



**CARIBBEAN EXAMINATIONS COUNCIL**

Caribbean Secondary Education Certificate  
**CSEC®**

**SOCIAL STUDIES  
SYLLABUS**

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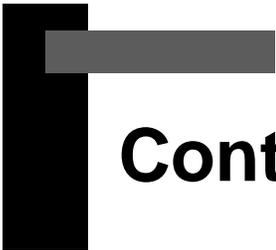
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# Social Studies Syllabus

## ◆ RATIONALE

The inclusion of Social Studies as a part of general education in the secondary school curriculum derives from the assumption that adequate provision should be made for enabling students to gain the knowledge, skills *and attitudes* for effective social participation.

Effective social participation should:

1. be based on accurate and relevant information about a particular issue or set of issues;
2. be sensitive to values;
3. be informed by a sense of commitment to the development of the community;
4. stem from a deliberate choice of ways and means to accomplish a clearly perceived objective.

Social Studies contributes to the effective development of the learner by increasing personal and social awareness, and by placing emphasis on values as well as on social and interpersonal relationships. In addition, it introduces students to concepts from the various social science disciplines and enables them to appreciate the significance of these experiences as they seek to understand more about themselves and the complex social relationships of which they are a part. An interpretation of this kind makes the Social Studies programme not only relevant to the learners but also facilitates the smooth transition of the student from secondary to tertiary education and to the wider society.

*In keeping with the attributes of the Ideal Caribbean Person as articulated by CARICOM, this syllabus will contribute to the development of individuals who: are emotionally secure with a high level of self-confidence and self-esteem; see ethnic, religious and other diversity as a source of potential strength and richness; are aware of the importance of living in harmony with the environment; have a strong appreciation of family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community; have an informed respect for our cultural heritage; and value and display the creative imagination in its various manifestations and nurture its development in the economic and entrepreneurial spheres in all other areas of life (Caribbean Education Strategy, 2000). The continued development of the Caribbean region will depend on the individual's understanding of his or her roles and responsibilities in families, groups, social institutions, government, sustainable development and use of resources, the regional integration process and global issues. These are critical to the individual's personal development and the social, political and economic well-being of his or her country and region.*

This syllabus seeks to ensure that students develop the necessary skills and at the same time introduces them to knowledge of social phenomena that may enhance their effectiveness as social participants in the Caribbean community. It is also intended that, through the syllabus, the process of valuing would be made conscious so that persons become aware of their position, thus enabling them to bring conscious criteria to bear on their choices as social participants. *This area of study, in keeping with the UNESCO Pillars of Learning, will also equip students to think logically and critically, as well as enhance their human relation skills.*

Although the main focus of the syllabus is the Caribbean, opportunities have been provided for the treatment of international issues which have a bearing on Caribbean development.

## ◆ AIMS

The syllabus aims to:

1. *develop an appreciation for self as active, responsible and reflective members of society;*
2. *encourage respect for the differences of opinion, lifestyle and cultural practices;*
3. *develop an appreciation for one's own cultural heritage and cultivate tolerance for the cultural heritage of others;*
4. *develop social and life skills important for social interaction;*
5. *develop an appreciation for the environment and contribute towards its sustainability;*
6. *adapt to the changing social, economic, political and technological forces in the country, region and the world*

## ◆ GENERAL OBJECTIVES

On completion of this syllabus, students should:

1. *understand himself or herself as a social being, his or her relationships with his or her family, community, nation or state, the Caribbean region and the wider world;*
2. *appraise critically the prevailing societal attitudes, norms and values;*
3. *use coherent and conscious processes as the principal means of arriving at decisions;*
4. *use skills for social participation and social action;*
5. *appreciate the human and natural diversity of the region and how this can be harnessed to promote its sustainable development through regional integration;*
6. *become aware of the global issues and institutions which influence his or her life and the development of the region.*

## ◆ CRITERIA FOR CONTENT SELECTION

The interdisciplinary nature of Social Studies requires that concepts and themes be selected from the major disciplines. In this syllabus, the criteria used for the selection of the themes and concepts are that they should be:

1. *useful in explaining human experiences and in developing the ability to prepare for the future;*
2. *related to the concerns and interests of youth;*
3. *concerned with the preparation of citizens for social action;*
4. *useful in providing opportunities for the explanation of the unifying concepts listed below as they relate to self, family, community, national and regional development.*

The syllabus is organised around the unifying concepts listed below.

1. **Identity** Identity, at the personal level, seeks to answer, "Who am I?" and "What do I want to be?" Identity also makes the individual conscious of the relationships among personal needs and those of the family, the nation and the region.
2. **Freedom/choice** Satisfying personal and national needs involves freedom to adapt to or reject existing norms; to be creative.

- |    |                    |                                                                                                                                                                                             |
|----|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Conflict           | Conflict is inherent in the process of exercising the freedom to make choices among competing alternatives.                                                                                 |
| 4. | Development/change | The nature of the choices made to satisfy needs may result in varying degrees of development and change at the <i>personal, national, or regional level</i> .                               |
| 5. | Interaction        | The degree of change is influenced by the efficiency and adequacy of relationships among people at personal, community, national and regional levels.                                       |
| 6. | Cooperation        | The rate of development or the level of satisfaction of needs increases when individuals, families, communities or nations share their ideas, pool their resources and arrive at solutions. |
| 7. | Justice            | Justice as fairness can be fostered when social, economic, <i>legal</i> and moral rights are maintained.                                                                                    |
| 8. | <i>Integration</i> | <i>Policies and practices used in achieving national and regional goals reflect mutually acceptable international rules, policies and institutions.</i>                                     |

## ◆ SKILLS AND ATTITUDES TO BE DEVELOPED

*In keeping with the emphasis on social participation in the syllabus, it is recommended that teaching should be organised to develop:*

1. *the skills of social enquiry and the ability to present and report findings with clarity;*
2. *the skills of critical thinking about social phenomena through normal classroom interactions;*
3. *the habit of making conscious and deliberate decisions between competing alternatives for social action, through classroom debate or planning small scale programmes of social intervention.*

Essential Skills and Values to be promoted and applied are listed below.

### 1. Enquiry and Communication Skills

The student should be able to:

- i. identify and define problems;
- ii. gather information from individuals and groups and also reference materials, including written sources, graphs, maps, pictures, objects and songs and use this information as required;
- iii. design simple questionnaires, interview schedules and observation checklists;
- iv. administer questionnaires, conduct interviews and make observations;
- v. present data in different forms – graphs, diagrams, statistical tables, pictures, models, prose, poetry;
- vi. *express himself or herself in speech and writing with precision, clarity and fluency.*

### 2. Critical Thinking and Decision-Making Skills

The student should be able to:

- evaluate information in terms of accuracy, objectivity and relevance;



recognise underlying assumptions and values;

make decisions and justify decisions made in terms of the unifying concepts of the syllabus and the criteria for content selection;

analyse information from different sources and classify and organise the analyzed data

draw conclusions and apply to new situations.

### 3. **Affective Learning: Attitudes and Values**

The student should be able to:

demonstrate willingness to cooperate and take part in group activities;

be tolerant and show respect and consideration for other people's feelings, opinions and way of life;

empathise with other people's feelings and actions;

demonstrate a sense of fair play, justice and humility;

care for and respect other persons and their property;

appreciate human beings as problem solvers;

appreciate the value of the Earth and its resources, understand its significance for the survival of people and be willing to conserve it.

## ◆ **ORGANISATION OF THE SYLLABUS**

The Syllabus content is organised into three major sections as follows:

Section A -	<i>Individual, Family and Society</i>
Section B -	<i>Sustainable Development and Use of Resources</i> (i) <i>Development and Use of Resources</i> (ii) <i>Regional Integration</i>
Section C -	Options C1 - Communication C2 - Consumer Affairs C3 - Tourism

### **FEATURES OF OPTIONS**

The Options are intended to give students the opportunity to apply the skills and concepts learned in the study of Sections A and B of the syllabus to specific social phenomena in contemporary society. *Students must study at least one Option in detail.*

### **TIMETABLE REQUIREMENTS**

The syllabus has been worked out on the basis of a minimum of four (4) forty-minute (40-minute) periods per week for five (5) terms of ten (10) weeks each. It is recommended that ten weeks be devoted to the Option chosen under Section C. This recommendation assumes that students would have acquired certain critical Social Studies skills in the first three years of secondary education.

## ◆ FORMAT OF THE EXAMINATION

<b>Paper 01</b> (1 hour 15 minutes)	This paper will consist of 60 multiple-choice items, 30 items on Section A and 30 items on Section B.
<b>Paper 02</b> (2 hours 30 minutes)	<p>This paper will consist of ten questions, three questions on Section A, four on Section B and three on Section C. Candidates will be required to answer <u>five</u> questions.</p> <p>Section A will consist of three questions. Questions will be divided into a number of parts which will require responses in the form of short answers written in sentences. Candidates will answer two questions from this Section.</p> <p>Section B will consist of four questions, two on Development and Use of Resources (Part 1) and two on Regional Integration (Part 2). Candidates will be required to answer <u>two</u> questions; <u>one</u> on Development and Use of Resources and <u>one</u> on Regional Integration. These questions will require responses written in the form of short answers and extended essays.</p> <p>Section C will consist of three questions that will require responses in the form of extended essays. Candidates will answer <u>one</u> question from this section.</p>

### School-Based Assessment (SBA)

Paper 03/1	Assessment of enquiry, communication, critical thinking and decision making skills by means of a project based on any section of the syllabus.
Paper 03/2	Alternative to the SBA for private candidates. Assessment of enquiry, communication, critical thinking and decision making skills by means of a written examination with questions based on research activities. The examination will consist of five structured questions requiring responses which may vary in length and detail from one or two sentences to one or more paragraphs.

## ◆ CERTIFICATION

For each examination, a candidate's performance will be indicated on the certificate by an overall grade on a six point scale and, in addition, by a letter grade for the profile dimensions, Knowledge and Comprehension, and Application, Evaluation and Problem-Solving.

### DEFINITION OF PROFILE DIMENSIONS

#### (a) *Knowledge and Comprehension (KC)*

The ability to:

- i. recall facts; and define terms and concepts;
- ii. use appropriate terms, concepts and principles in describing social issues and stating apparent causes and consequences of these issues;
- iii. recognise the nature of techniques and procedures normally used in investigating social problems and phenomena.

#### (b) *Application, Evaluation and Problem-Solving (AEP)*

The ability to:

- i. organise, analyse and integrate information collected from a variety of sources to develop an informed position on social issues and problems, and to make decisions;



- ii. *propose solutions to social issues and problems based on concepts and principles for guiding behaviour and motivating responsible participation within social groups and communities;*
- iii. *explain and support reasoned decisions and conclusions, and to evaluate the reasonableness of decisions.*

**MARK ALLOCATION BY PAPERS AND PROFILE DIMENSIONS**

The raw marks allocated by paper and profile dimension are as follows:

PROFILE DIMENSIONS	PAPERS			
	PAPER 01	PAPER 02	PAPER 03/1 PAPER 03/2	TOTAL
<i>Knowledge and Comprehension</i>	60	40		100
<i>Application, Evaluation and Problem-Solving</i>		60	40	100
<b>TOTAL</b>	60 (30%)	100 (50%)	40 (20%)	200 (100%)

## ◆ REGULATIONS FOR RESIT CANDIDATES

Candidates, who have earned a moderated score of at least 50 per cent of the total marks for the School-Based Assessment component, may elect not to repeat this component, provided they re-write the examination no later than TWO years following their first attempt. These resit candidates must complete Papers 01 and 02 of the examination for the year they register.

Resit candidates must be entered through a school or other approved educational institution.

Candidates who have obtained less than 50 per cent of the marks for the School-Based Assessment component must repeat the component at any subsequent sitting.

## ◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates must be entered for the examination through the Local Registrar in their respective territories and will be required to sit Papers 01, 02, and EITHER Paper 03/1 OR Paper 03/2.

Paper 03/1 is a single guided research project for candidates whose research must be monitored by tutors in a recognised educational institution or by assessors selected by the CXC Local Registrar on behalf of the Council. The reports must be original and must be validated by their tutors. **See pages 49 – 53 for further details.**

Paper 03/2 is a written examination designed for candidates whose research projects cannot be monitored by tutors in a recognised educational institution. **See pages 54 – 55 for further details.**

## ◆ REGULATIONS FOR THE JANUARY SITTING

1. All candidates sitting Social Studies at the January examination for the first time MUST write Paper 03/2.
2. There is no SBA option (Paper 03/1) available for January candidates.
3. Resit candidates fall into two categories:
  - a. Those resit candidates who wrote Paper 03/1 (SBA) in the year immediately preceding the January examination and who obtained 50% or more of the moderated score are NOT required to write Paper 03/2 in January.
  - b. Those resit candidates who wrote Paper 03/2 (Alternative to SBA) in the year immediately preceding the examination and who obtained 50% or more are NOT required to re-write Paper 03/2 in January.
4. Any candidates who are categorised in 3(a) and 3(b) above who obtained 50% or more of the moderated score, but who wish to try to improve on their grade may write Paper 03/2 in January.
5. All resit candidates who did NOT satisfy the 50% requirement (either on Paper 03/1 or Paper 03/2) are required to write Paper 03/2 in January.

**NB:** See regulations for writing Paper 03/2 on pages 54 – 55.



## ◆ SECTION A : INDIVIDUAL, FAMILY AND SOCIETY

### GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand himself or herself as a social being, his or her relationships with his or her family, community, nation or state, the Caribbean region and the wider world;
2. appraise critically the prevailing societal attitudes, norms and values;
3. use coherent and conscious processes as the principal means of arriving at decisions;
4. use skills for social participation and social action

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
1. explain <i>and use correctly</i> concepts and terms associated with the family as listed in content (1);	<p><i>Explanation of the following concepts and terms associated with the family:</i></p> <p>kinship, status, extended family, nuclear family, monogamy, polyandry, polygyny, patriarchal, matriarchal, patrifocal, matrifocal, matrilineal, patrilineal, bigamy, incest, marriage, legal separation, divorce, annulment, alimony, sibling, inheritance.</p>	<p><i>Identity – in terms of the family as a primary group with which individuals identify.</i></p> <p><i>Interaction – relationships among family members.</i></p>	<p><i>Encourage students to compile a glossary of terms and concepts within the unit.</i></p> <p><i>Develop crossword puzzles using the terms and concepts.</i></p>
2. describe the major functions of the family;	<p>The functions of the family in contemporary Caribbean society:</p> <ol style="list-style-type: none"> <li>a. as a unit of procreation;</li> <li>b. as a social unit for rearing children, namely, the socialisation of the individual;</li> <li>c. as an economic unit for satisfying basic needs;</li> <li>d. as a social unit for satisfying emotional and psychological needs.</li> </ol>	<p><i>Cooperation – between parents in relation to performance of functions.</i></p> <p><i>Identity – in relation to belonging to a particular family type.</i></p> <p><i>Development/change – in terms of governments assisting the family with some of its functions.</i></p>	<p><i>Provide students with opportunities to share their experiences and perspectives in relation to the functions of the family.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>3. compare different family types and unions in the Caribbean;</p>	<p>Differences in family types and unions in the Caribbean:            Types - nuclear, extended, sibling households, single parent family;            Unions - visiting relationships, consensual or common law, monogamy, legal marriage.</p>	<p><i>Identity – belonging to a particular family type.</i></p> <p><i>Development/change – in terms of emerging family patterns.</i></p> <p><i>Choice/freedom – to remain in or establish a particular family type.</i></p> <p><i>Justice - equality of rights given to members of the various family structures.</i></p> <p><i>Integration – the legal recognition/acceptance of the various family types and unions.</i></p>	<p><i>Let students describe their family and have the class categorise them according to the characteristics.</i></p> <p><i>Students conduct a survey to find out the number of students in class who belong to different family types. Students discuss the reasons for the most popular type identified, its advantages and disadvantages. Students comment on the moral issues related to the family types and unions, including same sex unions.</i></p> <p><i>Students conduct interviews with members of different family types in order to make comparisons.</i></p>
<p>4. examine the roles, relationships and responsibilities of adult and sibling members of a Caribbean family;</p>	<p>Roles, relationships and responsibilities of adult and sibling members of the Caribbean family.</p>	<p><i>Conflict – in the case of one role interfering with the performance of another or individuals deliberately neglecting their roles and responsibilities.</i></p> <p><i>Freedom/choice – to undertake a role and the corresponding responsibilities.</i></p> <p><i>Identity – as defined by one’s status in the family.</i></p> <p><i>Cooperation - the sharing of roles.</i></p>	<p><i>Students categorise male and female roles and responsibilities in their respective households. Comment on whether the roles and responsibilities should be strictly divided.</i></p> <p><i>Students examine ways in which the school could better prepare individuals for their roles in the family.</i></p> <p><i>Students discuss how the absence of the father from the household affects the family.</i></p>
<p>5. explain the causes and effects of the changes in the roles of family members in Caribbean society;</p>	<p>Factors which contribute to the changing roles and responsibilities of men and women in the Caribbean family:</p> <ol style="list-style-type: none"> <li>status of women in society;</li> <li>choice of employment;</li> <li>available technology;</li> <li>leisure activities;</li> <li>educational opportunities.</li> </ol>	<p><i>Conflict – resulting from the reluctance of some males to accept the changing roles of family members; the inability to cope with the demands of work and family life.</i></p> <p><i>Cooperation – the sharing of traditional domestic roles.</i></p> <p><i>Choice/freedom – to accept or reject traditional roles.</i></p> <p><i>Justice – equal pay for equal work.</i></p> <p><i>Integration – removal of barriers to women engaging in traditional male occupations.</i></p>	<p><i>Students classify roles and responsibilities identified in the last lesson as traditional male/female roles.</i></p> <p><i>Students identify changes observed in their respective homes and suggest reasons for these changes.</i></p> <p><i>Class discussion on how these changes may have impacted on the family.</i></p> <p><i>Students write a letter to the manager of a large company outlining how it may assist parents with after-school care of their children.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	<p>Results of the changing roles and responsibilities of men and women in the Caribbean family:</p> <ol style="list-style-type: none"> <li>identity crisis;</li> <li>marginalisation of the male;</li> <li>role conflict;</li> <li>development of self-esteem and confidence of women/<i>independence of women</i>.</li> </ol>	<p><i>Identity/development/change – the modern Caribbean woman; male identity crisis.</i></p>	
<p>6. <i>describe factors which assist in the preparation for parenthood;</i></p>	<p>Preparation for parenthood – physical, economic, emotional and psychological readiness.</p>	<p><i>Freedom/choice/interaction – to delay parenthood; to make a family plan.</i></p> <p><i>Conflict – resulting from an unplanned pregnancy.</i></p> <p><i>Development/change – mental, physical and social changes in preparation for parenthood.</i></p>	<p><i>Create a scenario of a teenaged mother in the newspaper appealing for help for her two children. Students discuss possible reasons for her appeal and the emotional and psychological effects she may be experiencing.</i></p> <p><i>Students examine the school’s curriculum and comment on its effectiveness in preparing students for responsible parenthood. Suggest improvements.</i></p> <p><i>Invite a public health nurse or the guidance counselor to discuss the topic.</i></p> <p><i>Students write an article for the school’s magazine outlining to fellow students why it is important that they should prepare for parenthood.</i></p>
<p>7. <i>examine the characteristics of effective parenting;</i></p>	<p>Characteristics of a good parent: <i>Problem solving skills, communication skills, socialising skills, disciplinary skills, knowledge of good nutrition, showing of love/warmth, money management skills.</i></p>	<p><i>Freedom/choice – to accept or reject traditional approaches to parenting.</i></p> <p><i>Identity – the qualities that distinguish a good parent.</i></p> <p><i>Interaction – in socialising, showing love, disciplining, communicating.</i></p> <p><i>Development/change – courses for parents, parent support groups.</i></p>	<p><i>Students and teacher analyze case studies on the effects of good and bad parenting.</i></p> <p><i>Students write and perform a skit which compares and contrasts effective and ineffective parenting.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>8. <i>formulate strategies for dealing with contemporary social issues that influence Caribbean family life;</i></p>	<p>Contemporary social issues which influence Caribbean family life – teenage pregnancy, street children, alternative life styles, substance abuse, juvenile delinquency, sexually transmitted diseases, child abuse, poverty, desertion, suicide, incest, domestic violence, trafficking in persons, care and concern of the aged and those with special needs.</p>	<p><i>Conflict – resulting from behavioural changes.</i></p> <p><i>Development/change – in approaches for dealing with social issues.</i></p> <p><i>Interaction/cooperation – between the various social agencies dealing with social issues.</i></p> <p><i>Freedom/choice – to accept or reject approaches for dealing with social issues.</i></p> <p><i>Justice/integration – acceptance of victims and reformed persons in society.</i></p>	<p><i>Students prepare an interview schedule to be used with a victim of a different social issue. Present responses to class. Students list common causes and effects and also present them in a chart.</i></p> <p><i>Class divided into groups to be assigned to different institutions which deal with children who are victims of social issues to work voluntarily with them.</i></p> <p><i>Students prepare a plan to tackle a named social issue – aims; target group, resources needed. Students develop a scrapbook with newspaper articles on social issues.</i></p>
<p>9. <i>assess the reasons for laws to protect the family in social situations as listed in content (9);</i></p>	<p>Laws related to:</p> <ol style="list-style-type: none"> <li>a. <i>inheritance</i></li> <li>b. <i>child care</i></li> <li>c. <i>legal separation</i></li> <li>d. <i>divorce</i></li> <li>e. <i>domestic violence</i></li> </ol>	<p><i>Justice – equal rights for children born in and out of wedlock and for partners in both common-law and legal marriage relationships.</i></p> <p><i>Cooperation/interaction/conflict – between plaintiff, defendant, attorneys and officers of the court.</i></p> <p><i>Freedom/choice – to accept or challenge the decisions of the court.</i></p> <p><i>Development/change – revisions to the Family Law Act.</i></p>	<p><i>Students identify situations in which family members may have been disadvantaged in relation to inheritance, divorce, or lack of care and maintenance or domestic violence and describe how these persons may have been helped by the relevant laws, OR invite a lawyer to do an interactive presentation on the four areas.</i></p> <p><i>Students prepare questions before the presentation to help them evaluate the effectiveness of the laws.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
10. account for the cultural diversity of the Caribbean region;	<p>The cultural diversity of the Caribbean region.</p> <p>a. Existence of cultural patterns, customs, ceremonies, religions and festivals in the Caribbean region;</p> <p>b. Promotion of ancestral customs, art, craft, language, music, dance and folklore by national organisations and groups.</p>	<p>Identity – uniqueness of Caribbean culture.</p> <p>Integration – the fusion of the cultures of the various ethnic groups to create the Caribbean culture.</p> <p>Development/change/conflict – cultural penetration; commercialisation of the culture.</p> <p>Freedom/choice – to accept or reject the culture of the region.</p> <p>Cooperation/interaction - between various groups and individuals working to promote the culture of the region.</p>	<p>Students view documentaries on Caribbean culture.</p> <p>a. Students from different cultural backgrounds should be encouraged to make presentations on their customs, ceremonies, religions, festivals, music, food, dress and language. Students record information under headings listed above. Alternatively, groups research and make presentations on the cultural practices of different ethnic groups in the region.</p> <p>b. Students write a calypso, skit or design a costume for a national festival. Students form and enter a band in the national cultural festival depicting different aspects of the culture.</p>
11. explain and use correctly terms and concepts associated with social groups and institutions as listed in content (11);	<p>Explanation of the following terms and concepts associated with social groups:</p> <p>a. primary; secondary; formal; informal; peer; interest; voluntary and involuntary membership; culture; institution; social contro;, folkways; norms; mores and laws;</p> <p>b. examples of primary, secondary, formal and informal groups found in the Caribbean.</p>	<p>Identity – in relation to self-actualisation and sense of belonging to a group outside of the family.</p> <p>Conflict – resulting from the different ideals and ideas of group members.</p> <p>Interaction – the opportunities for the development of tolerance, discipline and acceptance of others’ views and ideas.</p>	<p>Encourage students to compile a glossary of terms and concepts within the section.</p> <p>Use concept maps/Matching exercises involving different types of groups.</p> <p>Students categorise school and community groups.</p> <p>Students list the various groups to which they belong and classify them as primary or secondary; informal or formal.</p> <p>Encourage students to enroll in one voluntary group outside of school.</p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
12. outline the characteristics of primary, secondary, formal and informal groups;	Characteristics of social groups: <ol style="list-style-type: none"> <li>structure;</li> <li>common goals;</li> <li>voluntary or involuntary membership;</li> <li>marks of identity;</li> <li>common needs, interest and values;</li> <li>specific ways of interacting determined by rules and regulations;</li> <li>established patterns of behaviour;</li> <li>cooperation to achieve group goals;</li> <li>sanctions.</li> </ol>	Identity – unique characteristics of each group. Freedom/choice – to seek membership in some groups. Integration/Interaction/ Cooperation – the pooling of ideas and skills towards meeting group’s goal. Conflict – resulting from non-conformity with the group’s rules, norm, values. Development/change – in goals, membership, rules, structure.	Students examine their school as an example of a formal/secondary group. Students record their observations of a group of friends in class as an example of primary/informal group. Students identify the need for a group in the school/community. Give it a name. Identify the goal of the group. Establish criteria for membership and invite students to join.
13. describe the requirements for cohesion in groups and institutions;	Requirements for group cohesion – leadership, control, cooperation, authority, commitment and loyalty.	Cooperation/Interaction – acceptance of authority. Conflict – resulting from differences of opinion within the group/leadership style. Interaction – as a meeting ground for the development of tolerance, discipline and acceptance of others’ view and ideas. Justice – respect for members’ rights.	A member of the governing party criticises the leader for covering up corruption in government at a constituency branch meeting or in the press. Students discuss the likely effects of the member’s action on the party and comment on his/her loyalty/commitment to the party.
14. explain the different types of interaction within and among social groups;	Aspects of social interaction within and among groups: competition, conflict, cooperation, compromise.	Interaction – interdependence among groups and individuals. Development/change – in relation to inter and intra-group relationships. Conflict – resulting from failure to honour agreements. Cooperation - examples of exchange /compromise among groups.	Students observe and record examples of the different types of interaction in the classroom during the lesson. Students discuss the need for referees and umpires in sports and mediators and arbitrators in disputes. Role-play situations of group dynamics.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
15. describe the characteristics of institutions;	Characteristics of institutions. Institutions as: a. A social norm: i. made up of norms, mores and values; ii. endures over time; iii. can be modified; iv. influences the working of society; v. forms the basis for the development of organisations.  b. An organisation: i. hierarchical structure; ii. specific function; iii. written rules; iv. fixed sanctions; v. endure over time; vi. symbols; vii. rituals.	Identity – the particular function of each type of institution.  Conflict/ Development/ change – resulting from the impact of changing moral values on institutions.	Field trips to various institutions.  Students draw the organisational structure of their school.  Students examine the school as an institution and record examples of each characteristic.
16. evaluate the functions of institutions in society;	Functions of institutions. a. economic b. educational c. recreational d. religious e. political	Interaction/cooperation - interdependence among institutions.  Development/change – the new ways of meeting society's needs.	Divide class into five groups. Assign one institution to each group. Groups make presentations on how the institutions impact their lives.
17. describe the electoral processes and systems used to elect a government in the Commonwealth Caribbean;	a. Definition of the following terms and concepts: government, political party, constituency, candidate, electorate, voters' list, floating voter, representative, adult suffrage, franchise, manifesto, ballot, hung parliament, government of national unity, coalition government.	Choice – between the two electoral systems.  Identity – characteristics of each electoral system.  Conflict – failure of first-past-the-post to adequately reflect the wishes of the electorate.	Designing ballot paper.  Conduct a mock-election in class or school. Organise a poster competition on the sequence of electoral process.  Students prepare a case for or against electoral reform.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	b. Electoral processes c. Electoral systems: First – past – the – post and Proportional Representation (PR). Advantages and disadvantages.	<i>Cooperation/interaction - between parties in a coalition government; a government of national unity; political parties and the electoral body.</i>  <i>Development/change – the demands for electoral reform.</i>  <i>Integration – monitoring of elections by CARICOM observers.</i>	<i>Students compile a list of measures which would ensure that elections would be free and fair.</i>
18. describe how political parties prepare for elections;	<i>Preparation for elections:</i> a. select candidates b. raise funds c. conduct campaigns d. identify important issues e. monitor the party in power/opposition f. monitor the electoral processes g. commission public opinion polls h. publish manifesto	<i>Choice/freedom – in deciding the number of constituencies to contest; to form a coalition.</i>  <i>Identity – party colours, slogan, policies/principles.</i>  <i>Conflict – election violence; smear campaigns.</i>  <i>Interaction - between candidates/parties and electorate.</i>  <i>Development/change – with respect to the use of advanced communications technology in campaigning; the funding of campaigns; the quality of candidates being offered.</i>	<i>Assign sections of a manifesto to different group. Groups identify and report on what the party intends to do under their respective sections.</i>  <i>Organise a debate for students to present arguments for or against the funding of political parties by businesses.</i>  <i>Divide class into at least two opposing political parties. Let students draw up issues to be discussed in an election campaign.</i>
19. outline the factors that influence the outcomes of elections;	<i>Impact of the following on elections:</i> a. media coverage b. campaign advertising c. public opinion polls d. voter turnout e. voter attitude to government f. campaign strategy g. campaign spending	<i>Identity – use of campaign advertising to project the party's image.</i>  <i>Conflict - inaccurate biased reporting.</i>  <i>Development/change – use of public opinion polls to sway electorate.</i>	<i>Provide students with the opportunity to discuss ethical and moral issues related to elections, for example, smear campaign, financing of campaigns, bogus voting, and biased reporting.</i>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
20. describe the factors that influence voter participation in elections;	Influences on voter turnout: <ol style="list-style-type: none"> <li>Campaign issues</li> <li>Candidates</li> <li>Voter attitudes towards government</li> <li>Voter loyalty to political parties</li> <li>Voter apathy</li> <li>Education</li> <li>Age</li> <li>Income.</li> </ol>	Freedom/choice – in relation to support for a political party; to exercise franchise.  Identity – the party faithful.  Justice - free and fair elections.  Interaction - between candidates and voters.  Conflict – voter loyalty to a political party vs. voter apathy.	Students write a letter to the chairman of a political party suggesting how it may get more young adults to participate in national elections.
21. differentiate among the types of government systems in the Commonwealth Caribbean;	Types of government systems – Crown Colony, Constitutional Monarchy, Republic.	Development/change – the evolution of government systems.  Conflict – Constitutional Monarchy: political independence with a foreign head of state.  Identity – particular characteristics of types of government systems.	Organise a debate to explore arguments for or against a change from constitutional monarchy to a republican system of government.
22. describe the structure of government;	Structure of government – Principle of separation of powers. <ol style="list-style-type: none"> <li>Legislature – structure, composition and functions, steps in making laws, the role of the Opposition, the role of the Head of State.</li> <li>Executive – composition and function, the role of the Civil Service.</li> <li>Judiciary – Structure of the court system, functions of Magistrates’ Courts, High Courts, Privy Council, Caribbean Court of Justice</li> <li>Role of the security systems, for example, police service, prison service.</li> </ol>	Interaction – between the legislature, executive and judiciary.  Identity – composition and functions of each arm.  Justice – equal access to government services/equality before the law/independence of the judiciary.  Freedom/choice – in determining size and composition of Cabinet.  Development/change – in relation to social services provided/the size of government.  Cooperation/interaction/conflict – between government and citizens/government and opposition/the different arms of government.  Integration – the Caribbean Court of Justice.	Organise a field trip to observe parliament in session.  Organise a mock-session of parliament or a mock-court trial.  Use of local calypso to initiate discussions on government functions.  Students write arguments for or against retaining the Privy Council as the final appellate court of their country.  Students make a critical examination of the powers of the Prime Minister and prepare a case for or against reducing them.  Students write a letter to the Commissioner of Police outlining how their communities will work with the police to reduce crime.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
23. evaluate the functions of government;	Functions of government: a. Raise revenue through direct and indirect taxation. b. Provide social services: welfare, education, health, public utilities. c. Manage the finances of the country (budgeting). d. Maintain law and order. e. Create employment opportunities. f. Maintain international relations. g. Defend the nation state.	Freedom/choice – to accept or reject the level and quality of services provided.  Conflict – use of political patronage in dispensing services.  Development/change – in citizens’ expectations of government in relation to services to be provided.  Cooperation/interaction – between the arms of government in implementing government’s policies.  Integration – functional cooperation in areas of foreign policy, defence, education.	Students write a letter to the Editor of a newspaper in which they either praise or criticise the government for the way its policies have affected their community.
24. describe the relationship between citizens and governments as stated in the constitution;	Relationship between citizen and government as stated in the constitution. a. Definition of the following terms and concepts: constitution, democracy, authoritarian. b. Human rights, freedoms and responsibilities c. Role of the Ombudsman.	Interaction/Cooperation – between the Ombudsman and government departments.  Conflict – resulting from the suppression/violation of rights and freedoms of individuals.  Integration/justice – the removal of prejudice/discrimination.  Freedom/choice/Justice – to seek redress if rights are violated.  Identity – as a citizen of a country.  Development/change – constitutional changes to meet the changing needs of society.	Encourage students to analyze newspaper articles/television/radio news reports on cases of human rights violations.  Students draw up a list of legitimate steps which may be taken by an individual whose human rights were violated by the government.
25. identify the essentials of good governance;	Characteristics of good governance – participation, independence of the judiciary, transparency, accountability, responsiveness to the needs of citizens, access to information, prudent use of resources, efficient civil service, and consultation, tolerance of freedom of expression	Justice/freedom/choice – the opportunity to remove inefficient government by the ballot box.  Cooperation/interaction/integration – partnership between government and major institutions to promote good governance.  Responding to needs of citizens.  Development/change – in terms of the increasing complexity of government.	Organise a panel discussion on the essentials of good governance.  Students analyze calypsos, letters to the editor, and contributions to call-in programmes which are critical of government and summarise the common areas of concern.  Encourage students to make out a case for integrity legislation, the independence of the judiciary and a freedom of information act.

<b>SPECIFIC OBJECTIVES</b>	<b>CONTENT</b>	<b>UNIFYING CONCEPTS</b>	<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b>
26. <i>interpret statistical data in the form of tables, graphs and charts on elections.</i>	<i>Statistical data relating to elections.</i>		<i>Use election results to determine “safe seats” and “marginal seats” for respective political parties.</i>

## ◆ SECTION B : *SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES*

### (i) *DEVELOPMENT AND USE OF RESOURCES*

On completion of this Section, students should appreciate the human and natural diversity of the region and how this can be harnessed to promote its sustainable development through regional integration.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
1. <i>explain and use correctly concepts and terms associated with human and physical resources.</i>	<p><i>Explanation of terms and concepts:</i></p> <p>a. <i>Concepts related to human resources: Population, birth rate, death rate, natural increase, life expectancy, infant mortality rate, fertility rate, migration, immigration, emigration, net migration, brain drain, urbanisation, depopulation, population density, population distribution dependency ratio, employment, unemployment, underemployment, unemployable, labour force, sustainable development, population census, resource, human resource,</i></p> <p>b. <i>Concepts related to physical resources: development, environment, conservation, energy, renewable resource, natural resource, non-renewable resource, infrastructure, food security, pollution, conservation, global warming, green house effect. Environmental impact and assessment.</i></p>	<p><i>Development/change – in relation to the human and natural resources of the region.</i></p> <p><i>Cooperation – in terms of protecting the environment for sustainable development.</i></p> <p><i>Integration – pooling of resources of the region for development.</i></p> <p><i>Conflict – in relation to national versus regional priorities.</i></p>	<p><i>Encourage students to compile a glossary of terms and concepts within the section.</i></p> <p><i>Create crossword puzzles with terms and concepts.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
2. describe the structure and characteristics of a population;	Major characteristics of a population according to age, sex, occupation, ethnicity, religion, dependency ratio.	<p><i>Identity – as a member of the population.</i></p> <p><i>Development/change – in relation to size and composition of population.</i></p> <p><i>Integration/cooperation/interaction – among the ethnic and religious groups.</i></p>	<p><i>Students design a census form to be filled out by their parents. Use the statistical information to construct a population pyramid.</i></p> <p><i>Alternatively, students use statistical information from census reports to construct population pyramids.</i></p>
3. explain the factors influencing population distribution;	Factors influencing population distribution: the relief of the land, climate, fertile areas, location of mineral resources, developed areas, types of vegetation.	<p><i>Development/change – in relation to economic, physical and climatic changes.</i></p> <p><i>Freedom/choice – in deciding place of residence.</i></p>	<p><i>Use maps to illustrate relief of land and population distribution.</i></p> <p><i>Students produce a map showing the physical features of the country and the pattern of settlement.</i></p>
4. outline factors influencing population change;	Factors influencing population change: birth rate, death rate, migration.	<p><i>Development/change – in health care and economic prosperity.</i></p> <p><i>Freedom/choice/cooperation – in accepting or rejecting family planning methods.</i></p> <p><i>Conflict – resulting from overpopulation and religious organisations' opposition to birth control.</i></p>	<p><i>Give students exercises involving the calculation of birth and death rates and net migration.</i></p> <p><i>Students analyze statistics on population change.</i></p>
5. outline the sources and uses of population statistics;	<p>Sources of population statistics:</p> <p>a. National census, Registrar's Office, Office of Naturalisation, records of religious institutions.</p> <p>b. uses of population statistics: For planning related to: housing, health care, education, employment, social welfare, infrastructural development.</p>	<p><i>Conflict – resulting from the inaccuracy or unavailability of the statistics.</i></p> <p><i>Development/change – in the importance attached to the statistics for planning purposes.</i></p>	<p><i>Students present arguments to persuade uncooperative community members to give accurate information to census officers.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
6. explain the causes and consequences of migration;	Migration: a. Causes: <i>Push and pull factors that influence rural-urban, urban-rural migration among Caribbean countries and migration between the Caribbean and other parts of the world;</i>  b. Consequences of migration to the individual, the host country and to the country of origin.	Identity – documented/undocumented migrant.  Freedom/choice – to migrate or to remain in location.  Development/change/integration – freedom of movement of skilled workers within the region; barriers to international migration.  Integration – of migrant workers within the workforce.  Conflict – resulting from the exploitation of migrant workers.  Justice – representation of migrant workers by trade unions.	Students conduct interviews with migrants in their neighbourhood and record the push and pull factors which influenced them to migrate.  Organise debate for students to present arguments for and against limiting the number of migrants to their country.  Encourage students to create a scrapbook containing newspaper articles on problems encountered by migrants in the Caribbean.
7. explain the need for developing human resources;	The need for: Productive workers, creative and critical thinking and problem solving skills.	Development/change – in terms of approaches to human resource development.	Examine the policies of the Ministries of Education, Health, Sports and Culture in relation to the development of human resources.
8. explain the factors that contribute to the development of human resources;	Development of human resources through: a. nutrition and health; b. the availability of and access to primary and curative health care; c. education (basic, moral, vocational and professional training, rehabilitation, retraining); d. the availability and access to various types of educational institutions; e. the provision of scholarships; f. sports; g. culture.	Cooperation - private/public sector partnerships to develop human resources.  Freedom/Choice – in utilising opportunities for development of self.  Integration – co-education, regional examinations and educational institutions.  Conflict – resulting from the inability to access education and health care.  Identity – establishment of pride and self-worth through human resource development.  Interaction – between teacher and student; health care professional and patient.  Justice – the right to education/healthcare.  Development/change – new methods of delivering education and health care.	Provide students, individually or in groups, with the opportunity to critique the school curriculum and assess whether or not it is providing them with a well-rounded education and also its relevance to the world of work. Students make recommendations/suggestions for improving the curriculum.  Students present a case to their parliamentary representative for a health care facility in their community.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
9. explain the factors that influence employment, unemployment and underemployment;	Factors that influence employment, unemployment and underemployment: a. availability and use of capital; b. level and range of skills demanded versus those available; c. availability and creation of markets, trading patterns and preferences; d. level of technology available in relation to resource development.	Development/change – in technologies/areas of employment/market conditions.  Justice – the individual’s right to work.  Conflict – resulting from the use of capital intensive production methods where unemployment is high.  Cooperation/interaction – between public and private sector in creating employment.  Freedom/Choice – to be voluntarily idle, to seek employment or be self-employed.	Organise a panel discussion in which students examine how they may improve their chances of employment.  In groups, students discuss how the private sector and government may create more employment opportunities for young people.  Students write objections to a government proposal to increase the retirement age.
10. describe the factors and procedures to be considered in choosing a job or being self-employed;	Preparation for the world of work: a. choosing a job or self-employment – making choices, considering values, needs, interests, ambitions. b. procedural requirements for job selection and self-employment:  i. collecting information on jobs; ii. listing available options; iii. assessing available options; iv. determining consequences of choice; v. obtaining resources. c. rights and responsibilities of workers.	Freedom/choice – in terms of the range of employment opportunities available; to seek employment or be self-employed.  Justice – right to join a trade union; right to work.  Interaction/cooperation – between guidance/career counselor and student.  Identity – as a member of the labour force.  Conflict – resulting from being qualified and unable to find a job.  Integration – free movement of skilled persons; CARICOM Skills Certificate	Practise writing resumes.  Arrange a work experience day.  Students role-play a ‘job interview’ within the classroom.  Students analyze job advertisements in newspapers to identify qualifications and skills required for certain jobs.  Students formulate a plan to prepare themselves for a particular field of work.  Invite the Principles of Business teacher to make an interactive presentation to the class on setting up a sole proprietorship or company. Encourage students to buy shares in the “company”. Donate money raised from the sale of shares to the school’s welfare fund.
11. identify the location and uses of the major natural resources in the Caribbean region;	a. Location of major natural resources:  i. Renewable - agricultural land, water,	Freedom/choice – in relation to the competing uses of the resources.  Conflict – resulting from misuse/use of resources and the undesirable effects on the environment.	Use a map to locate the resource bases.  Use concept mapping.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	forests, beaches, marine life, solar energy, wind.  ii. Non-renewable - petroleum, bauxite, gold, diamond, other minerals, geothermal energy.  b. Uses of natural resources	<i>Cooperation – the contribution of the various ecosystems to the environment.</i>  <i>Development/change – emphasis on practices that ensure sustainable development of resources.</i>  <i>Integration – regional bi-lateral agreements related to sharing resources.</i>	
12. describe proper and improper practices related to the sustainable development and use of natural resources and their effects on the environment and the population;	a. Proper practices, for example, conservation.  b. Effects of proper practices, for example, food security.  c. Improper practices, for example, over-cropping.  d. Effects of improper practices, for example, pollution, global warming, food shortages.	<i>Cooperation – among government and non-government agencies to promote sustainable development.</i>  <i>Conflict – the need for conservation of resources versus the increased exploitation of resources for economic development.</i>  <i>Development/changes – emphasis on green issues.</i>  <i>Interaction – in relation to the symbiotic relationship between man and the environment.</i>  <i>Integration – CARICOM initiatives to rationalise the development and use of resources.</i>	Organise field trips to places where resources are being abused. Students record observations.  Encourage students to create a scrapbook of newspaper clippings on environmental issues.  Students create slogans, jingles and posters encouraging citizens to conserve resources.  Group research and presentation on resource use and abuse.  Students write a letter to the editor on an environmental issue.
13. represent and interpret data related to human and physical resources.	Data related to human and physical resources: population, migration, employment and unemployment statistics.		Construction and interpretation of population pyramids.  Calculation of natural increase, birth, death and infant mortality rates.

## (ii) REGIONAL INTEGRATION

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
1. explain and use correctly concepts and terms associated with regional integration;	Explanation of the following terms and concepts related to regional integration: bilateral agreement, multilateral agreement, common market, single market, single economy, economic integration, independent state, underdeveloped country, developing country, developed country, trade liberalisation, globalisation, multinational corporation, regionalism, trading bloc, fiscal policy, monetary policy.	Identity – with nation and region.  Cooperation – in term of pooling the human and natural resources of the Caribbean to maximise potential for growth.	Encourage students to compile a glossary of terms and concepts within the unit.  Develop crossword puzzles with the terms and concepts.
2. describe the major challenges facing the Caribbean Region;	Major challenges: a. small size, small national markets; b. lack of diversification; c. unemployment and underemployment; d. low levels of production and productivity; e. differences in resource distribution; f. high levels of indebtedness (debt burden); g. high level and cost of imports; h. shortage of skilled workers; i. inadequate technology; j. low value of exports; k. difficulties in accessing markets of developed countries; l. shortage of capital; m. vulnerability to natural disasters.	Conflict - resulting from the use of inappropriate development policies.  Identity – the Caribbean’s unique challenges.  Development/change – the use of the challenges as a reason for promoting regional integration.	Invite resource persons to engage students in discussion on Caribbean challenges.  Concept mapping of challenges facing the region.  Students (in groups) engage in research using songs, poems and clippings on challenges.  Create ‘news flashes’ on Caribbean problems.  Use tables to categorise challenges, for example, social, economic.  Prepare the outline of an essay on ‘Caribbean challenges’.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
3. outline the major stages in the integration movement;	a. Stages <ol style="list-style-type: none"> <li>i. West Indies Federation.</li> <li>ii. Caribbean Free Trade Association (CARIFTA).</li> <li>iii. Caribbean Community (CARICOM).</li> <li>iv. Organisation of Eastern Caribbean States (OECS)</li> <li>v. Association of Caribbean States (ACS)</li> <li>vi. The CARICOM Single Market and Economy (CSME).</li> </ol> b. Membership <ol style="list-style-type: none"> <li>i. West Indies Federation.</li> <li>ii. CARIFTA.</li> <li>iii. CARICOM.</li> <li>iv. OECS</li> <li>v. ACS</li> <li>vi. CSME.</li> </ol>	<p>Identity – in terms of the nature of Caribbean integration process.</p> <p>Freedom/Choice/Cooperation/ Interaction – in terms of participating in the integration movement.</p> <p>Conflict – resulting from the perceived advantages which the More Developed Countries (MDCs) have over the Least Developed Countries (LDCs).</p> <p>Development/change/integration – from Federation to CSME.</p>	<p>Use of time line to show the sequence of the integration movement.</p> <p>Research on various attempts at integration.</p> <p>Use calypsos related to regional unity integration.</p> <p>Write a letter to the CARICOM Secretary General expressing dissatisfaction with the slow pace of regional integration.</p>
4. state the functions of: <ol style="list-style-type: none"> <li>a. OECS Secretariat</li> <li>b. CARICOM Secretariat</li> <li>c. Conference of Heads of Government</li> </ol>	a. Functions of OECS and CARICOM secretariats; b. Functions of Conference of Heads of Government.	<p>Identity – secretariats as administrative organs.</p> <p>Interaction – provision of technical assistance to member states.</p> <p>Cooperation – assisting member states to achieve integration objectives.</p>	<p>Encourage students to visit the websites of the respective organisations.</p> <p>Role-play a Heads of Government Conference.</p>
5. outline the objectives of the Organisation of Eastern Caribbean States (OECS), CARICOM, The CARICOM Single Market and Economy (CSME);	Objectives of: <ol style="list-style-type: none"> <li>a. OECS and CARICOM               <ol style="list-style-type: none"> <li>i. functional cooperation;</li> <li>ii. integration of the economies of member states;</li> <li>iii. harmonisation of foreign policy.</li> </ol> </li> <li>b. The CARICOM Single Market               <ol style="list-style-type: none"> <li>i. free movement of goods and services; right of establishment;</li> </ol> </li> </ol>	<p>Identity – as a member of the OECS/CSME.</p> <p>Freedom/Choice - of territories to be members of Single Market or Economy or both.</p> <p>Interaction/Cooperation/Integration - examples of functional cooperation and economic integration.</p>	<p>Panel discussion on the objectives of OECS, CARICOM and CSME.</p> <p>Students research newspaper articles to find out how CARICOM states are implementing CSME objectives.</p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	<ul style="list-style-type: none"> <li>ii. free movement of capital;</li> <li>iii. free movement of skilled labour.</li> </ul> <p>c. The CARICOM Single Economy Harmonisation of:</p> <ul style="list-style-type: none"> <li>i. Fiscal (tax) policies;</li> <li>ii. Monetary policies (including a single CARICOM currency);</li> <li>iii. External trade policy</li> <li>iv. Legislation (custom, companies);</li> <li>v. Sectoral policies in agriculture, manufacturing, fisheries.</li> </ul> <p>d. The Regional Development Fund.</p>	<p>Conflict – resulting from violation of terms of integration agreements.</p> <p>Development/change – the creation of a single economic space in the region.</p> <p>Justice – role of Caribbean Court of Justice (CCJ) in interpreting protocols and settling disputes among member states. Provision of assistance for disadvantaged members of CSME.</p>	<p>Students produce a citizen’s guide to CSME, setting out the objectives of CSME. Encourage students to discuss the main arguments for and against regional integration.</p>
<p>6. outline the factors that promote regional integration;</p>	<p>Factors promoting regional integration:</p> <ul style="list-style-type: none"> <li>a. common cultural heritage;</li> <li>b. common economic and social issues;</li> <li>c. effects of globalisation, trade liberalisation and trading blocs;</li> <li>d. vulnerability to economic shocks and natural disasters.</li> </ul>	<p>Identity – common cultural heritage of the region.</p> <p>Freedom/choice – in accepting/rejecting the factors that promote regional integration.</p> <p>Integration/Cooperation/Interaction – in relation to the sharing of expertise, common goals and aspirations by citizens of the region.</p> <p>Conflict – the effect of metropolitan agencies in limiting the freedom of the nation state.</p> <p>Development/change – the growth of trading blocs and the adoption of new trading standards.</p>	<p>Students analyse speeches of Caribbean leaders who support integration.</p> <p>Use calypsos relating to regional unity and insularity.</p> <p>Direct students to websites to research the effects of globalisation and trade liberalisation on developing countries.</p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
7. describe the factors that hinder regional integration;	<p>Factors that hinder regional integration:</p> <ol style="list-style-type: none"> <li>geography of region;</li> <li>absence of common model or strategy for development;</li> <li>differences in stages of growth and development;</li> <li>competition for location of industries;</li> <li>conflict between territorial and regional demands and loyalties (insularity);</li> <li>absence of common currency;</li> <li>unequal distribution of resources;</li> <li>lack of diversification in production;</li> <li>influence of multinational corporations.</li> </ol>	<p>Identity - the geographical, economic and social features that characterise the region.</p> <p>Integration/Freedom/Choice/Interaction/ Cooperation – region’s membership in metropolitan agencies.</p> <p>Conflict – resulting from competition among member states for location of industries; between territorial and regional demands and loyalties.</p> <p>Change/Development – the increasing influence of metropolitan agencies on the region.</p>	<p>Students examine, in groups, challenges of regional integration and propose solutions.</p>
8. analyze the benefits of regional integration;	<p>Benefits of regional integration:</p> <ol style="list-style-type: none"> <li>reduction in unemployment and underemployment;</li> <li>better response to economic implications of globalisation and trade liberalisation;</li> <li>improvement in the quality of life;</li> <li>reduction in the inequality of wealth distribution;</li> <li>free movement of goods, labour and capital;</li> <li>increased market size;</li> <li>improved levels of international competitiveness;</li> <li>expansion of trade;</li> <li>increased co-operation among member states.</li> </ol>	<p>Justice – reduction in the inequality of wealth distribution; improvement in the quality of life.</p> <p>Identity – as a CARICOM national.</p> <p>Freedom/Choice – of individuals/countries to access benefits of regional integration.</p> <p>Conflict – resulting from the perceived threat from migrant workers; hostile business take overs.</p>	<p>Students critically examine whether or not their country has benefited from regional integration.</p> <p>Students suggest ways in which individuals may enjoy greater benefits from regional integration.</p> <p>Students prepare a brochure outlining the benefits of integration to:</p> <ol style="list-style-type: none"> <li>individuals;</li> <li>businesses;</li> <li>countries.</li> </ol>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
9. examine the role of individual citizens, business organisations and government in the integration process;	<p>a Role of citizens:</p> <ul style="list-style-type: none"> <li>i. entrepreneurship;</li> <li>ii. supporting regional producers;</li> <li>iii. showing solidarity and mutual support towards regional fellow citizens;</li> <li>iv. investing in local and regional businesses;</li> <li>v. being informed.</li> </ul> <p>b Role of business organisations:</p> <ul style="list-style-type: none"> <li>i. improving competitiveness;</li> <li>ii. increasing range and quality of goods and services;</li> <li>iii. providing opportunities for investment and employment;</li> </ul> <p>c Role of Government:</p> <ul style="list-style-type: none"> <li>i. enacting enabling legislation;</li> <li>ii. harmonising policies;</li> <li>iii. honouring protocols;</li> <li>iv. educating citizens about the objectives and benefits of integration.</li> </ul>	<p>Freedom/Choice – to accept or reject a role in the integration process.</p> <p>Conflict – resulting from breaches of protocols; reduction in competition among regional businesses as a result of mergers.</p> <p>Development/Change – creation of regional stock exchanges, mergers of businesses.</p>	<p>Invite resource person to do an interactive presentation on the role of citizens, businesses and government in the integration process.</p> <p>Students add to the citizen's guide developed in content 5, what citizens, businesses and governments may do to help CSME achieve its objectives.</p>
10. explain the role of regional agencies in the integration process.	<p>Areas of regional cooperation:</p> <ul style="list-style-type: none"> <li>a. The Caribbean Agricultural Research and Development Institute (CARDI) (Agriculture);</li> <li>b. West Indies Cricket Board (WICB), Confederation of North, Central American and Caribbean Association of Football (CONCACAF);</li> <li>c. OECS sports desk (sports);</li> <li>d. Caribbean Environmental and Health Institute (CEHI), Caribbean Epidemiology Centre (CAREC) (health);</li> <li>e. Caribbean Disaster Emergency</li> </ul>	<p>Integration/Interaction/Cooperation – complementary role of institutions in the integration process.</p>	<p>Encourage students to work in pairs and access the websites of the various agencies to research their objectives and the services which they provide to the region. Students present research findings to class.</p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	<p><i>Response Agency (CEDERA) (emergency response);</i></p> <p>f. <i>Caribbean Media Company (CMC) (media);</i></p> <p>g. <i>University of the West Indies (UWI), Caribbean Examinations Council (CXC) (education);</i></p> <p>h. <i>Caribbean Court of Justice (CCJ) (justice);</i></p> <p>i. <i>Regional Security Service (RSS) (security).</i></p>		

## ◆ SECTION C: OPTIONS

### C1. COMMUNICATION

#### *GENERAL OBJECTIVE*

On completion of this Section, students should become aware of the global issues and institutions which influence his or her life and the development of the region.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
1. define and use correctly major terms and concepts associated with communication;	Communication, communiqué, news agency, medium, message, receiver, sender, transmission, journalism, propaganda, censorship, freedom of expression, freedom of the press, oral traditions, voice-mail, electronic mail, website, teleconferencing, telecommuting, telecommunications, pager, encoding, libel, slander, Internet, copyright, plagiarism.	Freedom/choice – in terms of forms and media of communication.  Justice – in relation to issues such as copyright and plagiarism.	Encourage students to compile a glossary of terms and concepts within the section. Develop crossword puzzles using the terms and concepts.
2. describe the various forms of communication used in the Caribbean;	Forms of communication used in the Caribbean.  a. Non-verbal: pictograms, screams, signals, signs, gestures, postures, mime, art forms.  b. Verbal: speech, print, song and drama.	Freedom/choice – in using the various forms of communication.  Development/change - from signs and oral means of communication to writing.  Interaction - the responses evoked by the messages.	<u>Elements of communication</u>  Teacher and students develop the concept of communication using the following steps.  (a) Teacher gives the class the following information: “Today we will be discussing the forms of communication used in the Caribbean”.  (b) Students are asked to:  i. give a reason for the teacher’s statement; ii. identify to whom the statement was made; iii. explain how the statement reached them; iv. describe their reaction(s) to the statement; v. state whether the teacher was successful in achieving his or her objective.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES				
			<p>(c) Students then write the elements which are necessary for communication to take place.</p> <p><u>Forms of communication</u></p> <p>(a) Students list a variety of forms in which they have received or communicated information.</p> <p>(b) Students classify the forms as verbal or non-verbal.</p>				
3. explain how forms and media of communication are influenced by geographical, socio-cultural and technological factors;	<p>a. Media of communication: messengers, mail, telegraph, telex, telephones, courier, radio, television, print, satellite, facsimile, computers, video cassette recorders, cell phones, portable music players.</p> <p>b. Factors that influence forms and media of communication:</p> <p>i. geographical – distance, climate, rivers, mountains, sea;</p> <p>ii. socio-cultural - languages, socio-economic status, beliefs, custom, religions;</p> <p>iii. technological – changes in technology: energy, electronics, transistor, design of instrument, type of instrument, computer.</p>	<p>Freedom/choice – in using the various media of communication.</p> <p>Development/change – improvements in communications technology.</p> <p>Cooperation – the interdependence of the various media.</p> <p>Justice - the right to access information; the right of protection from the media.</p> <p>Integration – media being able to forge links.</p>	<p>Invite a resource person to make an interactive presentation on the various media of communication and the factors which influence their use. Students prepare a two column table as shown below to be completed after the discussion.</p> <table border="1" data-bbox="1396 714 1942 776"> <thead> <tr> <th data-bbox="1396 714 1673 743">Media of communication</th> <th data-bbox="1673 714 1942 743">Factors</th> </tr> </thead> <tbody> <tr> <td data-bbox="1396 743 1673 776"></td> <td data-bbox="1673 743 1942 776"></td> </tr> </tbody> </table> <p>Alternatively, teacher conducts brainstorming session with students on the various media which they or others have used to send messages both within their country and overseas. Teacher presents additional media. Teacher and students discuss reasons for choice of media.</p>	Media of communication	Factors		
Media of communication	Factors						

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
4. describe the factors responsible for breakdown in communication;	Breakdown in communication due to: age and gender difference, prejudices, beliefs, ideology, status, unresolved conflict, mistrust, stress, strained <i>relationships</i> , failure of equipment.	Identity - ideology and beliefs which influence a people's behaviour.  Freedom/choice - to ignore or respond to a message.  Conflict - disagreement resulting from age and gender differences and prejudices.	Students <i>role-play</i> examples of a breakdown in communication influenced by the various factors.
5. describe how the regional mass media can help promote regional integration;	Regional mass media and regional integration. Role of: radio and television stations, printing establishments, regional news agencies and departments of information.	Identity - as part of the regional media.  Freedom/choice - to access regional newspapers and radio stations on the Internet.  Cooperation - sharing or exchanging locally produced programmes. Joint production of programmes.  Interaction - development of regional consciousness.  Integration - merger of regional media houses. Free movement of media workers.	Teacher and class develop the concepts of mass media and news agency. Divide class into four groups. Group 1: suggestions for the role of radio and television stations. Group 2: suggestions for the role of the print media. Group 3: suggestions for the role of the regional news agencies. Group 4: suggestions for ministries and departments of information. Groups present and discuss suggestions on how the mass media can help promote regional integration.  Encourage students to read regional newspapers on the internet at <a href="http://www.Caribbeannewspapers.com">www.Caribbeannewspapers.com</a> and also listen to broadcasts from regional radio stations on the Internet.
6. examine the challenges presented by the global media in relation to cultural penetration and the development of the region;	Effects of global mass media on Caribbean society with regard to: identity, attitudes, behaviour, perceptions, freedom of expression, creativity, nationalism and regionalism.	Identity - as a region with a unique culture.  Freedom/choice - to accept or reject the multi-channels which offer a variety of programmes of varying moral and ethical standards.  Conflict - between global and regional culture.  Development/change - the acceptance of alien cultures.  Integration - the regions' response to the threat of cultural penetration.	Teacher introduces advertisements of some popular foreign products which students buy and for which there are local substitutes. Teacher and students discuss the impact of the students' action on the culture and the economy of the region.  Organise a class debate on: "Global media have influenced the decline in morals and values in my country".

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
7. analyse the effects of different forms of ownership and control of mass media in the Caribbean communication networks;	a. Forms of ownership: <ul style="list-style-type: none"> <li>i. Private – individuals, groups, companies, corporations;</li> <li>ii. Public – Government corporations;</li> <li>iii. Joint – partnership between public and private enterprise.</li> </ul> b. Effects of forms of ownership.	Identity - in relation to target audience or readership.  Conflict - in relation to <i>democracy and government's control</i> of the flow of information.  Freedom/choice - in relation to form of ownership and programming.  Interaction - opportunities for readers, viewers and listeners to make their views known.  Justice - access to alternative views on news and issues.  <i>Integration – the media's contribution to regional development.</i>	<i>Teacher and students discuss the different forms of media ownership in relation to the following:</i> <ul style="list-style-type: none"> <li>a. target audience or readership;</li> <li>b. coverage of local and regional news and issues;</li> <li>c. flow of information;</li> <li>d. tolerance of readers', viewers' and listeners' points of view;</li> <li>e. variety and quality of programmes;</li> <li>f. contribution to national and regional development.</li> </ul> Students present arguments for or against government's ownership of a medium of mass communication.
8. evaluate the ways in which cultural heritage in the Caribbean is transmitted and transformed;	Transfer of cultural heritage through <i>communication</i> by: <ul style="list-style-type: none"> <li>a. cultural groups;</li> <li>b. artists;</li> <li>c. mass media;</li> <li>d. institutions;</li> </ul>	Identity - in relation to our cultural heritage.  Conflict – conservation versus commercialisation of the culture.  Freedom/choice - in respect of ways of transmitting the cultural heritage.  Development/change - in relation to new types of indigenous music and festivals.  Cooperation - government and artistes supporting the cultural industry.  Justice - recognition of the rights of owners of creative works.  <i>Integration - free movement of artistes within the region. Regional cultural presentations such as CARIFESTA.</i>	<i>Students view an edited version of a national cultural show or CARIFESTA. In groups, students plan a cultural show. Each group is responsible for organising one art form. Reasons must be given for inviting the particular group or artiste and for the acts to be performed.</i>  <i>Students visit the national cultural organisation's website and research its role in transmitting and transforming the culture. Alternatively, invite the Chief Executive Officer or a senior staff member to make an interactive presentation on the role of the national cultural organisation in transmitting and transforming the culture.</i>  <i>Students analyse folk songs, stories, drama, dance, paintings and photographs to see how they are used to transmit the culture.</i>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
9. <i>outline</i> the regulatory functions of government and media associations in relation to the media;	Regulatory practices: licensing, mediating in disputes, censorship boards, code of ethics.	Freedom/choice - <i>in accepting or rejecting applications for licenses.</i>  Conflict - freedom of the press and government regulation.  Interaction - letters of protest to the editor.  Cooperation - censorship boards and the press working to promote high standards of journalism and morality.  Justice - fairness and accuracy in reporting and respect for individual's privacy.	Teacher and students discuss reasons for the ratings given to some familiar television programmes, films and videos. Teacher and class develop the concepts of freedom of the press, freedom of expression and censorship. Students develop a list of the ways in which the media may abuse its freedom. Teacher and students discuss how the government or the media may deal with the abuses.  Students write a letter to the editor of a newspaper published for teenagers condemning the lack of respect which the publication shows for public morals.
10. <i>describe</i> the ways in which artistic and creative work are protected;	<i>Protection of creative or artistic work: copyright laws, institutions for the preservation and protection of creative or artistic work.</i>	Identity - in relation to the ownership of creative work.  Freedom/choice - in relation to the assignment of rights.  Conflict - views of owners versus views of the pirates.  Cooperation - between public and police service to stamp out piracy.  Development/change - <i>in methods of pirating intellectual property.</i>  Justice - the protection offered by copyright laws.  Integration - membership in World Intellectual Property Organization (WIPO).	Teacher directs students' attention to the warning against unauthorised reproduction printed on a compact disc, a video cassette or in a text book. Teacher and students discuss reasons for these warnings.  Invite a lawyer or the Chief Executive Officer of the local Performing Rights Society to make an interactive presentation on the creator's rights under copyright law and how they are protected. After the discussion, students classify the rights as economic and moral and compile a list of the things that are protected by copyright law.  Students design a poster which seeks to discourage citizens from supporting piracy.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
<p>11. describe how communications technology can help promote regional integration.</p>	<p>Communications technology and regional integration. Role of: cellular phones, Internet, electronic transfers, electronic mail, telecommunications networks.</p>	<p>Identity - as individual telecommunications service providers.</p> <p>Freedom/choice - in relation to the variety of telephone and Internet service providers.</p> <p>Development/change - opening up of telecommunications market.</p> <p>Interaction - greater communication as a result of falling rates and prices of equipment.</p> <p>Integration - technology assisting easy access to persons and to information about the region.</p>	<p>Students access Websites for regional newspapers, news agency, and radio stations or some major regional organisations. Students describe how the exercise helped to develop their awareness of the regional integration process.</p> <p>Encourage students to develop communication links with other students in the region.</p>

## C2. CONSUMER AFFAIRS

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
1. define and use correctly the major terms and concepts associated with consumer affairs;	Terms and Concepts e. consumer, budgeting, saving, consumption, goods, services, demand, supply, income, disposable income, investment, bonds, ownership, pricing, marketing, thrift, credit union, black market, hire purchase, dumping, electronic transaction, e-commerce, securities, dividend, exchange rate, devaluation, inflation.	<i>Identity – as a consumer.</i>	<i>Encourage students to compile a glossary of terms and concepts within the section.</i>  <i>Create crossword puzzles using the terms and concepts.</i>
2. differentiate among the categories of consumers;	Categories of consumers: a. as individuals, groups and institutions; b. consumer of goods; c. consumer of services; d. consumer of credit: <i>personal loans</i> <i>credit cards</i> <i>hire purchase</i> <i>mortgages</i>	<i>Identity – as a consumer.</i>  <i>Choice/freedom – in relation to the variety of goods and services available and the use of income.</i>  <i>Interaction – between consumers and manufacturers, wholesalers and retailers.</i>	<i>Encourage students to assess their economic importance as consumers.</i>
3. assess the factors which influence consumer demand for goods and services;	Factors that influence demand: a. size of income; b. taste patterns; c. savings; d. credit facilities and conditions; e. fluctuations in supply; f. quality; g. pricing; h. access to information; i. advertising; j. consumer expectations.	<i>Choice/freedom – in responding to factors that influence consumer demand.</i>  <i>Interaction – between consumers and manufacturers, wholesalers and retailers.</i>  <i>Conflict – resulting from misleading advertisements, overcharging and conspicuous consumption.</i>  <i>Development/Change – the creative ways of influencing consumer demand; methods of purchasing and making payments.</i>	<i>Give students practice in making budgets.</i>  <i>Students conduct a survey among themselves to find out their preference for different brands of a particular snack.</i>  <i>Students develop a handbook instructing consumers how to respond to the factors that influence consumer demand.</i>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
4. explain how consumers use modern technology to conduct transactions;	<p>Use of modern technology in transactions:</p> <ol style="list-style-type: none"> <li>tele-banking;</li> <li>ATM;</li> <li>E-commerce;</li> <li>Internet banking;</li> <li>debit and credit cards.</li> </ol> <p>Benefits of the use of modern technology:</p> <ol style="list-style-type: none"> <li>security issues (reduced need to carry cash;</li> <li>convenience: easy access to goods and services, money and financial records;</li> <li>time-saving;</li> <li>accessible 24 hours.</li> </ol>	<p><i>Development/change – in terms of how financial and commercial transactions are being conducted.</i></p> <p><i>Freedom/Choice – in using modern technology to conduct financial and commercial transactions.</i></p> <p><i>Conflict – increased convenience and increased risks for consumers from using modern technology to conduct transactions.</i></p> <p><i>Integration – use of the technology to make transfers to friends and relatives throughout the region.</i></p>	<p><i>Give students hands-on practice in computer laboratory in using modern technology to conduct transactions.</i></p> <p><i>Students include in the handbook developed earlier, a step by step guide, including precautions, for consumers wishing to buy an item on-line.</i></p>
5. evaluate the role of government and other agencies in protecting and educating consumers;	<p>Forms of consumer protection:</p> <ol style="list-style-type: none"> <li>Government:               <ol style="list-style-type: none"> <li>price control;</li> <li>quality control (Bureau of Standards);</li> <li>fair trading practices (Fair Trading Commission);</li> <li>regulations governing imports, export and use of consumer goods;</li> <li>consumer affairs division;</li> <li>supervision of credit facilities;</li> <li>food and drug inspection (Food and Drugs Division).</li> </ol> </li> </ol>	<p><i>Interaction/Cooperation – among government, consumer organisations, consumers and businesses in ensuring that consumers' rights are protected.</i></p> <p><i>Freedom/choice – of consumers in accepting or rejecting responsibility for their own protection.</i></p> <p><i>Conflict – resulting from free market conditions and government control of businesses.</i></p> <p><i>Development/Change – the willingness of more consumers to demand their rights; new consumer protection agencies.</i></p> <p><i>Justice – laws to ensure protection of consumers' right, the promotion of fair trading practices.</i></p> <p><i>Integration – regional approach to consumer protection.</i></p>	<p><i>Students interview resource persons from various government consumer protection agencies about the role the respective agencies play in protecting and educating consumers.</i></p> <p><i>Alternatively, students collect brochures on consumer protection from relevant agencies for inclusion in a scrapbook.</i></p> <p><i>Students summarise the ways in which government consumer protection agencies protect consumers.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	b. Consumer Groups and Organisations c. Pressure Groups		
6. describe the ways the consumer can protect himself/herself;	a. The consumer being informed about: <ol style="list-style-type: none"> <li>i. types of exploitation in relation to goods and services;</li> <li>ii. use of modern technology;</li> <li>iii. consumer rights and responsibilities;</li> <li>iv. factors influencing consumer decisions and the extent of individual control.</li> </ol>	<p><i>Freedom/choice - of consumers to accept or give up their rights and responsibilities.</i></p> <p><i>Interaction – between consumers and businesses; consumers and consumer protection agencies.</i></p> <p><i>Development/change – consumers’ increasing awareness of their rights and responsibilities and their willingness to seek redress.</i></p> <p><i>Justice - the avenues available to consumers to seek redress.</i></p>	<p><i>Students prepare, for inclusion in the handbook, a list of ways in which consumers rights may be violated and suggest measures which consumers may take to protect themselves from exploitation. Include procedures for obtaining redress.</i></p> <p><i>Alternatively, students suggest reasons why unfair trading practices may be widespread in their country.</i></p> <p><i>Students draw up a list of complaints related to the operation of the school’s canteen. Students then include these complaints in a letter to the proprietor. Outline possible student action if the complaints are not addressed in a reasonable time.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
7. describe the ways consumers practise thrift in the Caribbean;	a. Ways of practising thrift: <ol style="list-style-type: none"> <li>i. shopping wisely for goods and services;</li> <li>ii. use and care of possessions;</li> <li>iii. conservation and recycling;</li> <li>iv. budgeting.</li> </ol> b. Benefits of thrift to: <ol style="list-style-type: none"> <li>i. self;</li> <li>ii. society.</li> </ol>	<i>Identity – as a thrifty consumer.</i>  <i>Freedom/Choice – to be a thrifty consumer or a spendthrift.</i>  <i>Development/change – the increasing attention being paid to conservation and recycling.</i>	Give students opportunities to prepare and defend budgets.  In collaboration with the art department, students demonstrate how a number of household items may be reused or recycled.  Students develop a list of thrifty practices for inclusion in the handbook.
8. explain reasons for and benefits of saving;	Saving: <ol style="list-style-type: none"> <li>a. Forms of saving;</li> <li>b. reasons for saving;</li> <li>c. benefits of saving to:               <ol style="list-style-type: none"> <li>i. the individual;</li> <li>ii. the country;</li> <li>iii. the region.</li> </ol> </li> </ol>	<i>Freedom/choice – in relation to use of disposable income.</i>  <i>Conflict – resulting from limited income and unlimited needs.</i>  <i>Development/Change – new types of savings plans/instruments and incentives.</i>  <i>Integration – the use of savings for investment in shares/stocks intra-regionally.</i>	Students interview senior citizens about traditional saving practices.  Use brochures from various financial institutions to identify the types of savings plans and benefits of saving.  Organise a sou-sou or partner for the class.
9. outline the benefits of credit unions to consumers in the region;	Benefits of credit unions to members: <ol style="list-style-type: none"> <li>a. saving regularly;</li> <li>b. lower interest on loans;</li> <li>c. dividend on shares;</li> <li>d. financial counselling;</li> <li>e. easier access to loans;</li> <li>f. patronage refund;</li> <li>g. self-discipline and self-reliance;</li> <li>h. sense of ownership.</li> </ol>	<i>Development/Change - in relation to the new range of services provided by credit unions.</i>  <i>Identity – the distinctive nature of credit unions as financial institutions.</i>  <i>Interaction/Cooperation – pooling of resources for the benefit of members.</i>  <i>Freedom/choice – in making use of services from financial institutions other than credit unions.</i>  <i>Justice – voluntary and open membership, patronage refund.</i>	Compare and contrast credit unions with commercial banks. Students respond to questions that require them to make inferences.  Invite a resource person from a credit union to do an interactive presentation for the purpose of getting students interested in joining credit unions.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
10. develop strategies to deal with the effects of devaluation and inflation on consumers;	a. Effects of devaluation and inflation: <ol style="list-style-type: none"> <li>i. higher prices of goods and services;</li> <li>ii. higher prices and reduced purchasing power;</li> <li>iii. lower standard of living;</li> <li>iv. retrenchment.</li> </ol> b. Strategies to deal with effects: for example, <ol style="list-style-type: none"> <li>i. home gardening;</li> <li>ii. selfemployment.</li> </ol>	<i>Interaction/Cooperation</i> - between government and consumers to deal with the effects of devaluation and inflation.  <i>Conflict</i> - resulting from higher prices and reduced purchasing power.  <i>Development/Change</i> - in cost and standard of living.  <i>Integration</i> - the effects of inflation and devaluation as challenges to the integration process.	Students prepare, for inclusion in the handbook, a list of measures which members of their community may use to cushion the effects of inflation and devaluation
11. evaluate the effects of globalisation and trade liberalisation on consumers;	Effects of globalisation and trade liberalisation: <ol style="list-style-type: none"> <li>a. cheaper goods and services;</li> <li>b. wider choice of goods and services;</li> <li>c. more widespread use of technology for transactions;</li> <li>d. competition from developed countries for available markets.</li> </ol>	<i>Freedom/Choice</i> - in accessing a wider variety of goods and services from a wider variety of sources and at cheaper prices.  <i>Conflict</i> - resulting from divided consumer loyalty over cheaper imports or expensive local goods.  <i>Integration</i> - need for Caribbean people to respond to the challenges of globalisation and trade liberalisation.  <i>Development/change</i> - the more widespread use of technology in transactions; greater access to consumer information.	Research activity in which students search for information available on websites pertaining to the effects of globalisation and trade liberalisation on consumers.
12. explain how consumers can contribute to the sustainable development of the region.	Consumers and sustainable development of the region: <ol style="list-style-type: none"> <li>a. awareness of integration objectives;</li> <li>b. preference for local and regional goods and services;</li> <li>c. investment in local and regional businesses;</li> <li>d. conservation of the region's resources;</li> <li>e. prudent use of foreign exchange;</li> </ol>	<i>Freedom/Choice/Cooperation</i> - in terms of the variety of ways in which consumers can contribute to the sustainable development of the region.  <i>Development/Change</i> - in terms of the new emphasis being placed on sustainable development of the region.  <i>Conflict</i> - between consumer preferences and regional integration objectives. <i>Integration</i> - consumers embracing the objectives of regional integration.	Students discuss the conditions which are necessary for consumers to play their part in promoting the sustainable development of the region.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	<ul style="list-style-type: none"> <li>f. creative ways of utilising regional agricultural products;</li> <li>g. consumption of products that contribute to a healthy lifestyle;</li> <li>h. saving to provide capital for investment.</li> </ul>		



## C3. TOURISM

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
1. define and use correctly, the following major terms and concepts associated with tourism as listed in Content (1);	<p>Definition of the following concepts:</p> <p>Tourism, (international, regional, domestic), excursionist, (cruise passenger, other); tourism sector (direct, indirect); economic linkage; economic leakage; tourism product; nature tourism, sports tourism, health tourism, heritage tourism, all inclusive, timeshare and marketing tourism, home porting, host country, supply country.</p>	<p><i>Choice/freedom - society's acceptance or rejection of different types of tourism products due to perceived effects on society.</i></p> <p><i>Conflict - differing views related to the environmental impact of some types of tourism; moral issues associated with festivals; cultural penetration.</i></p> <p><i>Development/change - advancement in development due to catering to the needs of the native population as an offshoot of pursuing the needs of the tourists; what is gained and what is lost due to tourism.</i></p> <p><i>Cooperation/interaction - sharing of responsibility by public and private sectors on behalf of the tourism product.</i></p>	<p><i>Encourage students to compile a glossary of terms and concepts within the section. Develop crossword puzzles based on the terms and concepts.</i></p>
2. differentiate between the types of tourism products available in the Commonwealth Caribbean;	<p>Types of tourism products:</p> <ul style="list-style-type: none"> <li>- sand, sea, sun, nature or eco, health, sports, cultural or heritage, music festivals, special events.</li> </ul>	<p><i>Development/change - Tourism as a means of showcasing the wealth of natural resources and the talents of human resources. The shift from over-reliance on sun, sea and sand to new products.</i></p> <p><i>Cooperation/Interaction - between tourists and citizens; among different agencies in the sector.</i></p> <p><i>Freedom/choice - society's acceptance or rejection of different types of tourism products due to perceived effects on society.</i></p> <p><i>Integration - in relation to the Caribbean being marketed as a single destination.</i></p> <p><i>Conflict - differing views related to environmental impact of different types of tourism; moral issues associated with festivals and special events.</i></p>	<p><i>Students include in their scrapbook, photographs of national monuments, historical sites and tourist attractions in their territory.</i></p> <p><i>Students present arguments for or against diversifying the country's tourism product.</i></p> <p><i>Students examine the effects of each country offering similar products and staging major festivals around the same time.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
3. explain the factors that influence the development of tourism in the host and supply countries;	<p>Factors that influence the development of tourism in the</p> <p>(a) host country:</p> <ul style="list-style-type: none"> <li>i. accessibility;</li> <li>ii. availability, cost and quality of tourist services;</li> <li>iii. perception of safety and security;</li> <li>iv. political stability;</li> <li>v. infrastructure, especially sanitation and water supply, roads, air and seaports.</li> </ul> <p>(b) supply country:</p> <ul style="list-style-type: none"> <li>i. disposable income;</li> <li>ii. effectiveness of promotion;</li> <li>iii. marketing;</li> <li>iv. accessibility;</li> <li>v. cost and availability of transportation.</li> </ul>	<p>Conflict – resulting from regional destinations competing with each other.</p> <p>Cooperation/interaction – between the public and private sector in developing the industry.</p> <p>Development/change – the development of new markets for business.</p> <p>Integration – the contribution of regional tourism agencies in marketing the region and developing standards for the industry.</p>	<p>Students are presented with statistical data on the reasons for tourist visits to the country and respond to questions which require them to make inferences and predictions.</p> <p>Alternatively, students are presented with a statistical table of tourist arrivals over a five year period. Students then use the figures in the table to develop a bar or pie chart or line graph.</p> <p>Students develop a plan for increasing tourist arrivals in their country.</p> <p>Students prepare an address to be delivered to a group of foreign travel agents to persuade them to encourage visitors to come to their country.</p> <p>Students design an exit survey form to be used by tourists.</p>
4. analyse the contribution of land based and cruise tourism to the economy of the Commonwealth Caribbean;	<p>Tourism and the Commonwealth Caribbean economy:</p> <ul style="list-style-type: none"> <li>a. foreign exchange earnings, income and expenditure;</li> <li>b. direct employment, such as hotel workers;</li> <li>c. indirect employment through linkages with other sectors of the economy (agriculture, craft, transportation and other ancillary services);</li> </ul>	<p>Choice/freedom - to determine ways of increasing the contribution of tourism to the country.</p> <p>Conflict – resulting from the competition between land based and cruise tourism.</p> <p>Development/change – tourism as a revenue and investment earner depending on sustainability, training, continuous maintenance of infrastructure and yearning for international standards; modernisation of the economy.</p> <p>Cooperation/interaction – between the tourism industry and the other sectors of the economy.</p>	<p>After participating in a panel discussion involving a guest speaker, students write a letter to the editor of a daily newspaper on the topic:</p> <p>“In spite of its many setbacks, tourism has contributed significantly to the development of my country”.</p> <p>Students draw up a list of measures to improve linkages between the tourism industry and the other sectors of the economy.</p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	<p>d. government revenue (taxes on hotels, departure tax, restaurant licenses, head tax);</p> <p>e. relationships between expenditure on infrastructure in resort areas and elsewhere in the country;</p> <p>f. effect of tourism development on availability of land and labour for agriculture.</p>	<p><i>Integration – regional approach for dealing with the challenges of the cruise industry.</i></p>	<p><i>Students draw a list of suggestions for the Minister of Tourism on how the country could benefit more from cruise tourism.</i></p> <p><i>Create a simple table on the number of tourists that visited your territory for the last five years and the money they spent.</i></p>
<p>5. outline employment and career opportunities in the tourism industry;</p>	<p>Careers and Opportunities in tourism:</p> <p>a. types of occupation: managerial, clerical, administrative, professional, technical, unskilled;</p> <p>b. conditions of employment: trade union membership, job security, opportunities for promotion, fringe benefits;</p> <p>c. qualifications needed;</p> <p>d. opportunities for training and entrepreneurship.</p>	<p><i>Identity – as a worker in the tourism industry.</i></p> <p><i>Cooperation/Interaction – sharing of responsibility by public and private sectors on behalf of tourism product in relation to training and employment opportunities.</i></p> <p><i>Freedom/choice – individual's right to choose careers in the tourism sector.</i></p> <p><i>Development/change – manpower, technological and human resource needs; tourism as an investment in human capital.</i></p> <p><i>Integration – freedom of movement for jobs.</i></p>	<p><i>Students create a profile of a person with desirable skills, attitudes and attributes for a particular job in tourism.</i></p> <p><i>Students would then</i></p> <p>a. <i>design an application form to be filled out by persons seeking employment in one area of the tourism sector.</i></p> <p>b. <i>complete an application form designed by another student.</i></p> <p><i>Organise a career showcase which focuses on jobs related to the tourism industry.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
6. <i>assess the impact of the tourism industry on the physical environment of the Commonwealth Caribbean;</i>	Tourism and the physical environment of the Commonwealth Caribbean: <ol style="list-style-type: none"> <li>a. resort development and its effects on the aesthetic value of the local environment;</li> <li>b. changes in ecology, reefs and tidal patterns caused by land reclamation, sewage disposal and pollution of water bodies – ocean, sea, rivers;</li> <li>c. tourism and conservation of flora, fauna, historical sites, role of the Caribbean Conservation Association, local National Trusts, and national parks.</li> </ol>	<i>Development/change – interest in conserving physical resources to sustain tourism development; green hotels.</i>  <i>Conflict – between environmentalists and tourism developers; tourism activities misusing the physical environment on which it depends for its sustainability.</i>  <i>Freedom/choice – to carry out environmental impact assessments of tourism projects.</i>  <i>Integration – the role of the Caribbean Conservation Association.</i>	Students draw up a list of two columns in the following manner:  Column 1: Areas of cooperation in Caribbean Tourism Column 2: Areas of conflict and non-cooperation in Caribbean Tourism  Students then make two recommendations on ways to resolve any two areas of conflict mentioned on the list.  In groups, students examine a different tourism product and describe how the activities associated with the product affect the environment. Students then suggest measures to reduce/increase the environmental impact of each activity.
7. <i>assess the impact of tourism on the socio-cultural environment in the Commonwealth Caribbean;</i>	Tourism and the socio-cultural environment of the Commonwealth Caribbean: <ol style="list-style-type: none"> <li>a. effects on land ownership, land use, natural beauty and use of beaches;</li> <li>b. visitors’ perception of Caribbean societies;</li> <li>c. opportunities for visitors to meet Caribbean people;</li> <li>d. relationships between citizens and visitors, citizens and returning nationals:                             <ol style="list-style-type: none"> <li>i. two-way cultural</li> </ol> </li> </ol>	<i>Development/change – community based tourism.</i>  <i>Conflict - resulting from the socio-cultural penetration of alien cultures; the perception that the interests of tourists are more important than that of locals.</i>  <i>Choice/freedom – society’s acceptance or rejection of the tourists’ culture.</i>  <i>Integration – harmonisation of policies within the region.</i>	Imagine you are a tourist who has just visited this country. Write a letter to a friend pointing out what you enjoyed and what disappointed you during your visit.  Organise a panel discussion on improving relationships between citizens and visitors.

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
	<p>exchange between citizen and visitor;</p> <p>ii. influence of lifestyles, language, dress and values;</p> <p>e. attitudes of citizens to tourism (indifference, alienation, enthusiasm);</p> <p>f. effects on artistic expression and other aspects of traditional culture:</p> <p>i. revitalisation of local arts and craft;</p> <p>ii. commercialisation of local culture;</p> <p>g. government policies</p> <p>i. beach control, immigration regulations, hotels - closed or open to citizens.</p> <p>ii. land acquisition by non-nationals;</p> <p>iii. incentives for citizens to holiday in their country.</p>		

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
8. <i>evaluate government policies that influence the development of tourism;</i>	Government policies that influence the development of tourism: <ol style="list-style-type: none"> <li>a. meeting infrastructure requirements;</li> <li>b. providing a well-trained workforce;</li> <li>c. addressing environmental concerns;</li> <li>d. addressing social problems, such as crime;</li> <li>e. creating a favourable investment climate; providing an overseas marketing and promotional presence in key markets (Tourist Boards, Departments, Bureaus, Ministries of Tourism).</li> </ol>	<p><i>Cooperation/interaction - sharing of responsibility by public and private sector in relation to accommodations; training standards.</i></p> <p><i>Integration - common policies in relation to cruise ship tourism and marketing.</i></p> <p><i>Conflict – resulting from the increasing government expenditure on tourism at the expense of other sectors.</i></p> <p><i>Development/change – sustainable tourism as a major development goal for the region.</i></p>	<p><i>Students complete one of the following tasks in an effort to market the tourism product in their territory:</i></p> <ol style="list-style-type: none"> <li>a. write an advertisement;</li> <li>b. create a cartoon;</li> <li>c. write a song, <i>dub</i> or <i>calypso</i>;</li> <li>d. create a drawing and words to be placed on a t-shirt.</li> </ol> <p><i>Students present the main points for a speech to be delivered at the opening of a training course for hotel workers: “Why the hotel industry needs a well trained workforce”.</i></p> <p><i>Alternatively, students present suggestions for improving the quality of the labour force in the hotel industry.</i></p>
9. <i>assess the contribution of local, regional and international agencies to the development of tourism;</i>	<p><i>Supportive services for tourism.</i></p> <ol style="list-style-type: none"> <li>a. <i>Role and function of:</i> <ol style="list-style-type: none"> <li>i. <i>Hotel Associations, Tourist Boards, Departments, Bureaus and Ministries of Tourism;</i></li> <li>ii. <i>Caribbean Tourism Organisation;</i></li> <li>iii. <i>Caribbean Hotel Association;</i></li> <li>iv. <i>Hospitality Training Institutions.</i></li> </ol> </li> <li>b. <i>role of donor agencies – Caribbean Development Bank, European Union, Organization of American States and Canadian Inter-development Agencies.</i></li> </ol>	<p><i>Cooperation/interaction – between local, regional and international agencies in developing tourism.</i></p> <p><i>Conflict – differing views related to strategies for tourism development.</i></p> <p><i>Integration – the role of regional organisations in monitoring the industry’s performance, providing training for workers and marketing the region’s hotels and attractions.</i></p>	<p><i>Students collect brochures containing information on tourism from relevant agencies for inclusion in scrapbook.</i></p>

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
10. outline the challenges facing the tourism industry in the region;	<p>Challenges facing the tourism industry in the region:</p> <ol style="list-style-type: none"> <li>security of funding for investment;</li> <li>marketing;</li> <li>research;</li> <li>training;</li> <li>shortage of labour;</li> <li>water supply;</li> <li>global terrorism;</li> <li>lack of direct air access for major tourist-generating markets.</li> <li>emerging destinations;</li> <li>cruise ship policies.</li> </ol>	<p>Conflict - differing views related to shared security and travel arrangements.</p> <p>Development/change – emerging destinations and threats from global terrorism.</p> <p>Integration - regional marketing of tourism as a sustainable product.</p> <p>Cooperation - sharing of resources by different territories to market the region as a single tourist destination.</p> <p>Interaction - with foreign agencies in light of the threats associated with travel and security.</p>	<p>Students draw up a list of challenges facing tourism in the region and possible solutions to deal with them.</p> <p>Reading and discussion of newspaper articles relating to challenges.</p>
11. describe ways in which tourism can be used to promote regional integration;	<p>Promoting regional cooperation and integration through tourism by:</p> <ol style="list-style-type: none"> <li>marketing the Caribbean as a single destination;</li> <li>recognition of the tourism products packaged by each Caribbean country;</li> <li>common economic and marketing policies;</li> <li>create linkages within Caribbean - (communication);</li> <li>concept of aviation hubs.</li> </ol>	<p>Choice/freedom - territories' rights of acceptance or rejection of different types of tourism products.</p> <p>Conflict - differing views related to rationalising travel and visa requirements in the region.</p> <p>Development/change/integration – the creation of aviation hubs; the promotion of domestic and regional tourism; the use of CARICOM passports.</p> <p>Cooperation/interaction – developing links with other tourist destinations in the region to exploit and market the region as a single destination.</p>	<p>Students write a letter to a regional newspaper pointing out the importance of regional collaboration in matters related to tourism.</p> <p>Students develop a plan to increase the number of regional tourists to their country.</p> <p>Students write a letter to the Chief Immigration Officer of a CARICOM country expressing dissatisfaction with the way you and other citizens from your country have been treated on arrival in his/her country.</p>
12. describe how communications technology impacts on the tourism industry in the Caribbean.	<p>Impact of communications technology on the tourism industry:</p> <ol style="list-style-type: none"> <li>E- ticketing;</li> <li>Internet booking (reservations);</li> <li>information gathering;</li> <li>advertising;</li> <li>feedback.</li> </ol>	<p>Development/change - use of technology in the interest of advancing tourism.</p> <p>Freedom/Choice – in using technology or traditional methods to make travel plans.</p>	<p>Given the websites of local hotels students will surf the Internet to find out the difficulty of accessing information, the quality of the information and the extent to which an informed decision may be made based on information on the Internet.</p>

# ◆ GUIDELINES TO TEACHERS ON SETTING AND MARKING THE SCHOOL-BASED ASSESSMENT

## RATIONALE

School-Based Assessment (SBA) 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 critical to the subject. The activities for the SBA 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 of the subject, students obtain marks for the competence they develop and demonstrate in undertaking their SBA 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 the SBA. These guidelines are also intended to assist teachers in awarding marks according to the degree of achievement in the SBA component of the course. In order to ensure that the scores awarded by teachers are not out of line with the CXC standards, the Council undertakes the moderation of a sample of SBA assignments marked by each school or Centre.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the students at various stages of the experience. This helps to build the self-confidence of the students as they proceed with their studies. School-Based Assessment also facilitates the development of critical skills and abilities and enhances the validity of the examination scores on which student's 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.

## SCHOOL-BASED ASSESMENT REQUIREMENTS

*The School-Based Assessment component of the Social Studies Syllabus is a single guided research project. The project should be on any topic drawn from the following sections of the syllabus: "Individual, Family and Society", "Sustainable Development and Use of Resources" or any one of the Options - "Communication", "Consumer Affairs" and "Tourism". It may be based on social and economic processes, situations or problems in the school or the immediate community.*

Every school candidate for the Social Studies examination is required to submit a report on a project. Students may work individually or in groups to investigate a specific problem. However, each candidate must produce a complete and unique report. No two reports from the same group should be identical. The report should *not exceed 1,000 words* in length and should include appropriate charts, graphs, tables and pictures.

The teacher is required to approve the problem to be investigated, guide the candidate during the process of investigation and mark the completed work in accordance with the guidelines provided by CXC. All marks are to be submitted to CXC **by April 30** in the year of the examination.

In the research project, candidates should:

1. *state the problem researched in an appropriate question form;*
2. *give the reason(s) for selecting the area of research;*
3. *select an appropriate method of investigation;*
4. *design a simple instrument to collect data;*
5. *describe the procedures used for data collection*
6. *present data using at least three appropriate forms;*
7. *analyze and interpret data with reference to the question asked in Task 1;*
8. *state findings;*
9. *make recommendations based on findings and suggest measures to implement one.*

## ***SPECIFIC GUIDELINES FOR PROJECT WORK***

1. Select a problem to investigate and write it in question form.
2. Explain why the area of research was chosen.
3. Select a suitable method to collect data. This may be a questionnaire, interview schedule, observation checklist or documentary search.
4. Write out the exact questions that you will use in a questionnaire or ask in an interview.
5. State how you will choose the sample. State the number of persons in the sample, their gender, age group, area of residence or class, and explain how you acquired the information from them.
6. Use at least three of the following: graphs, charts, tables, maps, diagrams, photographs as well as prose to present your data.
7. In the light of the question asked in Task 1, state what the data mean.
8. Write three statements about what you have discovered from your investigation of the problem.
9. Make two recommendations based on your findings and explain how you would implement one.

## ***MANAGEMENT OF THE PROJECT***

### ***1. Time Allocation***

The project is worth 20% of the total marks, 20% of the class periods should therefore be used for the project work. This will allow time for teachers to explain the requirements, to discuss the assessment criteria and allow time for discussion of project work.

### ***2. Planning***

It is important to start planning for project work early. Agreed deadlines should be established. Dates for the following activities should be set:

- a. submission of project title brief;
- b. description of project (two or more sentences);
- c. completion of data collection;
- d. submission of first draft;
- e. project completion.

### ***3. Length***

The length of the project should not exceed 1000 words excluding charts, graphs, tables and pictures. In cases where the word limit is exceeded by more than 150 words, the teacher is required to impose a penalty deduction of 10 per cent of the candidates' earned score.

### ***4. Guidance***

- a. Candidates should be familiar with the requirements of the project and the assessment criteria; teachers should discuss with students the quality of achievement required at every evaluative level.
- b. It should be clearly emphasised to students that all work connected with the project should be their own and a sense of pride in ownership should be encouraged.
- c. The teacher is expected to give guidance at all stages of the project by, for example, assisting students in developing productive areas of enquiry, suggesting sources of information, advising on content and clarity in the writing up phase of the project.

## 5. *Authenticity*

Teachers should ensure that each project is the candidate's work. This can be achieved by viewing and monitoring the project throughout its development. This guards against plagiarism and ensures that the work is the intellectual property of candidates. Authenticity can also be checked by the following methods:

- a. discussion with the candidate;
- b. having candidates explain research methods and summarise findings;
- c. having students replicate the analysis using different data;
- d. having students complete aspects of the project work during class time.

Activities that may be done under the supervision of the Class Teacher and signed off as they are completed:

1. Statement of Problem – explaining context - one paragraph and at least one question.
2. Method of investigation – questionnaire, interview schedule, observation checklist, document search.
3. Questionnaire construction.
4. Administering questionnaire, recording raw data (in class); students may work in pairs.
5. Analysing questionnaire data, using univariate tables, bivariate tables, multivariate tables.
6. Interpretation of the data (in terms of the research question), identifying validity issues – size of sample, type of sample, instrument limitations, analysis limitations.

## 6. **PRESENTATION**

1. Reports should be submitted in a SIMPLE soft-backed folder of “Quarto” or “A4” size.
2. The candidate's name and registration number, title of the study and the name of the school should be clearly written on the outside of the folder AND on the FIRST page.
3. A table of contents should be included at the beginning of the report.
4. The presentation, handwritten or typed, should be neat, legible and arranged in order of the task. It may be technologically aided but marks will be awarded on the same basis as outlined in the table below.
5. All illustrations should be placed appropriately in the body of the text.

## ASSESSMENT

Reports should be marked out of an aggregate of 40 marks. The following table gives an allocation of raw marks for the tasks identified as essential for the SBA.

### SBA MARKING SCHEME

COMPONENTS OF SBA		<i>PROFILE</i> <i>Application, Evaluation and</i> <i>Problem-Solving</i> <i>(AEP)</i> MARKS
1.	<b>Statement of Problem</b> <ul style="list-style-type: none"> <li>• Problem stated clearly in the form of a question</li> <li>• Problem unclear but in a question form</li> </ul>	(2) 2 1
2.	<b>Reason For Selecting the Area of Research</b> <ul style="list-style-type: none"> <li>• Reason clearly stated</li> <li>• Reason unclear</li> </ul>	(2) 2 1
3.	<b>Method of Investigation</b> <ul style="list-style-type: none"> <li>• Method of investigation justified and described</li> <li>• Method of investigation stated</li> </ul>	(2) 2 1
4.	<b>Data Collection Instrument</b> <ul style="list-style-type: none"> <li>• Data collection instrument very well constructed and sequenced and addresses relevant variables</li> <li>• Data collection instrument well constructed and sequenced and addresses relevant variables</li> <li>• Data collection instrument satisfactorily constructed and sequenced</li> <li>• Data collection instrument identified only</li> </ul>	(4) 4 3 2 1
5.	<b>Procedures for Data Collection</b> <ul style="list-style-type: none"> <li>• Procedures to collect data identified and clearly described</li> <li>• Procedures to collect data identified but not clearly described</li> </ul>	(2) 2 1
6.	<b>Presentation of Data</b> <ul style="list-style-type: none"> <li>• Data presented using tables, graphs and charts that are appropriate, well labeled and accurate</li> <li>• Data presented in three ways that are appropriate, well labeled and accurate</li> <li>• Data presented in three ways that are appropriate and well labeled but with inaccuracies</li> <li>• Data presented in two ways that are appropriate, with inaccuracies</li> <li>• Data presented one way that is appropriate, well labeled and accurate</li> <li>• Data presented in one way with inaccuracies</li> </ul>	(6) 6 5 4 3 2 1
7.	<b>Analysis and Interpretation of Data</b> <ul style="list-style-type: none"> <li>• Analysis and interpretation relevant and well developed</li> <li>• Analysis and interpretation relevant and adequately developed</li> <li>• Analysis and interpretation moderately relevant and moderately developed</li> <li>• Analysis and interpretation show limited relevance and development</li> </ul>	(8) 7 - 8 5 - 6 3 - 4 1 - 2

COMPONENTS OF SBA	<i>PROFILE</i> <i>Application, Evaluation and</i> <i>Problem-Solving</i> <i>(AEP)</i> MARKS
<b>8. Statement of Findings</b> <ul style="list-style-type: none"> <li>• Three statements of findings based on data presented</li> <li>• Two statements of findings based on data presented</li> <li>• One statement of finding based on data presented</li> </ul>	(3) 3 2 1
<b>9. Recommendations and Implementation Strategy</b> <ul style="list-style-type: none"> <li>• Two recommendations and one associated implementation strategy</li> <li>• Two recommendations and no implementation strategy</li> <li>• One recommendation and one implementation strategy</li> <li>• One recommendation only OR one implementation strategy</li> </ul>	(3) 3 2 2 1
<b>(a) Writing Skills (4 marks)</b>	<b>(4)</b>
<ul style="list-style-type: none"> <li>• Excellent organisation (paragraphing), use of language, spelling and grammar</li> <li>• Good organisation, use of language, spelling and grammar</li> <li>• Satisfactory use of language and grammar and several spelling errors</li> <li>• Poor use of language, poor grammar and many spelling errors</li> </ul>	4 3 2 1
<b>(b) Overall Presentation (4 marks)</b>	<b>(4)</b>
<ul style="list-style-type: none"> <li>• Appropriate layout with four elements such as acknowledgements, table of contents, bibliography, cover page, appendices</li> <li>• Appropriate layout for the most part with three of the elements</li> <li>• A moderate presentation with only two of the elements</li> <li>• An unsatisfactory presentation with only one of the elements</li> </ul>	4 3 2 1
<b>TOTAL</b>	<b>40</b>

Teachers MUST follow this allocation of marks in marking each SBA research project. The mark given to EACH task as well as the total score should be listed on the last page of the study or inside back cover of the folder.

## ◆ MODERATION OF SCHOOL-BASED ASSESSMENT

School-Based Assessment Record Sheets are available online via the CXC's website [www.cxc.org](http://www.cxc.org).

All School-Based Assessment Record of marks must be submitted online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC for moderation purposes. These assignments will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.

Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC of the examination results.

# ◆ GUIDELINES FOR THE SOCIAL STUDIES ALTERNATIVE TO SCHOOL-BASED ASSESSMENT

The Social Studies Syllabus seeks to introduce students to such knowledge of social phenomena as may enhance their effectiveness as social participants in the Caribbean community. The School-Based Assessment of the Social Studies syllabus is intended to develop in the candidate an interest in self-directed investigation and the collection of data in a scientific manner.

The Alternative to the School-Based Assessment in Social Studies (Paper 03/2), takes the form of a written examination in lieu of school-based teacher assessment for school candidates. This paper will be drawn from Sections A, B or C of the syllabus namely, “Individual, Family and Society”, “Sustainable Development and Use of Resources” and the Options and is weighted in the same way as the Paper 03/1 (SBA) for school candidates, as shown in the table below:

WEIGHTING OF PAPER (03/2) SBA			
<i>Knowledge and Comprehension</i>	<i>Application, Evaluation and Problem-Solving</i>	<i>Total</i>	<i>% of Total Exam</i>
~	40	40	20

Paper 03/2 consists of five structured questions requiring written responses which may vary in length and detail from one to two sentences to one or more paragraphs. Questions will be based on research activities and will test the candidates’ ability to employ skills of enquiry, communication, critical thinking and decision-making. Candidates are advised to familiarise themselves with the research activities listed below, in order to prepare adequately for Paper 03/2. **Please note that candidates taking Paper 03/2 are NOT required to submit a project.**

Questions will normally test candidates’ ability to:

- i. state a problem in the form of a question;
- ii. select an appropriate method of investigation;
- iii. design a simple instrument (protocol) to collect data;
- iv. describe procedures to collect data;
- v. present data in three forms;
- vi. explain data presented in task (v);
- vii. interpret data in terms of the question asked in task (i);
- viii. state findings;
- ix. make recommendations based on findings and the measures to implement one.

In order to enhance their performance on Paper 03/2, candidates may also wish to:

- i. select a problem to investigate and write it in question form;
- ii. select a suitable method to collect data. These may include use of questionnaires, interview schedules, observation checklists and documentary research;
- iii. write out the exact questions that you will put in a questionnaire or ask in an interview;

- iv. *state ways to choose the sample. State how many persons should be in the sample, their gender, age group, area of residence or class. Explain how you will get the information from them;*
- v. *state whether you will use graphs, charts, tables, maps, diagrams, photographs as well as prose to present your data;*
- vi. *explain the data you will show in task (v);*
- vii. *in the light of the question asked in task (i), state what the data mean;*
- viii. *write at least three statements on what you have found out from your investigation of the problem;*
- ix. *suggest two recommendations based on your findings and state how you would implement one.*

## ◆ READING LIST

The following is a list of books and other printed material that might be used for CXC Social Studies syllabus. This list is neither exhaustive nor prescriptive but indicates some possible sources which teachers and students could use as appropriate.

### FOR STUDENTS AND TEACHERS

- |    |                               |                                                                                                                                       |
|----|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Beddoe, B., Bernard, L. et al | <i>Social Studies for the Caribbean: CXC Core Units and Options</i> , Oxford: Heinemann, 2002.                                        |
| 2. | Sandy, M. et al               | <i>CXC Social Studies Essentials with SBA Study Guide and Exercises</i> , Kingston: Jamaica, Carlong Publishers Caribbean Ltd., 2000. |
| 3. | Macmillan Caribbean           | <i>Caribbean Junior Social Studies Atlas</i> , (3rd ed), Oxford: Macmillan Caribbean, 2004.                                           |
| 4. | Ramsawak, R. and Umraw, R.    | <i>Modules in Social Studies</i> , Trinidad and Tobago: Caribbean Educational Publishers Ltd., 2001.                                  |
| 5. | Waterman, I. and Fisher, J.   | <i>Social Studies for Caribbean Examinations (2<sup>nd</sup> ed)</i> , Oxford: Macmillan Caribbean Ltd., 2007.                        |

### FOR TEACHERS ONLY

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|----|-------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1. | Barrow, C.                          | <i>Family in the Caribbean: Themes and Perspectives</i> , Kingston: Ian Randle Publishers, 1996.              |
| 2. | Bilton, T., et al.                  | <i>Introductory Sociology</i> , (4th ed.), Oxford: Macmillan, 2002.                                           |
| 3. | Dunn, H. S. (ed.)                   | <i>Globalization, Communications and Caribbean Identity</i> , Kingston: Jamaica, Ian Randle Publishers, 1995. |
| 4. | Haralambos, M. and Holborn, M.      | <i>Sociology: Themes and Perspectives (7th ed)</i> , New York: Harper Collins, 2008.                          |
| 5. | Leslie, G. R. and Korman, S. K.     | <i>The Family in Social Context (7th ed)</i> , Oxford: Oxford University Press, 1989.                         |
| 6. | Lickorish, L. J. and Jenkins, C. L. | <i>An Introduction to Tourism</i> , Oxford: Butterworth - Heinemann, 1997.                                    |
| 7. | Mann, P.                            | <i>Introductory Statistics</i> , (8th ed), New Jersey: Wiley & Sons, 1998.                                    |

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