hours
11	CLIMATE CHANGE Causes, effects and mitigations	Students should be able to differentiate between Climatic variability, climatic fluctuation, climate change, and other related terms. They should be able to discuss evidence of climate change and explain the causes, impacts and mitigative measures		6 hours

**FIRST SEMESTER SYLLABUS
PAPER 2: PRINCIPLES OF HUMAN GEOGRAPHY**

S/NO:	TOPICS AND CONTENTS	ACTIVITIES / PRACTICAL GUIDE	INSTRUCTIONAL MATERIALS	DURATION (HOURS)
12.	INTRODUCTION The list of relevant variables of Human Geography to include population, environmental resources, human activities and human settlements	Teacher explains the relationship between human population and the environment.		3 hours
13.	WORLD POPULATION a) Definition, size, growth and pattern of distribution. b) Demographic characteristics (vital rates and population structures, with particular reference to developed and developing countries). c) Theories of population growth: i. the Malthusian Theory ii. the Demographic Transition Theory d) Types, causes and consequences of population movements. e) Population problems	The teacher to define population and describe the growth pattern and the distribution of world population. The teacher to distinguish the various demographic characteristics. The teacher to differentiate Malthusian theory from the theory of demographic transition. Teacher to list the causes and consequences of population movements.	A schematic map of the world.	9 hours
14.	ENVIRONMENTAL RESOURCES a) The concept of resources as an interplay between environment and human culture b) World distribution of the world's major resources i) Fertile lands for agriculture ii) Mineral, e.g. petroleum,	Teacher to identify the relationship between human culture and the environment. Teacher to locate the distribution of fertile lands, minerals on a world map. Teacher to explain	Schematic map of the world.	9 hours

	<p>Iron, Coal etc.</p> <p>c) The relationship between the distribution of environmental resources and population.</p> <p>d) Problems associated with resource exploitation, e.g. environmental degradation.</p>	<p>the problems associated with resource exploitation.</p>		
15.	<p>AGRICULTURAL PRODUCTION SYSTEMS</p> <p>a) Background to agricultural practice</p> <p>b) Factors influencing agricultural production</p> <p>(i) Physical</p> <p>(ii) Economic</p> <p>(iii) Socio-cultural</p> <p>c) A survey of the following systems</p> <p>(i) Bush following and shifting cultivation</p> <p>(ii) Peasant agriculture</p> <p>(iii) Plantation agriculture</p> <p>(iv) Livestock farming</p> <p>(v) Mixed farming</p> <p>(vi) Irrigation farming</p> <p>d) Problems and prospects of agricultural development in the tropics</p> <p>e) List of feasible solutions</p>	<p>Teacher to itemize and explain the factors influencing agricultural production.</p> <p>Teacher to differentiate bush following from shifting cultivation. The characteristics of peasant, plantation, livestock, irrigation and mixed farming should be identified.</p> <p>Teacher to highlight the problems and prospects of agricultural development in the tropics.</p>	<p>A map of the world and a schematic diagram of the world.</p>	9 hours
16.	<p>SETTLEMENTS</p> <p>a) Evaluation of human settlements.</p> <p>b) Function of rural and urban settlements and their inter-relationships.</p> <p>c) World patterns of urbanization (distribution, degree and rate).</p>	<p>Teacher to describe human settlement and distinguish the functions of rural and urban settlements.</p> <p>Teacher to also describe the social and economic effects of</p>	<p>Diagram of settlement types.</p>	9 hours

	d) Social and economic effects of rapid urbanization in developing countries	urbanization in developing countries.		
17.	<p>INDUSTRIAL PRODUCTION SYSTEM</p> <p>a) Organization of modern industrial production (technology, scale of production, labour specialization, vertical and horizontal linkages and distribution of finished products</p> <p>b) Factors influencing the location of industries.</p> <p>c) Distribution of the world's major manufacturing regions.</p> <p>d) Problems and prospects of industrialization in the developing countries</p> <p>e) List of feasible solutions</p>	<p>Teacher to describe the nature and organization of industrial production system.</p> <p>Teacher to identify and describe the factors that influence the location of industries.</p> <p>Teacher to identify the distribution of industrial zones of the world.</p> <p>Teacher to identify the problems of industrialization in developing countries.</p>	An outline map and diagram of the world indicating the manufacturing areas.	9 hours
18.	<p>WORLD TRADE</p> <p>a) Definition and basis of world trade</p> <p>b) Major commodities in world trade</p> <p>c) Patterns of world trade</p> <p>d) Problems and prospects of world trade</p> <p>e) List feasible solutions</p>	<p>Teacher to define and mention the basis of world trade.</p> <p>Teacher to list the major commodities traded.</p> <p>Teacher to discuss the pattern of world trade between the developing and developed countries.</p> <p>Teacher to discuss the problems associated with world trade and feasible solutions to the problems.</p>	A map of the world.	6 hours
19.	<p>WORLD TRANSPORT AND COMMUNICATION</p> <p>a) Types of communication</p> <p>b) Role of communication in</p>	Teacher to identify the types of communication and discuss the role	A map of the world, pictures of transport systems, and a diagram of the	12 hours

	<p>economic development</p> <p>c) Problems and prospects of communication in developing countries.</p> <p>d) Definition</p> <p>i) Flow of people</p> <p>ii) Flow of goods</p> <p>iii) Flow of energy</p> <p>iv) Flow of ideas</p> <p>e) Role of movements in socio-economic development and spread of innovation</p> <p>f) Problems associated with movements.</p> <p>g) List of solutions</p>	<p>communication plays in economic development.</p> <p>Teacher to define transportation and how it aids flows.</p> <p>Teacher to also discuss the role such movements play in economic development and spread of innovation and ideas.</p>	<p>world illustrating flows with the aid of flow maps/desire lines.</p>	
20.	<p>IMPACT OF HUMAN ACTIVITIES ON THE NATURAL ENVIRONMENT AT VARYING LEVEL OF TECHNOLOGY AND DENSITIES OF POPULATION</p> <p>a) Impact at low level of technology and densities of population.</p> <p>b) Impact at high level of technology and densities of population</p>	<p>Teacher to explain how man and his technology impacts on the environment.</p> <p>Teacher to describe the impact of population densities on the environment.</p>	<p>Pictures of the effect of mining activities on land degradation, refuse dumps etc.</p>	6 hours

FIRST SEMESTER SYLLABUS

PAPER: 3 PRACTICAL GEOGRAPHY: MAP READING AND INTERPRETATION

S/NO :	TOPICS AND CONTENTS	ACTIVITIES / PRACTICAL GUIDE	INSTRUCTIONAL MATERIALS	DURATION (HOURS)
21.	<p>LOCATION</p> <p>a) Direction: Bearing and cardinal points</p> <p>b) Grid references</p> <p>c) Latitudes and Longitudes</p>	<p>Exercises on:</p> <p>i) Identification of features of given bearings, grid references, latitudes and longitudes</p> <p>ii) Reading references of given locations</p>	<p>i. Topographic maps with Gridlines</p> <p>ii. Topographic maps with Latitudes and Longitudes</p> <p>iii. Mathematical sets</p>	6 hours
22	<p>MAP SCALES</p> <p>a) Concept of map scales</p> <p>b) Representation of map scales:</p> <p>ii) Statement scales</p> <p>iii) Representative fraction</p> <p>iv) Linear scales</p> <p>c) Uses of Scales:</p> <p>i) Measurement of distances and calculation of areas</p> <p>ii) Enlargement and Reduction of maps</p>	<p>Exercises on:</p> <p>(i) Conversion of Scales from statement to representative fraction and vice versa</p> <p>(ii) Converting representative fraction to linear scale vice versa.</p> <p>(iii) Measurement of distances on maps</p> <p>(iv) Calculation of areas on maps</p> <p>(v) Enlargement and reduction of maps</p>	<p>i. Mathematical sets</p> <p>ii. Different Topographic maps which carry the three types of scales</p> <p>iii. Graph sheets</p>	9 hours

23	<p>CONVENTIONAL SIGNS Key Conventional Signs for:</p> <ul style="list-style-type: none"> i) Physical Features: Rock outcrops, cliffs, sand dunes, crater, quarry, waterhole, well, spring etc. ii) Streams / Water bodies: Waterfall, rapids, lake, pond, dam, bridge, sand etc. iii) Vegetation: Forest, savannah, orchard bush, park, scrub, etc. iv) Boundaries. v) Settlement: Built up areas, isolated compounds, towns, towns walls, villages etc. vi) Communication: Roads, paths, railways, etc. vii) Institutions: Church, mosque, school, court, hospital, market etc 	<p>Exercises on:</p> <ul style="list-style-type: none"> i) Identification of features shown in standard conventional signs. ii) Conventional signs shown on legends of maps drawn by students 	<p>Topographic maps with conventional signs on them</p>	<p>6 hours</p>
24	<p>REPRESENTATION OF RELIEF AND RECOGNITION OF LANDFORMS</p> <ul style="list-style-type: none"> a) Recognition of landforms: Spot heights, trigonometric stations, benchmarks, contours, form lines, layer colouring b) Landforms and their contour Representation: Valley, spur, ridge, plateau, escarpment, col (saddle), gap, pass, scarps, massif, plains, dissected highlands, slope types (concave, convex, straight, composite) 	<p>Exercises on:</p> <ul style="list-style-type: none"> i) Recognition of relief forms. ii) Presentation of relief forms in diagrams 	<p>Topographic maps with clear contour lines</p>	<p>18 hours</p>
25	<p>ANALYSIS OF RELIEF FORMS</p> <ul style="list-style-type: none"> a) Calculation of gradient b) Relief profiles <ul style="list-style-type: none"> i) Cross profiles ii) Profiles along routes and streams 	<p>Exercises on:</p> <ul style="list-style-type: none"> i) Calculation of gradients from topographic maps. ii) Profile drawing 	<p>Topographic maps</p>	<p>9 hours</p>
26	<p>INTERPRETATION OF TOPOGRAPHIC FORMS</p> <p>Relief features: e.g.</p>	<p>Exercises on:</p> <ul style="list-style-type: none"> i) Calculation of gradients from topographic maps. 	<p>Topographic maps</p>	<p>6 hours</p>

	lowlands/plains, /highlands, plateau, dissected highlands	uplands mountains,	ii) Profile drawing. Exercises on the interpretation of relief forms from topographic maps		
27	INTERPRETATION OF CULTURAL PHENOMENA ON TOPOGRAPHIC MAPS		Exercises on i) Types and distribution of settlements. ii) Patterns of communication on topographic maps	Topographic maps	9 hours
28	INTER-RELATIONSHIPS BETWEEN CULTURAL AND PHYSICAL FEATURES ON TOPOGRAPHIC MAPS		Practical exercises on inter-relationships between cultural and physical on topographic maps	Topographic maps	9 hours

SECOND SEMESTER SYLLABUS

PAPER 1: SOILS: PHYSICAL GEOGRAPHY

S/NO:	TOPICS AND CONTENTS	ACTIVITIES / PRACTICAL GUIDE	INSTRUCTIONAL MATERIALS	DURATION (HOURS)
1.	INTRODUCTION i. Meaning of soil ii. Description of soil constituents iii. Processes leading to development of soil profile	Students should be able to i. define soil ii. outline the constituents of soil iii. discuss the processes of soil formation	Soil	9 hours
2.	SOIL CHARACTERISTICS Basic soil properties: texture, structure, bulk density, porosity, consistency, moisture, organic matter and nutrient elements, cation exchange reaction	Students should be able to discuss the soil characteristics.	Soils of different texture, colour.	12 hours
3.	SOIL FORMATION Soil formation factors: parent material, climate, organisms, topography and time	Students should be able to discuss the factors of soil formation		12 hours
4.	SOIL DEGRADATION PROBLEM i. Soil degradation processes and factors ii. Soil and water conservation practices in West Africa	i. Students should be able to define soil degradation, the processes and factors ii. Students should be able to outline and discuss the various soil and water conservations	A visit to farms to see conservation methods used	9 hours
VEGETATION				
5.	INTRODUCTION i. Explanation of terms – tree shrub, herb ii. Characteristics of a vegetation community.	Students should be able to differentiate between herbs, trees and shrubs	Pictures of different vegetation types	6 hours
6.	PLANT DISTRIBUTION	Students should	World Vegetation	

	Factors influencing plant growth and distributions at various scales: climate, topography, soil, plant and animal life	be able to enumerate and discuss factors influencing plant growth and distribution	Map	12 hours
7.	VEGETATION CHANGE i. Plant succession ii. Climax vegetation forms	Students should be able to explain plant succession and vegetation climax		6 hours
8.	VEGETATION OF NIGERIA i. Characteristics, distribution and controlling factors ii. Deforestation and conservation practices.	i. Students should be able to explain vegetation characteristics of Nigeria ii. and discuss the underlying factors iii. to define deforestation and discuss the various causes and conservation practices	Pictures of trucks loaded with logs/firewood or heaps of firewood	6 hours

SECOND SEMESTER SYLLABUS
PAPER 2: HUMAN AND REGIONAL GEOGRAPHY

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S/NO	TOPICS AND CONTENTS	ACTIVITIES / PRACTICAL GUIDE	INSTRUCTIONAL MATERIALS	DURATION (HOURS)
REGIONAL GEOGRAPHY OF WEST AFRICA				
9.	INTRODUCTION List of relevant variables applicable to West Africa	Teacher to introduce the nature and topics of interest in regional geography.	Diagram of West Africa and the countries of the region.	3 hours
10.	POPULATION a) Population size density, b) Population growth – growth role and factors and pattern of growth and distribution. c) Population Structure (age and sex structure) typical in West Africa. d) Population movement: Internal and International Migration, other types of population movements, e.g. Transhumance, Pastoral Nomadism etcetera e) Impact of slave trade on population growth	Teacher to discuss the population size and densities in West Africa. Factors of population growth in region to be identified and discussed. The teacher should elaborate on the age and sex structure of West Africa. Teacher to describe the types, characteristics and consequences of population movements in West Africa	Map and diagram of West Africa.	12 hours
11.	SPATIAL PATTERN OF RESOURCE BASE a) Spatial Distribution of Resources b) Factors of resources distribution.	Teacher to discuss the factors that account for the	Map of West Africa and diagram of the region locating the mines and HEP	6 hours

	<p>c) Power Resources and industrial growth. d) Problems and prospects of HEP</p> <p>e) Type of minerals</p> <p>f) Methods of mining – shaft, open caste etc.</p> <p>g) Problems and prospects of mineral extraction</p>	<p>distribution of resources in West Africa.</p> <p>The distribution of power resources in West Africa. Teacher to discuss problems of power generation in West Africa.</p> <p>Teacher to distinguish the types of mining in west Africa, its importance and the problem confronting the mining sector.</p>	<p>projects.</p>	
<p>12.</p>	<p>AGRICULTURAL PRODUCTION</p> <p>a) Basic features of traditional agriculture b) Types of agriculture: - Subsistence Agriculture - Plantation Agriculture</p> <p>c) Farming systems and farming regions: - Nomadic herding mixed farming, rotational bush fallow, permanent cultivation, market gardening</p> <p>d) Staple food crops and areas of dominant crops: grains, root crops and fruit</p>	<p>Teacher to differentiate the types of traditional agriculture in West Africa.</p> <p>Teacher to also discuss the farming systems associated with the different ecological zones of West Africa and the crops and animals produced.</p>	<p>Map of West Africa. Diagram of West Africa .</p>	<p>15 hours</p>

	<p>e) The roles of Rural Development Projects (RDPs) and River Basin Development Authorities in agriculture productions.</p> <p>f) Problems and prospects of agricultural production</p>	<p>Teacher describes the role of Rural Development Projects and River Basin Development Authorities, the problems and prospects of agricultural production.</p>		
13.	<p>URBAN AND RURAL SETTLEMENT</p> <p>a) Types of Urban Centres.</p> <p>b) Types and classification of rural settlement.</p> <ul style="list-style-type: none"> - Classification of settlement by morphology, e.g. nucleated, dispersed, etc. - Classification by function e.g. fishing settlement, mining settlement, farming settlement etc. <p>c) Function and characteristics of rural settlements.</p> <p>d) Problems of rural urban development.</p>	<p>The teacher describes the classification of settlements-rural/urban in West Africa by morphology and by function.</p> <p>The relationship between rural and urban settlements in West Africa.</p> <p>Teacher to discuss the problems of urban growth in West Africa</p>	<p>Diagram of settlement types.</p>	<p>9 hours</p>
14.	<p>TRANSPORT AND COMMUNICATION PATTERN</p> <p>a) Types of transportation</p> <p>b) Growth and decline of:</p> <ul style="list-style-type: none"> - Primitive forms of transportation (e.g. head portorage) - Inland waterways (River) & transport 	<p>Teacher to discuss the types of transportation, the decline in primitive forms of transport, and the relative advantages of the various</p>	<p>An Outline transportation map of West Africa.</p>	<p>12 hours</p>

	<ul style="list-style-type: none"> - Sea transport - Railways - Road transport – international highways - Air transport - Pipeline transport <p>c) Factors affecting transport, development.</p> <p>d) Growth and development of the communication sector</p>	<p>modes of transport in West Africa.</p> <p>Teacher to list and discuss the factors affecting transport development and the problems.</p>		
15.	<p>INDUSTRIAL DEVELOPMENT AND TRADE</p> <p>a) Types of industries</p> <p>b) Distribution of industries</p> <p>c) Factors influencing the location of industries</p> <p>d) Problems and prospects of industrial development.</p> <p>e) Definition and types of trade:</p> <ul style="list-style-type: none"> - Internal and international trade <p>f) Types of commodities involved in trade</p> <p>g) Pattern of international trade.</p> <p>h) Reasons for trade.</p> <p>i) Factors that hinder free trade</p> <p>j) The role of ECOWAS in trade liberalization in the region</p>	<p>Teacher to differentiate the types of industries.</p> <p>Teacher to list and discuss the factors that influence the location of industries in West Africa.</p> <p>Teacher to distinguish internal trade from international trade and indicate the types of commodities involved.</p> <p>Teacher to highlight the reasons and pattern of trade in West Africa. The role of ECOWAS in West African trade.</p>	<p>Map of West Africa</p>	<p>15 hours</p>

**SECOND SEMESTER SYLLABUS
PAPER 3: PRACTICAL GEOGRAPHY**

S/NO:	TOPICS AND CONTENTS	ACTIVITIES / PRACTICAL GUIDE	INSTRUCTIONAL MATERIALS	DURATION (HOURS)
GRAPHICS AND MAP PRESENTATION OF GEOGRAPHIC DATA				
16.	MAP PRESENTATION OF GEOGRAPHIC DATA a) Isoline Maps b) Choropleth (shaded) maps c) Dot maps d) Flow maps e) Proportional circles and squares	Practical exercises on each of the items listed in the content	a. Outline map of Nigeria showing meteorological stations and a list of the stations with temperature records b. Mean annual Rainfall c. State Populations	18 hours
17.	GRAPHIC PRESENTATION OF GEOGRAPHIC DATA a) Divided circles (Pie charts) b) Line and curve graphs: i. Simple ii. Group (or comparative) iii. Compound iv. Divergence v. Cumulative (or Orgive) vi. Frequency Polygons c) Bar Graphs: i. Simple ii. Group (or Comparative) iii. Compound (or divided) d) Age and Sex Pyramid	Practical exercises covering each of the items listed in the content		24 hours
18.	FIELD WORK i) Use of topographic maps in the field ii) Field recognition of	i) Data collection in and around the college (local environment) ii) Field course-	A designed questionnaire on agricultural production or environmental problems	18 hours

	geographical phenomena. iii) Methods of collecting basic geographical data. iv) Techniques of elementary field mapping	taking the students outside the immediate environment. iii) Data collection, analyses and writing of reports on fieldwork.		
19.	ELEMENTARY SURVEYING i. Principles of Plane Survey ii. Chain Survey iii. Prismatic Compass Survey iv. Use of abney level	i. Surveying using the methods listed in the content. ii. Drawing of plan or maps of areas surveyed.	Plane Table, pins Chain, measuring tape, abney level, prism ranging poles	12 hours

Reference Texts

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12. Geography Practical Manual. A Publication of the School of Basic and Remedial Studies, Funtua. Edited by Dr. I. J. Musa (2005).

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- Adeleke B. O. & Leong G. C. (1980): Certificate Physical and Human Geography. (West African Edition) Oxford Press Ltd.
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