CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Certificate of Secondary Level Competence®

SYLLABUS

SOCIAL STUDIES

CCSLC/SS/05/14

Effective for examinations from May–June 2016



CCSLC®

Correspondence related to the syllabus should be addressed to:

The Pro-Registrar
Caribbean Examinations Council
Caenwood Centre
37 Arnold Road, Kingston 5, Jamaica

Telephone Number: + 1 (876) 630-5200
Facsimile Number: + 1 (876) 967-4972
E-mail Address: cxcwzo@cxc.org
Website: www.cxc.org

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Prince Road, Pine Plantation Road, St Michael BB11091

NOTE TO TEACHERS AND LEARNERS

This document CXC CCSLC/SS/05/14 replaces CXC CCSLC/SS/05/06 issued in 2006.

Please note that the syllabus has been revised and amendments are indicated by italics.

First issued 2006
Revised 2012
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Please check the website www.cxc.org for updates on CXC's syllabuses.

PLEASE NOTE



This icon is used throughout the syllabus to represent key features which teachers and learners may find useful.

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Caribbean Certificate of Secondary Level Competence

♦ INTRODUCTION

The Caribbean Examinations Council (CXC) in consultation with policy makers and educators in CXC Participating Territories identified the need for a new programme that *would* respond to the changing demands of the education sector. A major development *has been* the move by all territories to universal secondary education, and to enable persons with a wide range of abilities to benefit from *educational* provision at this level. The decision to implement programmes to achieve universal secondary education is based on an understanding that the region needs a well-educated and trained labour force for an increasingly competitive global environment. A sound secondary education foundation is imperative for further education and training *and for entry in the world of work*.

Several territories, *having recognised* the need for a programme that *would* meet the new needs in secondary education, had embarked on the development of national programmes. However, through consultations at the regional level, policy makers and educators recognised that a regional intervention by CXC *would* have several benefits including cost-effectiveness, standard-setting, portability of certification and regional and international recognition.

CXC has responded. Through the consultative processes employed in syllabus development, *CCSLC has been* developed *and* first *examined* in 2007. The programme which is competency-based comprises a core of subjects – English, Integrated Science, Mathematics, Modern Languages and Social Studies. Through this core, the learner should acquire the knowledge, skills, competencies, values and attitudes that are desired in a secondary school leaver. The core developed by CXC subject panels will be examined by CXC. In addition, learners can gain additional benefit through special programmes that may be added as electives to the core at national level.

Policy makers and educators have noted that, ideally, this core programme could be taken by all students at the stage when they are ready. However, the decision, on who should take the examination and in what year it will be taken, will be decided at national level in consultation with CXC. A person who successfully completes this core should have the foundation for further education and training and for entry level employment. In developing and implementing this programme at the secondary level, CXC, working with its partners, took into consideration the *UNESCO four Pillars of Learning as well as the* cultural context and the aspirations of regional governments for a well-educated and trained labour force to meet the targets set for social and economic development *as enshrined in the CARICOM document "The Ideal Caribbean Person (2000)"*. A sound secondary education which this programme will provide is an imperative as a base for the development of citizens as the most valuable resource of the small states of the region.

The main focus of this new programme is derived from the aspirations of regional governments and the Caribbean Community (CARICOM) which acknowledge that education is the route to healthy democracies and sustainable development. The curriculum is, therefore, competency based and encompasses the knowledge, skills, attitudes, values and attributes expected of high school graduates, by regional Governments. Some of these knowledge, skills, attitudes, values and attributes or competencies are generic and cut across all five subjects, whilst others are peculiar to each of the five subjects of the curriculum. The generic and subject specific competencies targeted for development in the curriculum are given below.

GENERIC COMPETENCIES

- PROBLEM SOLVING
- CRITICAL THINKING
- INFORMED DECISION MAKING
- MANAGEMENT OF EMOTIONS
- POSITIVE SELF CONCEPT
- WORKING IN GROUPS

SUBJECT-SPECIFIC COMPETENCIES

- ABILITY TO COMMUNICATE ORALLY AND IN WRITING
- ABILITY TO FUNCTION IN A FOREIGN LANGUAGE
- MATHEMATICAL LITERACY
- SCIENTIFIC LITERACY
- SOCIAL AND CITIZENSHIP SKILLS

- HANDLING CONFLICT
- DEALING WITH DIVERSITY AND CHANGE
- INDEPENDENT LEARNING STRATEGIES
- COMPUTER LITERACY
- TECHNOLOGICAL LITERACY

COMPETENCIES

The structure of the programme takes into consideration that the attainment of the competencies identified is the result of processes that require life-long learning and that mastery is attained by progressive steps over differing periods of time. Bearing in mind that one of the main purposes of the curriculum is to prepare individuals to participate fully as productive members of society, key competencies have been identified that are essential for daily living with emphasis on the workplace. A Learning Grid (Appendix I) lists the key competencies across the five subjects of the curriculum, identifies a reference number and indicates the subjects or group of subjects that specifically engage the learner in its development.

OUTCOMES OF THE CURRICULUM

The curriculum hinges on the realisation that teaching and learning are essential instruments for the development of autonomous individuals who will be able to function effectively as productive members of society. In this regard, the curriculum has identified knowledge, skills, attitudes, values and attributes or competencies that students who master the programme should have attained. These include:

- a positive image of self, family, community, region and world;
- respect for others irrespective of age, class, creed, gender, ethnicity, physical disabilities or nationality;
- an abhorrence of violence in all its forms and commitment to settle disputes through arbitration and conciliation;
- the capacity to understand that individual freedom is consonant with the acceptance of personal responsibility for one's own actions;
- commitment to ethical and moral societies that recognise equality of opportunity, freedom of expression and association, and the right to fair judicial process.

Main Elements of the Curriculum

- *It provides the foundation knowledge, skills and attitudes required at the secondary level.*
- It provides the foundation for further education and training and for entry level employment.
- It provides articulation between and within subject groups offered in the Caribbean Secondary Education Certificate (CSEC) examination by catering for students who continue at secondary school to take General Proficiency examinations in academic or technical and vocational or a mix of academic and technical and vocational subjects.
- It facilitates articulation within the wider school curriculum and responds to the developmental needs of the region.

Social Studies Syllabus

♦ RATIONALE

The inclusion of Social Studies in the school curriculum is influenced by the premise that an understanding of self, family, community, region and the world, will foster an appreciation of self and the environment. Learners will be sensitised to the need to respect themselves and others irrespective of ethnicity, status, belief, gender or class. The syllabus aims to equip young adults with the knowledge, skills, attitudes and values that would enable them to develop competencies to negotiate the increasingly complex and dynamic global environment in which they live and work.

The approach to the delivery of the subject is interdisciplinary, drawing from a variety of other disciplines including History, Geography, Sociology, Political Science, Anthropology and Economic, and explores the interaction between individuals and their physical and socio-cultural environment.

The syllabus seeks to instil tenets of the Ideal Caribbean Person as articulated by the CARICOM Caribbean Education Task Force (CTF) and adopted by the CARICOM Heads of Government at their 18th Summit. Also, in keeping with the UNESCO Pillars of Learning, on completion of this course of study, students will learn to do, learn to be, and learn to transform themselves and society. On completion of the programme, students will have acquired the competencies to deal with issues and challenges faced in their daily lives and are able to function effectively as productive citizens. For those seeking employment immediately on leaving secondary school, the programme provides the necessary marketable social skills for effective participation in the world of work.

To this end the syllabus contains objectives and content intended to nurture and improve students' social responsibility, personal management skills and foster a positive work ethic.

♦ AIMS

The study of Social Studies is intended to assist students to:

1. *develop a healthy appreciation for self and the importance of one's mental, spiritual, physical and social well-being;*
2. *provide opportunities for self-analysis and the development of social skills;*
3. display knowledge, skills, attitudes and values that will enable them to become productive citizens;
4. *appreciate the importance of living together in harmony;*
5. *develop an appreciation for their environment and contribute towards its sustainability;*
6. *adapt to the changing social, economic, political and technological forces in their country, region and the world;*
7. appreciate their own cultural heritage and *cultivate tolerance for the cultural heritage of others;*
8. *develop civic competence, attitudes and values to function as productive citizens.*

♦ GENERAL OBJECTIVES

On completion of this syllabus, students should:

1. *demonstrate the ability to make informed decisions on moral and ethical issues;*
2. *develop an appreciation of family and kinship;*
3. *develop and practise social skills and values which create positive personal and interpersonal relationships;*
4. *develop attitudes and values that will enable them to make meaningful contributions as members of society;*
5. *develop a sense of national identity and pride.*
6. *accept responsibility and be accountable for the effects of their actions on their own lives and the lives of others;*
7. *appreciate the value of good work ethics for employer and employee.*
8. *understand the impact of globalisation on the Caribbean society and economy;*
9. *develop an appreciation of the need to respond/adapt to global changes.*

♦ SKILLS TO BE ASSESSED

The following skills and abilities are to be assessed:

1. Problem solving using systematic procedures.
2. Collecting, organising, interpreting and presenting information (research).
3. Displaying appropriate attitudes and behaviour in the conduct of inter-personal relationships (exercise of good interpersonal skills).
4. Exhibiting good citizenship practices in local and regional contexts.
5. Working collaboratively in groups
6. Reading and interpreting maps and other graphical representations.

♦ ORGANIZATION OF THE SYLLABUS

The syllabus is arranged in Five Modules, namely:

Module 1 – Dimensions of Self

Module 2 – Community Interaction

Module 3 – Responsibility and Accountability

Module 4 – Regional Perspective

Module 5 – The Global Village

♦ ASSESSMENT GUIDELINES

Assessment is an integral component of the programme of studies. Its major functions include facilitating learning, providing information which may be used by students and teachers in the *planning of subsequent instructional experiences, and providing information on the level of proficiency demonstrated by the student. Teachers are encouraged to take advantage of the flexible structure of the programme to ensure that students demonstrate mastery of each increment of the programme. A student who has attained mastery should, on any subsequent occasion, and* without assistance, be able to demonstrate the highest levels of proficiency on the same or an equivalent task.

The assessment for each syllabus comprises two major components: *School-Based* Assessment (SBA) and External Assessment (EA).

SCHOOL-BASED* ASSESSMENT *(SBA)

This assessment spans two phases.

Phase 1:- Formative Assessment

Teachers assess students to identify their areas of strength and weakness. This assessment may be formal or informal, and is usually continuous and integrated with teaching and learning. Some teaching and learning activities are suggested in this programme of study and the assessment tasks may either be designed or sourced by the teacher, or may be selected or adapted from those provided in the assessment column of this programme of study.

Information derived from this type of assessment should be used by teachers and students in planning subsequent action. Students should be encouraged to assess themselves (self- and peer- assessment) and, wherever practical, to participate in the planning of subsequent activity. The effectiveness and management of this approach may be enhanced by sharing the assessment criteria with students before the assessment is done, or by engaging them in the development of these criteria.

Phase 2:- School-Based Assessment

Teachers assess students in order to create an objective record of the highest level of proficiency demonstrated. Students may be assessed any time after the teacher deems that they have attained mastery. Teachers may also provide exercises which integrate skills across the Modules. The students may be assessed individually or in groups, and the arrangements and scheduling may be influenced by the nature of the task, and logistical and administrative considerations. *A single school-based assessment is required for each Module and is marked using a standardised scoring rubric.* **Each subject has five Modules, and for each student, the teacher will submit to CXC *the marks for each Module***.

The following three specifications facilitate the standardisation of the school-based assessment:

(a) A generic task is outlined at the end of each Module. This task provides general specifications, and conditions which must be satisfied by the assessment undertaken by all students. However, within the limits specified, teachers may adapt the tasks to reflect local or individual interests. For each assignment, one example of an adaptation is given.

(b) A standardised rubric or mark scheme is defined and is to be used by the teacher in scoring all students' work. This rubric/mark scheme is designed to clearly indicate the dimensions of interest and the relative importance of each; consequently, it may be used by teachers to verify the appropriateness of their adapted task. While the generic task may be adapted, the mark scheme is not to be adjusted. **The same mark scheme is to be used by all teachers and students across all centres and territories**.

(c) *It is expected that quality control and monitoring of teachers' adherence to the specifications will be arranged and managed at the level of the institution.*

In order to ensure that students have reasonable opportunity to achieve and demonstrate mastery, teachers can afford their students multiple opportunities to retake or resubmit the *School-Based* Assessment for any Module. Feedback and suggestions for improvement may be provided between attempts, however, the process should be transparent and objective, and the mark awarded should be indicative of the level of proficiency that the candidate would be able to demonstrate independently. The achievement of mastery is emphasised in this programme; thus, a student will be expected to achieve a minimum of 50 per cent of the marks available for the *School-Based* Assessment component that will be completed in preparation for taking the external examination.

MODULE SCHOOL-BASED ASSESSMENT TASKS

MODULE 1 - Case Study
MODULE 2 - Research Project and Biography
MODULE 3 - Monthly Budget and an Interview
MODULE 4 - Scenario incorporating aspects of Caribbean Culture
MODULE 5 - Group research project

MODERATION OF SCHOOL-BASED ASSESSMENT

***Teachers will be required to submit when requested by CXC**, a sample of candidates' work completed for School-Based Assessment for moderation purposes. This procedure serves to ensure that the scores awarded by teachers throughout the system are consistent with the standards set by CXC. The samples will be reassessed by a CXC examiner. The examiner's comments will be sent to teachers as Moderation feedback.*

EXTERNAL ASSESSMENT

At any given sitting, candidates may register to write the external examination in one or more subjects. The external assessment will be a multiple-choice examination comprising 50 items.

♦ ELIGIBILITY FOR CCSLC 

*A candidate will be awarded the CCSLC certificate if He/She, over a period of up to five years, successfully completes a minimum of **five** subjects selected as follows:*

1. ***Two compulsory subjects***

Syllabus developed by CXC specifically for this programme

(a) *English*
(b) *Mathematics*

2. ***Three subjects from any group or combination of groups listed below:***

(a) ***Other subjects developed by CXC specifically for CCSLC***

(i) *Integrated Science*
(ii) *Modern Languages: French, Portuguese, Spanish*
(iii) *Social Studies*

(b) ***CSEC, TVET and Business Studies Programme – Grades I, II, III and IV***

Family and Resource Management	*Principles of Business*
Textiles, Clothing and Fashion	*Principles of Accounts*
Food, Nutrition and Health	*Electronic Document Preparation and Management*
Building and Furniture Technology	*Electrical and Electronic Technology*
Mechanical Engineering Technology	*Office Administration*
Agricultural Science	*Information Technology*
Technical Drawing	*Economics*

(c) ***CSEC Creative and Expressive Arts – Grades I, II, III and IV***

Music	*Theatre Arts*
Visual Arts	*Physical Education and Sport*

(d) ***TVET and other Programmes certified by other Boards***

For example, City and Guilds, Heart Trust/NTA (Jamaica) and Royal College of Music

(e) ***TVET** Level 1 Programmes available in the Region*

For example, Beauty Culture, Auto Mechanics, Cabinet Making and Hospitality

(f) ***Any locally certified enrichment programme which satisfies the criteria set by CXC***

For example, Citizenship Education and Community Service

Candidates are responsible for ensuring that such programmes satisfy these criteria.

3. ***Reporting CCSLC Results***

Scores from the School-Based Assessment (SBA) and the External Assessment (EA) will be combined to give a composite score with a maximum of 100. A single subject grade will be reported. The grade boundaries are as follows:

Composite Score	Grade
75 - 100	Master
50 - 74	Competent
1 - 49	Developing Competence

4. ***Certification***

(a) A result slip *and a certificate* will be *issued* after every sitting of subjects developed by CXC.

(b) A Certificate will be awarded after a candidate achieves a minimum of Competent in five subjects within a five-year period.

♦ FORMAT OF THE ASSESSMENT



School-Based Assessment — Five *school-based* Module Assessments – one per Module.

External Assessment (1 hour 15 minutes) — Fifty multiple-choice items; each item will have four options.

NOTES ON THE EXAMINATION

1. CXC will set and mark the external assessment.

2. The teacher will set and mark the assignments that make up the *School-Based* Assessment of each Module using the Guidelines provided *at the end of each Module*.

3. The teacher will submit marks for each of the five Modules.

4. Samples submitted for moderation must be accompanied by a scoring rubric.

5. The teacher will submit the *marks for each Module* to CXC no later than 31 May.

6. CXC will combine the marks earned on the *school-based* and the external assessment to produce the candidate's overall grade.

7. *All school-based assessment materials must be retained by the school for at least six months after the issuing of results.*

8. The *mark* allocation for this syllabus is shown below:

Component	Marks Allocated					Total Marks	% Contribution to Composite score
	Module 1	Module 2	Module 3	Module 4	Module 5		
***School-Based* Assessment**	20	20	20	20	20	100	***50***
External Assessment	12	8	12	10	8	50	***50***
% Contribution to Composite score	**22**	**18**	**22**	**20**	**18**	*****	**100**

9. *A candidate will be awarded the certificate if he/she over a period of up to five years after first sitting, successfully completes a minimum of five subjects as specified on pages 5 – 6.*

10. A result slip will be provided after every sitting for which a candidate registers for the external examination in one or more subjects.

♦ REGULATIONS FOR RESIT CANDIDATES



1. *Resit candidates must complete Papers 01 and 02 of the examination for the year for which they re-register. Resit candidates who have earned 50% of the* ***MODERATED*** *score for the* School-Based Assessment *may elect not to repeat this component, provided they re-write the examination no later than the year following their first attempt. The scores for the* School-Based Assessment *can be transferred once only, that is, to the examination immediately following that for which they were obtained.*

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

♦ MODULE 1: DIMENSIONS OF SELF

This Module contains the following topics:

(a) *Personal Characteristics;*

(b) *Stages of Human Development;*

(c) *Understanding Myself;*

(d) *Family and Kinship.*

GENERAL OBJECTIVES

On completion of this Module, students should:

1. *demonstrate the ability to make informed decisions on moral and ethical issues;*

2. *develop an appreciation of family and kinship;*

3. *develop and practise social skills and values which create positive personal and interpersonal relationships.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
(a) *Personal Characteristics*			
1. Identify *and discuss characteristics* that make each individual different;	Our special characteristics: (a) age; (b) *height;* (c) *weight;* (d) gender; (e) ethnicity; (f) *complexion.*	▪ Student writes *at least* 5 sentences about himself or herself, each describing one of the physical features listed in the Content. ▪ Teachers are advised to engage students in discussion on other special characteristics that make each individual different. ▪ *In groups students will gather data on their classmates' special characteristics.* ▪ *In groups students will prepare personal ID cards using characteristics listed.* ▪ *"Guess who I am" activity.* ▪ *Journal entries to include personal strengths and weaknesses, the impact of their contribution to group work, etc.*	▪ *Students make presentations of their work. Students assess each other's representations of self.* ▪ *Students prepare short biography of self.* ▪ *Students identify at least 3 similarities and 3 differences among classmates based on special characteristics.* ▪ *Students present completed ID.* ▪ *Students should use data to present graphs.* ▪ *Student will prepare and present in class a brief skit indicating the importance of appreciating our differences.* *NB. Teachers should ensure that rubrics are developed to facilitate the demonstration and measurement of elements such as participation, responsibility, time management etc.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
(b) *Stages of Human Development*			
2. describe the stages of human development;	(a) pre-natal; (b) infancy; (c) childhood; (d) adolescence; (e) adulthood; (f) senescence.	▪ Groups of students develop an album or a journal using photographs or drawings in which they create a profile of self. *Items should include aspects of physical and emotional growth.* Each group may choose a different stage of development. *The profile should include (a) physical change (b) emotional (c) what social institutions* could do to cater for the needs of the individual at the selected stage.	▪ Matching exercises comprising (a) statements describing the main traits at different stages of development and (b) a list of the different stages of an individual's development ▪ *Students will draw timelines to show the years when individuals should go through the different stages.* ▪ *Students should use numerical data to present graph* Mastery is achieved when student is able to match each trait with the appropriate level of development, *and represent the data with an appropriate graph.* Assessment criteria should include all aspects of the activity.
(c) *Understanding Myself*			
3. distinguish between moral and immoral behaviour in a variety of situations;	Concepts of: (a) honesty; (b) fairness; (c) sanctity of life; (d) value of work; (e) value of caring for others.	▪ Brainstorming or concept mapping to identify words, ideas, and behaviours associated with the concepts identified under the Content. Many examples should be used and class discussion and group work should be encouraged.	▪ A moral dilemma, not discussed in class, is presented and students are asked to identify the dilemma, resolve it and justify their decision. *Some of the data should be presented using graphic representations.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
		▪ A file of case scenarios developed from students' suggestions, depicting moral dilemmas is *created*. Students are taught to identify the dilemma, are shown the ways (negative and positive) by which the dilemmas could be resolved and how the methods used to resolve them could be justified. ▪ *Use of a class Mock trial. (The teacher should encourage students to work in groups, assume as many roles as possible and use this opportunity to distinguish between moral and immoral behaviour in a variety of situations)* Examples of moral dilemmas: (a) a weak student is offered an examination paper before the date of the examination; (b) a homeless man finds a sizeable sum of money; (c) an unemployed man considers stealing to feed his family; (d) an unemployed woman considers prostitution to feed her family; (e) a witness to murder considers withholding the information from the police; (f) *a gang* member *kills an innocent bystander in a drive by shooting;* (g) *current cases should be considered.* ▪ *Journal entries to include personal strengths and weaknesses in relation to handling dilemmas, the impact of their contribution to group work, etc.*	*Assessment criteria should include life and work skills.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
4. discuss the factors that influence a positive self-image;	Concepts of: (a) self-image; (b) self-esteem; (c) ego.	▪ Students are assigned to write 2 paragraphs entitled "What I love about myself" ▪ *Students create an on-line journal or blog and share perceptions of self.*	▪ Teacher and students develop criteria for marking paragraphs, *journal entries, blogs*.
5. *discuss* factors that contribute to a negative self-image;	(a) attitude; (b) aptitude; (c) motivation; (d) values; (e) stress; (f) impact of one's actions on others.	▪ Students discuss case studies in which positive and negative behaviours are displayed. Students are asked to reflect on, and make an oral presentation on the possible consequences of the behaviour.	▪ *Create an observation checklist for student behaviour containing at least 5 points which could include* (a) *taking turns to contribute;* (b) *tolerance/respect of the views of others;* (c) *willingness to participate.*
6. discuss situations that may lead to stress;	(a) causes of stress; (b) consequences of stress; (c) possible solutions to stress.	▪ Brainstorming session on stressful situations in which students identify the causes of the stress and identify coping strategies. ▪ Class discussion on how people cope with stressful situations.	▪ Students select a song, poem or rap on love, ambition or tragedy. Students identify: (a) the factors that cause stress; (b) how the writer or composer deals with stress; (c) how the student would have dealt with the stress; (d) Strategies that could be used to cope with the stress.

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
7. demonstrate desirable qualities for healthy social interaction;	Concepts of: (a) caring; (b) understanding; (c) loyalty; (d) forgiveness; (e) respect; (f) tolerance; (g) discipline; (h) diligence; (i) conformity; (j) compromise.	▪ Role play scenarios from sports and family endeavours in which cooperation, tolerance, respect and forgiveness are required to accomplish goals.	▪ *Students* will critique each group presentation.
8. Assess examples of socially acceptable behaviour in a variety of situations;	*Social graces, for example, the use of "excuse me"; "thank you"; "have a nice day"; "sorry", "please".*	▪ Students discuss case studies in which positive and negative behaviours are displayed, for example, the disposal of garbage in drains or the use of derogatory terms to describe persons. Students assess the appropriateness of the behaviours displayed.	▪ Students *on their way to and from school and at home would use the social graces and document reactions. They document reactions they encountered and make presentation to class.* ▪ *Students assess the appropriateness of the behaviours displayed.*
9. differentiate between needs and wants;	Humans as rational beings. Concepts of: (a) needs and wants; (b) steps in decision-making; (c) enabling qualities for proper decision-making; (d) facts and opinions.	▪ Teacher presents class with a family profile and students are assigned to create a family budget in light of the needs and wants of family members. ▪ Students are presented with scenarios on how situations were handled and assigned to critique the appropriateness of decisions made in light of the decision-making process.	▪ Students create pie charts to depict how family resources could be effectively allocated. <u>Criteria for marking</u> (a) analysis of needs and wants based on resource allocation in the budget; (b) accuracy of pie chart.
10. outline the steps in making an	Students are taken through the	▪ Students are presented with scenarios and asked to gather	▪ Class discussion on the steps in

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
informed decision; 11. identify factors to be considered in making an informed decision;	decision-making process by the teacher: (a) define the problem; (b) gather information; (c) develop alternatives; (d) weigh alternatives; (e) select best alternative; (f) implement solution; (g) monitor progress; (h) review.	relevant information, determine and weigh alternatives and select best option towards solving a problem. Students respond to the scenarios by referring to the decision-making process and justifying choices.	problem-solving. Observation checklist developed to assess students' participation and contribution to discussions.
12. outline *steps in setting and achieving goals;*	(a) *Define the concept **goal**.* (b) *Identify personal goals.* (c) *Short Term and Long Term Goals.*	▪ *After class discussion, students design an "action plan" for setting personal goals.*	▪ *Students are marked on aspects of a portfolio in progress on career aspirations.*
13. differentiate between facts and opinions in a variety of situations;	(a) *facts;* (b) *opinions;* (c) *reliable sourcing, disseminating and utilizing information .*	▪ *Students are to be assisted in understanding the principles and procedures involved in reliable sourcing, disseminating and utilizing information.* ▪ Students are presented with scenarios containing facts and opinions and are assigned to *identify* the facts and opinions in the passage. Teacher presents two passages, the original and a rewritten version in which facts and opinions are distorted. Students *identify* the distorted pieces and indicate the causes of the distortion. Students also discuss the consequences of the distortion. Teacher engages students in discussion on how statistics and opinion polls can be used to disseminate distorted information. ▪ *Students should suggest ways in which the practices and*	▪ *In groups,* students peruse a listing of various facts interspersed with opinions. They are asked to *classify* the *statement as facts or opinions.* ▪ *Assume the role of a journalist and craft a story to be submitted to the editor of a leading newspaper.* *These stories are randomly read and critiqued from an editor's perspective with questions being asked regarding the principles and procedures of reliable sourcing, disseminating and utilizing information.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
		processes could be improved in the scenario above.	
(d) *Family and Kinship*			
14. explain the concept of family;	Persons related by blood, marriage or adoption, living and sharing a single household.	▪ *Stimulus photographs/pictures of family/memorabilia. Discussion*	▪ Students must denote true or false by use of a tick *beside* true and false statements about the family.
15. identify family structures prevalent in the Caribbean;	(a) nuclear; (b) extended; (c) single parent; (d) blended (combined); (e) sibling.	▪ *Students engage in discussion to categorise family types and responsibilities.*	▪ Students conduct a survey to find out the proportion of students in a class (students choose different classes) who belong to different family structures. Findings are presented in tables and *appropriate graphs*.
16. *describe the role and responsibilities of family members in contributing to the well-being of the family;*	(a) grandparents; (b) parents; (c) children.	▪ *Teacher facilitates group/whole class discussions on roles and responsibilities of family members.*	▪ Students keep a scrap book in progress of his/her family. Sections in the book should be: (a) family name; (b) family address; (c) my grandfather and grandmother; (d) my father and mother; (e) my brothers and sisters; (f) my relatives; (g) my family tree (4 generations); (h) role of family members; (i) what my family does for me; (j) what I do for my family. Scrap book is treated as work in progress,

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
			developed with guidance from the teacher *and with specific timelines established*. Scrap book should contain photographs or drawings of family members.
17. discuss *the relevance of family history;*	(a) *religious;* (b) *medical;* (c) *ancestral.*	▪ *Choose one of the characteristics under Family History and research how families have been affected by that characteristic.*	▪ Presentation *of the Research.*
18. explain the concept of the generation gap; 19. discuss *possible reasons for the generation gap;* 20. *propose ways in which the* generation *gap scenarios can be minimised;*	*Concept – generation gap.* Reasons for the gap and what could be done to minimise its effects. (a) *family gatherings;* (b) *storytelling;* (c) *Observation of Heritage Day*	▪ *Scenarios or pictures depicting generation gap.* ▪ *Panel discussion – sharing of experiences of older and younger people from the community.*	▪ *Role play* instances *reflecting a generation gap and students critique the performances.* ▪ *Class project to carry out simple activities to bridge the generation gap in their family/ community. Upon completion, the project is to be evaluated by the class to identify effectiveness, strengths and weaknesses of actions taken.*
21. *describe the relationships among members shown in a family tree.*	The reasons for drawing a family tree: (a) to trace your family history; (b) to examine your family relationships; (c) *Examine relationships among members of the extended family.*	▪ Students design a family tree of four generations: great-grand parents, grandparents, parents and children. Students make oral presentations on the relationship between members on the family tree.	*Students work in groups to construct family trees extending to four generations.*

SCHOOL-BASED ASSESSMENT

GENERIC TASK

There are two tasks to be completed for the *School-Based* Assessment in Module 1. These are listed below.

1. *A moral dilemma*.

2. Interpretation of information on a family tree as described below.

Task 1

Mr Smith's Mobile Phone

Miguel and Hayden are best friends who both attend the same school and are in the same class.

Miguel has been known to take things that do not belong to him without the owner's permission while his friend always tried to follow the rules.

While passing a classroom, the boys spotted Mr. Smith's mobile phone on his desk. Miguel promptly removed the phone.

As it turned out, no one was aware of Miguel's action except Hayden and despite continuous appeals for the return of the phone, neither boy volunteered information on the phone's whereabouts.

1.	*Imagine you are Hayden. Give 2 possible courses of action that you can take in the given situation.*	*(4 marks)*
2.	*Which one of the two possible courses of action would you choose?*	*(1 mark)*
3.	*Give 2 reasons to justify your choice.*	*(4 marks)*
4.	*Explain one long term consequence of Miguel's behaviour.*	*(3 marks)*

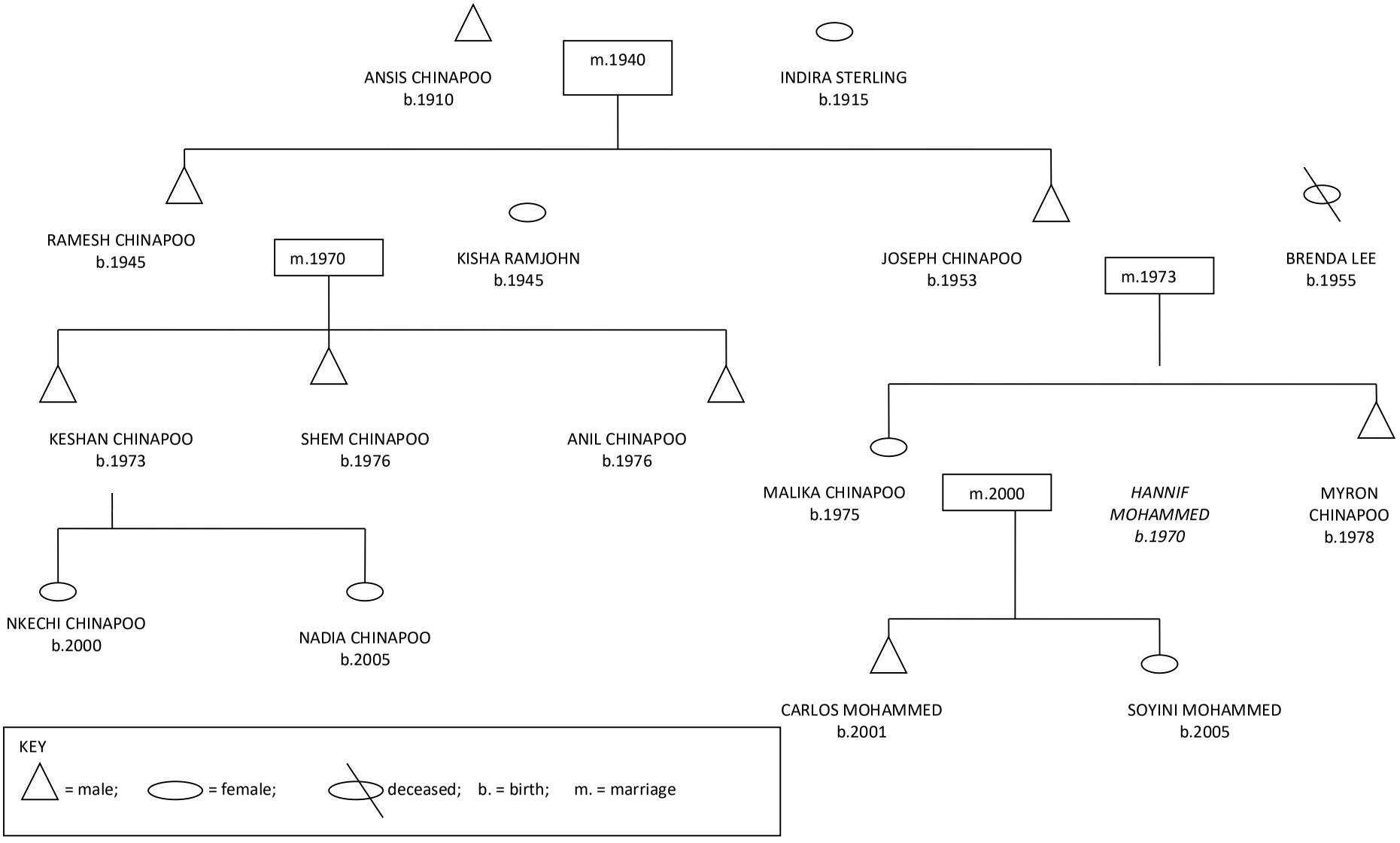
(Total marks for Task 1: 12 marks)

Guidelines for Task 2: The Family Tree

(a) The tree should consist of four generations;

(b) Two family structures should be represented in the family tree.

Task 1 should be marked out of 12. Task 2 should be marked out of 8. The total mark for the 2 tasks for Module 1 is therefore out of 20.


ANSIS CHINAPOO
b.1910
m.1940
INDIRA STERLING
b.1915
RAMESH CHINAPOO
b.1945
m.1970
KISHA RAMJOHN
b.1945
JOSEPH CHINAPOO
b.1953
m.1973
BRENDA LEE
b.1955
KESHAN CHINAPOO
b.1973
SHEM CHINAPOO
b.1976
ANIL CHINAPOO
b.1976
MALIKA CHINAPOO
b.1975
m.2000
HANNIF MOHAMMED
b.1970
MYRON CHINAPOO
b.1978
NKECHI CHINAPOO
b.2000
NADIA CHINAPOO
b.2005
CARLOS MOHAMMED
b.2001
SOYINI MOHAMMED
b.2005
KEY
= male;
= female;
deceased;
b. = birth;
m. = marriage

Students must answer the following questions on the family tree.

(a) How many generations are shown on the family tree? (1 mark)

(b) What is the relationship between Joseph Chinapoo and Soyini Mohammed? (1 mark)

(c) In what year did *Haniff* and Myron become in-laws? (1 mark)

(d) What is the relationship between Nadia Chinapoo and Anil Chinapoo? (1 mark)

(e) Name two persons who are of the same age. (1 mark)

(f) Name the two types of family structure represented on the tree. (2 marks)

(g) State *one* institution used for gathering information for constructing the tree. (1 mark)

TOTAL: 8 MARKS

Key to Task 1

(a) Four generations.
(b) Grandfather-granddaughter.
(c) 2000.
(d) Uncle and niece.
(e) Shem and Anil/Ramesh and Kisha/Nadia and Soyini.
(f) Nuclear and Single parent.
(g) Registry Office, Church and school.

♦ MODULE 2: COMMUNITY INTERACTION

This Module contains the following topics:

(a) *Social Interaction;*

(b) *Social Problems and Issues;*

(c) *National Identity;*

(d) *Civic Competence.*

GENERAL OBJECTIVES

On completion of this Module, students should:

1. *develop attitudes and values that will enable them to make meaningful contributions as members of society;*

2. *develop a sense of national identity and pride.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
(a) *Social Interaction*			
1. explain the concept of a group;	(a) achievement of a mutual goal; (b) teamwork; (c) cooperation; (d) decentralisation of authority; (e) power relationships.	▪ *Teacher places students in learning communities for them to explain the concept of group,* develop a list of groups and identify common characteristics of groups with assistance from the teacher. ▪ Class discussion and gathering of information on groups within the school, for example, sporting groups, cadets, Girl Guides and Boys' Scouts, Photography Club.	▪ Students answer the following questions based on the information gathered: Research activity: (a) *What type of group is it?* (b) Why was the group established? (c) What benefits accrue to members? (d) What keeps the group together? (e) Why are rules necessary? (f) What is done to ensure that

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
		▪ *Students watch video related to groups. Teacher uses the "Three-Minute Pause" strategy for students to identify common characteristics of groups.*	members follow the rules? ▪ *Students will create a crossword puzzle using words and meanings.* ▪ *Students will list various groups found within the community and classify each group according to the major types of groups.* ▪ *Students will use a concept map to show how their class fits into a particular group type.*
2. *distinguish between formal and informal groups;* 3. state the benefits to an individual joining groups; 4. describe the roles of individuals within formal groups in the school;	(a) *characteristics of each type;* (b) *purposes of formation;* (c) *benefits to group members;* (d) *social interaction within the groups;* (e) *factors that promote group cohesion.*	▪ *Teacher will ask students to collect pictures that depict informal and formal groups. Students will work in their learning communities to create a chart to differentiate between formal and informal groups. Outline:* *(a) Characteristics of each type;* *(b) Purposes for formation;* *(c) Benefits to group members;* *(d) Social interaction within the groups.* ▪ *Students will list the roles of individuals within their school from principal to the ancillary staff. Teacher will use "Random Call Cards" to ask individual students to describe the roles of these individuals.*	▪ *Matching exercises in which students categorise list into formal and informal groups.* ▪ *Students will make a presentation on formal and informal groups, focusing on characteristics of each type, purposes, benefits, and social interaction. Students will evaluate the presentations.* ▪ *Working in groups students will prepare a portfolio on a particular group they will want to form/establish. Each group member has to be assigned a special task. A group leader will be selected and discussions will be held to identify* *(a) areas to be researched;*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
			(b) deadlines for submission; *(c) meeting times;* *(d) a monitoring checklist to ensure deadlines are met.* ▪ *A presentation will be made to the class who will critique and provide feedback.*
5. identify the factors that promote group cohesion; 6. *distinguish among* norms, laws and values; 7. *discuss* reasons for creating and maintaining laws in a society;	(a) norms; (b) mores; (c) folkways; (d) laws. Reasons for laws.	▪ *Teacher will engage students in discussion on group cohesion. During the discussion students will conduct simple research (using dictionaries or internet) to define norms, mores, folkways and laws and use the information to enhance the discussion including showing how these contribute to group cohesion.* ▪ *Using the Round Table Strategy students will distinguish among laws and values.* ▪ *Using the Town Hall Circle Strategy students will outline and discuss the reasons for creating and maintain laws in a society.*	▪ Observation *checklist developed by teacher to assess students' participation and contribution to discussions.* ▪ *Present scenarios and ask students to identify instances of norms, laws and values.* ▪ *"Laws are like chains on a person's hands and feet in society." Discuss the reasons for creating and maintaining laws.* *OR* ▪ *Debate the moot above.* ▪ *Analysis of scenarios where students give alternative endings to scenarios presented.*
8. identify the factors that lead to indiscipline among group members;	(a) lack of respect; (b) favouritism; (c) laissez-*faire leaders.*	▪ *Students will identify the factors that lead to indiscipline among group members.*	▪ *Students analyse scenarios presented and give solutions to the problems.* *OR*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
9. *suggest solutions to problems of indiscipline;*		▪ *Students will create scenarios where they have encountered indiscipline at school or their community.*	▪ *You have been invited to speak at a community meeting on the topic:* *"Managing indiscipline in our community". In your speech include factors that lead to indiscipline and suggest solutions to this problem.*
10. identify the essential qualities of a good leader;	Leadership qualities. Including but not limited to: *(a) ability to communicate clearly;* *(b) honesty;* *(c) confidence;* *(d) ability to delegate;* *(e) commitment;* (f) *creativity;*	▪ Students discuss their favourite hero or heroine and explain, by oral presentation, how he or she exhibits good leadership qualities.	▪ Teachers and students may develop a checklist and enter marks for students' contribution to discussions. ▪ *Among your schoolmates, conduct a survey on the qualities of a good leader and present a bar graph showing the views of the participants.*
11. identify potential sources of conflict in different contexts; 12. outline strategies to reduce conflict; 13. outline strategies to resolve conflict in given situations;	(a) potential causes and consequences; (b) strategies to reduce conflict; (c) strategies to resolve conflict, including mediation and reconciliation.	▪ **Under the guidance of the teacher,** students create a skit highlighting sources of conflict and make suggestions on how to resolve them.	▪ Checklist developed by teachers and students on individual contributions. ▪ *Role play of scenarios with conflict and how the scenarios are resolved.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
14. *identify the positive traits of a role model;*	(a) fairness; (b) flexibility; (c) honesty.	▪ *Identify positive role models in the society and explain why these are chosen.* ▪ *Role play role models while others guess. Ask students to justify selection of their role models.*	▪ *Select a particular role model in the community and prepare a research paper on the selected individual. Prepare and present your information using at least 2 forms of data presentation. (audio/ visual)* ▪ Peer evaluation in which teacher and student develop marking criteria and checklists for presentations.
15. explain the concept of an institution;	Organisations or arrangements created to meet the basic needs of society, for example, the family and schools.	▪ *Conduct field trips to various institutions using prepared questionnaires/worksheets.* ▪ Students report on the social activities in which the institutions are engaged	**Field trips** ▪ *Students provide answers to questions posed after the trips.*
16. identify institutions and their responsibilities;	(a) economic; (b) political; (c) legal; (d) cultural; (e) religious; (f) educational.	▪ Invite resource persons to discuss benefits granted by their organisations. Teacher prepares students by advising that they jot down notes since a summary statement will be required of them based on the discussions. Alternatively, the teacher may give students questions beforehand that they need to answer at the end of the discussion. ▪ Group activity: Students find out about the offerings of various social institutions, for instance, the YMCA.	▪ Observation checklist on students' participation in discussions.

<table>
<tr><th>SPECIFIC OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED TEACHING AND LEARNING ACTIVITIES</th><th>ASSESSMENT</th></tr>
<tr><td colspan="4">Students should be able to:</td></tr>
<tr><td colspan="4">(b) Social Problems and Issues</td></tr>
<tr><td>17. explain the concept of a social problem or issue;

18. identify causes of social problems and issues;

19. explain the possible consequences of social problems and issues;

20. propose possible solutions to social problems and issues;</td><td>A pattern of undesirable behaviours affecting a large number of people.

(a) ignorance;
(b) unemployment;
(c) lack of parental supervision.

(a) juvenile delinquency;
(b) teenage pregnancy;
(c) gang violence;
(d) prostitution.

(a) counselling;
(b) peer mentoring;
(c) big brother/sister programme.</td><td>▪ Brainstorming. Students develop a list of social problems, causes, consequences and solutions. For example:

<table><tr><th>Social Problems and Issues</th><th>Causes</th><th>Consequences</th><th>Solutions</th></tr><tr><td>Tardiness</td><td>• Waking up late.
• Watching Television in the morning.</td><td>• Missed classes.
• Detention.</td><td>1. Improved parental super-vision.
2. Students taking responsi-bility for their actions.</td></tr></table></td><td>▪ Group research and presentation of an identified social problem or issue that affects their community. Teacher- guided discussion. Assess for accuracy and creativity.

▪ Students will identify the social problems in their community and rate them from most prevalent.

▪ Working in groups, students will use different strategies to make a presentation to the class on an identified social problem, its consequences including impact on the community, and solutions. Members will have to be assigned different roles, meeting times, dates set and deadlines decided. During the presentation the class will critique and assess the presentation.

▪ Students will use the internet to conduct a research on ONE of the issues, and make a short presentation to the class.</td></tr>
</table>

<table>
<tr><th>SPECIFIC OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED TEACHING AND LEARNING ACTIVITIES</th><th>ASSESSMENT</th></tr>
<tr><td colspan="4">Students should be able to:</td></tr>
<tr><td>21. identify institutions that assist in handling social problems and issues;</td><td>(a) social welfare agencies;
(b) probation offices;
(c) rape and crisis centres;
(d) hospitals and clinics;
(e) child welfare agencies;
(f) drug rehabilitation centres;
(g) religious organisations;
(h) police service.</td><td>▪ Teacher conducts brainstorming session with class on agencies and institutions that provide support to persons with social problems and issues.

▪ Field trips to visit various institutions that assist in handling social problems and issues.

▪ Teacher will present data in the form of a graph and help students to analyse the information.(This may or may not be from their community)</td><td>▪ Teacher provides a list of social problems and issues and students identify the agencies that could provide assistance. Mastery achieved when student matches agencies on the list with corresponding social problems and issues.

<u>Example of task</u><table><tr><td>Problem / Issue</td><td>Agencies for assistance</td></tr><tr><td>My classmate was raped</td><td>▪ Rape Crisis Centre
▪ Police Station</td></tr><tr><td>A friend is depressed and contemplating suicide</td><td></td></tr><tr><td>My sister abuses drugs</td><td></td></tr><tr><td>My neighbour owns an illegal gun</td><td></td></tr></table></td></tr>
<tr><td colspan="4">(c) National Identity</td></tr>
<tr><td>22. locate their community on a map;

23. identify national flora and fauna;</td><td>(a) The cardinal points. (8 points)

(b) Location of landmarks in relation to other landmarks.</td><td>▪ Students locate important landmarks in their country on a territorial map, or by using an application such as Google Earth.
(a) Draw and interpret community and national maps.</td><td>▪ Students are given a blank map to identify local landmarks which must be accurately identified in terms of the cardinal points</td></tr>
</table>

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
24. *state* national symbols; 25. *name* outstanding local personalities; 26. *identify* the different ethnic groups in their country; 27. *list their major contributions to their society;*	National cultural heritage: (a) *nation builders;* (b) *political;* (c) *educational;* (d) *sports;* (e) *cultural;* (f) *national events;* (g) *national flag;* (h) *anthem;* (i) *coat of arms;* (j) *motto or watchwords;* (k) *flora;* (l) *fauna.* ***Ethnic Groups*** (a) *Tainos;* (b) *Kalinagos;* (c) *Europeans;* (d) *Africans;* (e) *Asians.*	(b) *Field trips.* ▪ Students develop a scrap book that must include the national anthem, national symbol, flora, fauna, national songs, national awards, and heroes. The scrap book should include the content of Module 4, Objectives 5-7. ▪ *Students create an electronic portfolio using available software.* ▪ Divide the class into groups and allow each group to research the contribution of one ethnic group. Present research to the class. ▪ *Students and teacher will prepare a timeline on the arrival of ethnic groups in the Caribbean and as best as possible, in each territory.* ▪ *Working in groups, and with the guidance of the teacher, students will outline the major contributions of the different ethnic groups to different territories and the region.*	▪ *Scrap* book is treated as work in progress, developed with guidance from the teacher. ▪ *Students will collect relevant national symbols and artefacts and will mount a display in class to be viewed by others.* *The rubrics used in assessment must have criteria for "safe use" as well as "demonstration of relevant skills and the following of procedures".* ▪ *Working in groups, students will conduct research on their country's heritage and present the data using at least 2 modes. A presentation should be made to the class which will critique the presentation based on set criteria. Areas of focus should include symbols, political, social and cultural heritage.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
(d) *Civic Competence*			
28. *explain how Government works;*	*Choosing a Government.* *Three functions of each Arm:* (a) *Legislature;* (b) *Judiciary;* (c) *Executive.*	▪ *Using specific websites, students will research and contribute to discussion on how Government works. Individual students will be selected at random to present short "speeches" on an arm of the government.*	▪ Design assessment *rubrics for each activity* using a checklist prepared by teacher and students. ▪ *Students make entries in portfolio on how Government works.*
29. *outline duties and obligations of citizens.*	(a) *obeying the law;* (b) *paying taxes;* (c) *voting;* (d) *respect for law and order.*	▪ *Using specific websites, students will research and contribute to discussion on the civic duties of citizens.* ▪ *Continue activities started in #14 above to include discussion on how good citizenship contributes positively to a society.* ▪ *Mock election for student Leader:* *Group project whereby students give their group a party name, campaign promises (manifesto) and simulate the election process.* ▪ *Create posters and design forms for gathering data.* ▪ *Examine the pros and cons of obeying laws.* ▪ Discuss why *laws are important for classroom behaviour.*	▪ *Students make entries in portfolio on* duties of citizens. ▪ Critique election process. *This should include presentation of the results in the form of a graph and analysing aspects such as voting patterns and the results of voting.* ▪ *Design a set of laws for a group/organisation they are involved in. These laws are displayed in the class and teacher marks the assessment.* ▪ *Students will present a scenario where specific laws are broken and actions (punitive or remedial) are taken.* *Members of the class will offer feedback including appropriateness of action taken and alternatives where necessary/ possible.*

***SCHOOL-BASED* ASSESSMENT**

GENERIC TASK

There are two tasks to be completed for the *School-Based* Assessment in Module 2. These are listed below.

Guidelines for Task *1*: The research project

The research should be conducted as a group project on any group within the school or community. The write-up on the project must be individualised to respond to the questions below.

- *Students are to select a formal group within their school or community and conduct research on that group.*
- *In order to collect information on the group, students will interview at least 2 members of the group (an officer and a regular member).*
- *Information collected (data) must be presented in an appropriate format.*

The following is an example of the type of assessment required for Module 2. The teacher asks students to consider their specific research and answer the following questions.

(a) State two reasons why the group was formed.
(b) State four ways by which someone may benefit from joining the group.
(c) Outline four rules of the group.
(d) Outline two ways that the group can either reward or punish its members.

Key to Task 1

(a) Reason for group formation

- to promote a particular cause (specific to group identified) (2 marks)

(b) Benefits of belonging to the group

- help to promote similar interests
- education in special interest areas
- develop skills/potential
- sense of belonging/togetherness
- social benefits
- leadership skills (4 marks)

(c) Rules of the group (rules related to):

(i) discipline
(ii) roles
(iii) goals/activities (2 marks)

(d) Disciplinary measures

(i) sanctions
(ii) laws
(iii) motivational measures (rewards) (4 marks)

(Total marks for task 1: 12)

Task 2:

Biography of an Outstanding Personality/National Hero

This research should be conducted as an individual project. The written report should be guided by the following:

GUIDELINES:

1.	*Visual representation of Icon.*	*(1 mark)*
2.	*Bio-Data of Icon*	*(2 marks)*
3.	*Clearly identified area of contribution*	*(1 mark)*
4.	*At least 3 contributions to society*	*(3 marks)*
5.	*Organisation of the project*	*(1 mark)*
	***TOTAL**:*	***8 MARKS***

♦ MODULE 3: RESPONSIBILITY AND ACCOUNTABILITY

This Module contains the following topics:

(a) A Healthy Lifestyle;

(b) The World of Work;

(c) Constitutional Rights and Responsibilities;

(d) The Informed Consumer.

GENERAL OBJECTIVES

On completion of this Module, students should be able to:

1. *accept responsibility and be accountable for the effects of their actions on their own lives and the lives of others;*
2. *demonstrate an awareness of their rights and responsibilities under the constitution of the Caribbean territory in which they live;*
3. *identify and display appropriate and acceptable consumer behaviour and best practices;*
4. *appreciate the value of good work ethics for employer and employee.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
(a) *A Healthy Lifestyle*			
1. highlight the differences between healthy and unhealthy lifestyles; 2. list guidelines for the conduct of a healthy lifestyle;	(a) diet and nutrition; (b) regular exercise; (c) avoidance of illicit drugs and alcohol; (d) safe sexual practices;	▪ Teacher conducts brainstorming session with class on healthy and unhealthy lifestyle practices. Teacher presents class with case study containing healthy and unhealthy lifestyle practices.	▪ Students *will be given a case study and asked to* draw two columns, namely, healthy lifestyle practices, and unhealthy lifestyle practices. Students fill in the columns based on the case study.

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
	(e) *good personal hygiene.*	▪ *Students will use drama and role play to demonstrate the difference between good and bad hygiene practices.* ▪ *Students will participate in small group discussions to highlight how culture and one's socio-economic background influence the types of personal hygiene practised.*	▪ *Students will be given simple research to carry out on groups to find out how their beliefs affect modern and contemporary views on personal hygiene.* ▪ *Students will be asked to write a poem or song outlining at least four good hygiene practices and four bad ones to avoid.* ▪ *Students will complete take home project on diseases like hypertension, asthma and obesity. Project should cover causes, effects on the body and prevention methods.* ▪ *Students will complete journal entry on the importance of good sexual practices. They will record how they plan to act sexually responsible going into adulthood.*
3. *discuss* the possible consequences of living an unhealthy lifestyle;	(a) some types of cancer; (b) diabetes; (c) hypertension; (d) obesity; (e) sexually transmitted; infections (STIs); (f) anorexia; (g) malnutrition; (h) *respiratory diseases.*	▪ Resource persons are invited to discuss the consequences of living unhealthy lifestyles. ▪ *Using their experiential backgrounds where possible, students will discuss how nutritional practises contribute to diseases like cancer, hypertension, obesity and diabetes.* ▪ *Students will visit local health centres or facilities and collect brochures and pamphlets on healthy sexual practices.* ▪ Students develop personal guidelines for living a healthy lifestyle. ▪ Students prepare a menu for a balanced meal.	▪ Students develop a collage depicting healthy and unhealthy lifestyle practices. Criteria *for making the collage developed by students but must include relevance of items and presentation.*

<table>
<tr><th>SPECIFIC OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED TEACHING AND LEARNING ACTIVITIES</th><th>ASSESSMENT</th></tr>
<tr><td colspan="4">Students should be able to:</td></tr>
<tr><td colspan="4">(b) The World of Work</td></tr>
<tr><td>4. identify reasons people seek employment;</td><td>(a) providing for self and family;
(b) achieving better status;
(c) seeking independence;
(d) helping others;
(e) learning new skills;
(f) developing the country;
(g) using existing skills/qualifications.</td><td>▪ Students (in groups) engage in discussions to identify reasons people seek employment.

▪ Students will identify jobs which are now popular and will be asked to suggest what they think makes those jobs appealing to prospective workers.

▪ Students will then watch (internet- based) video on the reason people work.

▪ After this activity the students will be allowed to discuss in small groups the various reasons why people choose to work and say how this can affect their lives positively or negatively.</td><td>▪ Students write 5 sentences on why they would like to be employed.

▪ In groups, students will create the following job satisfaction table. The first two columns should EACH have five jobs listed.

<table><tr><th>Popular jobs</th><th>Reasons</th><th>Unpopular jobs</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>
▪ They will conduct a research and complete the table with the responses received regarding why each job is popular or not popular. Findings will be shared with the class.

▪ Students will write an essay outlining the importance of work and factors leading to persons seeking a job.</td></tr>
<tr><td>5. Classify jobs in the three sectors of the economy;</td><td>(a) primary;
(b) secondary;
(c) tertiary.</td><td>▪ After explanation and examples of the three sectors, students complete a table as shown below.

<table><tr><th>Primary sector jobs</th><th>Secondary sector jobs</th><th>Tertiary sector jobs</th></tr><tr><td>Farmer</td><td>Assembly-line worker</td><td>Lifeguard</td></tr><tr><td>Fisherman</td><td>Chemist</td><td>Policeman</td></tr></table></td><td>▪ Complete a table which classifies jobs in each sector of the economy.</td></tr>
</table>

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
6. outline steps to be taken in seeking employment;	(a) *career planning;* (b) *research of job opportunities;* (c) *preparation and presentation of relevant; documents;* (d) *the value of continuing education;* (e) *opportunities for self-employment.*	▪ *Prior to discussion, teacher will provide various jobs that are advertised, and students are assigned to identify and apply for one in which they are interested.* ▪ *After discussion, students will work in groups to select a specific career and identify steps they should take, according to the headings listed, if they are seeking employment in that field. Group leaders will present steps listed according to headings.* ▪ *If students find that they are not qualified for the jobs they are interested in applying for then they will be asked to do research on how they can become qualified for that job.* ▪ *They will also be asked to find out what qualifications they would need and where these can be gotten.* ▪ *Students will then be asked in a large group setting to also identify institutions in their territory which cater to assisting individuals to continue their education where they need further qualifications or have none.* ▪ *Using the example of the fisherman and chemist in the table above, students will be asked to identify ways in which these two jobs can be used to create entrepreneurial opportunities.*	▪ *Individual students will research what is needed for the creation of good a resume and cover letter for the job they will be applying for.* ▪ *The students will present in class a brief profile on specific institutions in their country which either help adult/students to become literate, proficient in a skill or to continue their education.* ▪ *Students will be asked to interview an entrepreneur from their community. They will be asked to find out how these persons started their businesses and what inspired them to work for themselves.* ▪ *Students will write a journal entry outlining how a skill now being learnt in school can assist them in becoming an entrepreneur. This will be read individually and discussed in class.*
7. prepare a letter of application for a job and a resumé;	The type of information usually requested in job application letters and resumes. (a) *biographical data;* (b) *education and training;*	▪ *Students practise writing letters of application* ▪ Students practise writing resumés. ▪ *Class discussion on the importance of giving accurate*	▪ Students present their list, orally, and are marked based on criteria developed by teacher and student. ▪ *Students will participate in mock interview session. They will be required to dress appropriately for an*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
8. complete a job application form; 9. identify desirable attitudes and values for the job market;	(c) *personal interests;* (d) *career goals;* (e) *experiences*. (a) *good grooming;* (b) *good attitude;* (c) *good articulation;* (d) *willingness to use initiative;* (e) *punctuality;* (f) *flexibility*	*information on application forms.* ▪ Students collect application forms from a number of sources or use forms designed by the teacher. ▪ Students practise completing different job application forms. ▪ After discussion, class is assigned to develop two lists, one containing six desirable attitudes and values for the job market and the other consisting of six undesirable attitudes for the job market. ▪ *Students will be shown these two pictures below to choose which one is appropriate for the work place.*   ▪ *Aside from the appropriateness of dressing students will brainstorm about the other traits needed for a worker to both get the job and function in the workplace.*	*interview and present a portfolio with relevant documents which include but are not limited to resumes and cover letters that they would have created as a result of the preceding lessons.* ▪ *Students will discuss why the item of clothing, the documents etc chosen is either appropriate or inappropriate for work.* ▪ *Marking criteria must be based on quality and accuracy of information provided, and* on inclusion of all characteristics *of an ideal prospective employee and employer.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
10. list guidelines for preparing for a job interview;	(a) *research on organisation;* (b) *deportment and grooming;* (c) *types of questions that may be asked;* (d) *types of questions one should ask;* (e) *behaviour at the interview session*.	▪ Students role-play a job interview. Three groups are formed. Group 1 prepares advertisement for the job; group 2 prepares to conduct the interview; and members of Group 3 present themselves for the interview. ▪ Group 1 should include all aspects of the job advertised including the attitudes and attributes required for the job. ▪ Group 2 should develop a checklist to interview persons for the job. The checklist should consist of at least 6 areas to be considered to determine suitability of the person for the job. For example: (a) punctuality; (b) appropriateness of dress; (c) politeness/courtesy; (d) confidence exhibited; (e) qualifications; (f) knowledge of the job. ▪ Group 3 members must be appropriately dressed for the interview and assessed on content, fluency, attitude and knowledge of the job. *Teacher should encourage discussion on each presentation and use this to teach the relevant content and skills.*	A checklist developed that identifies components of the interview process. Teacher awards marks based on each student's delivery. Non-participating members of the class may present an analysis of the role-players explaining why the job should or should not be awarded to respective applicants.

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
11. explain the concept of self-employment and entrepreneurship; 12. list factors to be considered in preparation for self-employment;	(a) Concepts and characteristics. (b) *Factors contributing to persons starting their own businesses.* (a) *competencies and qualities for success;* (b) *advantages and challenges of self-employment;* (c) *basic elements of a business plan:* *(i) type of business;* *(ii) who is buying the product/service;* *(iii) what exactly is the product/service;* *(iv) funding;* *(v) sustainability of the business*	▪ *Students identify role models of successful entrepreneurs engaged in legal businesses. A local entrepreneur is invited to discuss all aspects of entrepreneurship and self-employment. Class discussion on factors to be considered for self-employment.* ▪ *Brainstorming session on the qualities of a typical entrepreneur.* ***Profile of an entrepreneur*** ▪ *high level of risk tolerance;* ▪ *strong motivation to achieve;* ▪ *high level of self-sufficiency;* ▪ *reliable decision maker;* ▪ *commitment to long hours of work;* ▪ *organised.* ▪ *Whole class discussion of the basic elements of a business plan.*	*Using the concepts of entrepreneurship that they have learnt from the lesson students will make a list of 6 questions they would ask the entrepreneur.*
13. *discuss* the rights and responsibilities of workers;	Rights (a) safety; (b) good working conditions; (c) fair wage; (d) to join a trade union of choice. Responsibilities (a) a fair day's work; (b) payment of taxes.	▪ Invite resource persons from the labour department or trade union movement to discuss workers' rights and responsibilities. Teacher prepares students by advising that they jot down notes since a summary statement will be required of them based on the discussions. Alternatively, teacher may give students questions beforehand that they need to answer at the end of the discussion. ▪ Teacher presents the class with a case study depicting an industrial relations dispute.	▪ Marks awarded based on answers to the questions asked. ▪ Oral presentation and marking criteria developed by teacher and students. ▪ Role play by students. Teacher uses a checklist to assess student's level of good work ethic. ▪ Display of pictures showing varying situations in the

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
		▪ Class is divided into three groups. Group 1 plays the role of management; Group 2 plays the role of the workers and *Group 3* the *role of* trade union. ▪ Groups 1 and 2 present views of the conflict and Group 3 develops a proposal for a resolution of the conflict. ▪ *Teacher asks the students to monitor the local news for information about a high profile workplace conflict that requires the intervention of a trade union group.* ▪ *Students will discuss in class the nature of the issue and suggest ways where possible that the issue could be resolved.* ▪ *The teacher will outline to the students a scenario in which a worker is faced with a situation in the work place that tests his/her integrity. For example a customer forgets a large wad of cash in the workplace accidentally.* ▪ *Students will be asked to role play the situation, coming up with ways in which service is done to both the employer and customer in good faith.* ▪ *After discussion students will give the teacher five reasons why workers should not take bribes and show respect for the tools used in the work place.*	workplace. Students comment on these pictures while teacher grades/assesses students' presentations. ▪ *Students research institutions, government ministries or bodies in their country that help to resolve conflicts in the workplace. These will be presented in class.* ▪ *Students will write an essay discussing the tag line: "The Customer is always right."*
14. *suggest* qualities that contribute to a good work ethic;	(a) maximum use of skills; (b) efficiency in the performance of duties; (c) obedience to lawful orders; (d) service to employer in good		

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
	faith; (e) non-disclosure of confidential information and material; (f) rejections of bribes and secret profiteering; (g) respect for employer's property; (h) recognition of the importance of the customers to the enterprise.		
(c) *Constitutional Rights and Responsibilities*			
15. *discuss* rights and responsibilities of individuals;	<u>*Rights*</u> (a) right to life, liberty and the pursuit of happiness; (b) right of the child; (c) right to equal opportunity for education and other public services; (d) freedom from abuse; (e) right to vote; (f) right to a fair trial; (g) freedom of association; (h) freedom *of expression;* (i) *freedom of movement.* <u>Responsibilities</u> (a) respect for the rights of others;	▪ Research activity in which students search for information available on websites (UNESCO, UNICEF) pertaining to the *rights and freedoms of individuals (children).* ▪ Students and teacher discuss incidents that occur worldwide where human rights are abused and the implications of the abuse. ▪ Teacher arranges a poster competition. Students compete by developing posters depicting human rights abuses, such as, child labour, domestic abuse, street children and other incidences of abuse prevalent in the territory.	▪ *Students will research critical elements of certain laws or acts that have been put in place to protect children and other vulnerable groups.* ▪ Posters should be displayed in a prominent location and undergo peer *review* based on criteria developed by students and teachers. ▪ Students *will identify local civic or civil society groups and discuss the work they do to prevent corruption in elections or in the activities of government and other organizations.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
	(b) respect for parents, elders, teachers and fellow students; (c) respect for laws of the country; (d) respect for civic duties, responsibilities and liberties, including ethical practices in the conduct of elections (fraudulent voting practices); (e) ethical practices in the pursuit of public business (corruption, nepotism and cronyism).	▪ *The teacher will discuss with the students the role of special bodies set up in their territories to ensure that there is no corruption in the government and other organizations.*	
(d) *The Informed Consumer*			
16. *define the concept consumer;* 17. *evaluate* the desirable practices of a wise consumer; 18. *identify the agencies responsible for consumer protection;*	*Concept-consumer* (a) concept of thrift; (b) budgeting; (c) money management; (d) wise shopping practices; (e) the concepts of frills; (f) practising the three "R's" (reduce, recycle and reuse); (g) use and care of possessions; (h) organisations which	*Class* discussion on: ▪ the characteristics of a consumer ▪ consumer behaviour ▪ Using the concept of thrift, students will (a) suggest guidelines for thrifty behaviour in relation to: (i) use of income; (ii) care and use of possessions; (iii) shopping. (b) Identify organisations which assist consumers in practising thrift. (c) Students list items around the home which can be recycled or reused and describe how they may be recycled	▪ *Students will write in their notebooks ways in which they can exercise thrift in the school or home setting.* ▪ A scenario of two individuals where one budgets and the other does not. Students describe two ways in which each is likely to be affected *by the action taken.* ▪ Students undertake project of recycling materials within the school context. ▪ Students outline two ways in which recycling

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
	promote thrift.	or reused. * *Class display/class exhibitions of products that can be recycled.*	benefits: ▪ the individual; ▪ the country.
19. state the rights and responsibilities of consumers;	Basic consumer rights including guarantees and warranties. (a) Legislation; (b) *Government agencies:* (i) *Bureau of Standards;* (ii) *Fair Trading Commission.* (c) Consumer organisations; (d) The individual consumer.	▪ Students outline how the denial of any three rights would affect consumers. ▪ Teacher conducts a brainstorming session with class on ways in which they or other consumers are being exploited and how they have dealt with the various forms of exploitation. Teacher presents other forms and other legitimate ways of dealing with them.	Students: ▪ advise a colleague who was sold a defective product on three legitimate steps which may be taken to get redress; ▪ suggest two actions he/she may take to protect other consumers from buying the product.
20. identify factors which influence consumer *decisions*;	(a) advertising (types and techniques used); (b) credit (hire purchase, credit sale, credit cards, charge cards, loans); (c) other factors (for example, income, price, conspicuous consumption, preference).	▪ Teacher presents examples of current, popular informative and persuasive advertisements. Students identify the purpose of each type and the techniques used. Teacher presents additional advertisements that appeal to sex, race, class, glamorous lifestyle, youth culture and status. Let students identify the techniques. ▪ Teacher presents to class an advertisement from a store or a lending institution offering parents credit on items for school. Students: (a) give reasons for the advertisement; (b) explain how parents may benefit by accepting the offer; (c) explain how students may benefit if their parents accept the offer; (d) explain the negative implications of accepting the	▪ Students create a persuasive advertisement for a product targeted at consumers in their age group using two of the techniques. ▪ You are the credit manager at a store or lending institution. State: (a) two pieces of advice you would give to persons seeking credit; (b) three criteria they need in order to qualify for credit; (c) two consequences they may suffer if they frequently fail to make repayments on time.

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
		offer.	
21. explain how *Information and Communication* Technology (ICT) can be used to conduct consumer transactions.	(a) Internet banking; (b) Internet shopping; (c) ABM/ATM machines; (d) credit cards; (e) debit cards; (f) tele-banking; (g) cellular phones.	▪ Students compare traditional ways of conducting consumer transactions with the utility and efficiency of methods using ICT. ▪ *Teacher and students will discuss the risks and challenges involved in internet banking and explore how the cashless system has either made things better for consumers.* ▪ *Students will be placed in small groups to research information on 'scamming' and its effects on the use of modern banking technology.*	▪ Advise an individual who is unfamiliar with using modern technology to conduct consumer transactions of the following: (a) two consumer transactions that may be conducted using modern technology; (b) two benefits of using modern technology; (c) two precautions to be taken when using modern technology for consumer transactions.

***SCHOOL-BASED* ASSESSMENT**

GENERIC TASKS

There are two tasks to be completed for *School-Based* Assessment in Module 3. These are listed below.

1. Questions to be answered on a monthly budget with information provided in a graph or pictorially.
2. *In groups, students will choose a simple business venture and apply the basic elements to create a business plan.*

Guidelines for Task 1: the monthly budget

(a) The stimulus should begin with a statement that a single mother (name given), has a monthly income amounting to the local equivalent of US$500.
(b) The statement should be followed by a graphic or pictorial depiction of a monthly budget.
(c) The graphic or pictorial representation should depict the single parent's budget allocation as described below.

(i)	Food:	local equivalent of US$100
(ii)	Rent:	local equivalent of US$100
(iii)	Medical:	local equivalent of US$40
(iv)	Transportation:	local equivalent of US$60
(v)	Recreation:	local equivalent of US$90
(vi)	Utilities:	local equivalent of US$80
(vii)	Savings:	local equivalent of US$30

Type of Questions

Type of Questions to Be Asked On the Budget

(a)	one question on two items or areas on which most of the income is spent	*(1 mark)*
(b)	one question on other items or areas that could have been included in the budget	*(1 mark)*
(c)	one question on ways that can be used to supplement the income	*(2 marks)*
(d)	one question on ways of improving spending patterns	*(4 marks)*

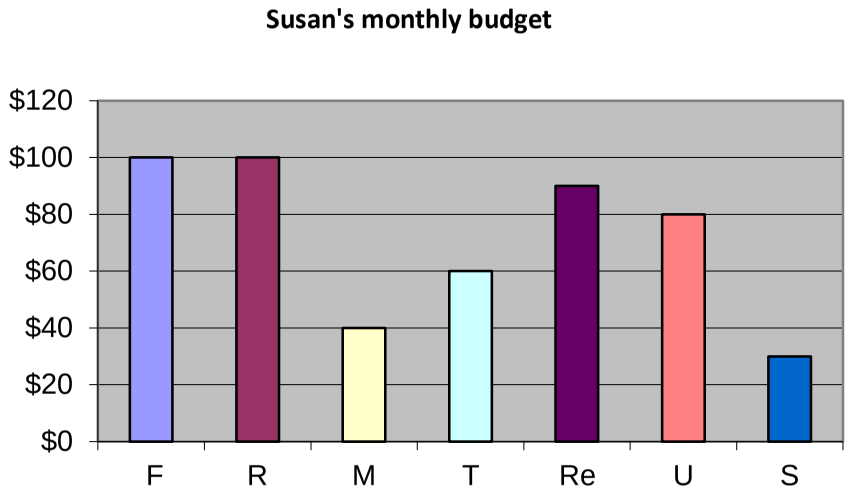
(Total marks for Task 1: 8 marks)

An example of a task for Module 3

The following is an example of the type of assessment that may be used for the budget at the end of Module 3.

Task 1

Susan, a single parent with one child, has a monthly income of $500.00 (use the local equivalent). The bar chart shows how Susan spends her monthly income. Study the chart and answer the questions that follow.



KEY TO CHART:

F= Food
R= Rent
M= Medical
T= Transportation
Re= Recreation
U= Utilities
S= Savings

Answer the following questions.

(a)	On which item does Susan spend most of her money?	(1 marks)
(b)	Which other item could be included in Susan's budget?	(1 marks)
(c)	Apart from her current job, suggest two other ways in which Susan could supplement her income.	(2 marks)
(d)	Suggest two measures that Susan can use to improve her spending patterns.	(4 marks)

(Total: 8 marks)

Key to Task 1

(a) Any one of food or rent. (1 mark)

(b) Any one of clothing, education, emergencies. (1 mark)

(c) (i) secure a part time job;

(ii) explore self-employment option. (2 marks)

(d) Any two measures:

(i) reallocation of financial resources;

(ii) saving more money;

(iii) spending less on entertainment;

(iv) employing energy saving strategies. (4 marks)

(Total: 8 marks)

Guidelines for Task 2: The *Business Plan*

In groups, students will choose a simple business venture, name the business and apply the basic elements to create a business plan.

Marks will be awarded as follows:

(a) *Identify product/service for sale and one reason for this choice* *(2 marks)*
(b) *Who is the target population, and why?* *(2 marks)*
(c) *Source of funding.* *(1 mark)*
(d) *Justify amount to be invested.* *(2 marks)*
(e) *Any TWO ways of advertising.* *(2 marks)*
(f) *ONE reason for selecting the time (time of day and number of hours per day and or number of days per week etc) to conduct the business venture.* *(1 mark)*
(g) *ONE perceived problem while conducting the business venture.* *(1 mark)*
(h) *ONE perceived benefit of conducting the business venture.* *(1 mark)*

(Total: 12 marks)

♦ MODULE 4: REGIONAL PERSPECTIVE

This Module contains the following topics:

(a) *My Country and My Region;*

(b) *Caribbean Diversity;*

(c) *Main Challenges Facing My Region;*

(d) *The challenges of regional integration;*

(e) *Benefits of Caribbean Integration.*

GENERAL OBJECTIVES

On completion of this Module, students should be able to:

1. *Develop a sense of belonging to their local and regional space;*
2. *Display/develop an awareness of Caribbean culture;*
3. *Appreciate the benefits of Caribbean integration to the peoples of the region;*
4. *Understand some of the challenges associated with the attempts to integrate the Caribbean.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
(a) My Country and My Region			
1. *locate countries on a Caribbean map;* 2. *locate on a map of the world the different countries of origin of the people of the Caribbean*	▪ Locating countries on a map of the Caribbean. ▪ Locating where people of the Caribbean came from	▪ Students use their Atlas and are assigned to find different Caribbean countries*, and countries of origin of Caribbean people*. ▪ *Use an application, for example Google Earth, to find Caribbean Countries, and countries of origin of Caribbean people.*	Students given a blank map to identify: ▪ *ten Caribbean territories named by teacher;* ▪ *two bodies of water located in the Caribbean.* ▪ *Colour and shade in areas where specific migrant groups came and now live in the region eg. Chinese, Africans and Indians*
	▪ Location of various Caribbean countries in relation to other Caribbean countries ▪ Location of the Caribbean in terms of continents, water bodies and cardinal points. ▪ Islands form an archipelago, that is, a chain of islands surrounded by water. ▪ Caribbean Region includes all the countries that have a coast line on the Caribbean Sea.	▪ Students are given a blank map of the Caribbean to insert at least 10 Caribbean territories and their capitals. The territories should include Guyana and Belize. ▪ Teacher quizzes students on location of Caribbean territories. ▪ Identify *the Caribbean countries using the letters of the alphabet.* ▪ *Identify countries in the Caribbean which form part of the archipelago.* ▪ *Identify countries which have volcanoes and point out how this affects people living there.* ▪ *Identify and name the Caribbean territories that are not islands.* ▪ *On a map of the world, students will name*	▪ *On a given map, use a compass rose to locate given countries in relation to others.* ▪ *Using a compass and a map of the world find:* (a) *a land mass north of the Caribbean;* (b) *a country south of the Caribbean;* (c) *a continent east of the Caribbean;* (d) *an ocean west of the Caribbean.* ▪ *Students state the names of bodies of water as required on a line map of the Caribbean* ▪ *Students identify countries in the Caribbean that are bordered by either the Atlantic Ocean or the Caribbean Sea.* ▪ *Students will carry out research on those islands in the Caribbean that are not independent and are governed by their original colonisers. They will be asked to outline at least four major differences between them and the independent nations*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
		and locate both the Atlantic Ocean and the Caribbean Sea. ▪ *Use sites such as Google Earth to identify boundaries between the two oceans.*	▪ *Do group presentations (with a PowerPoint slide) to assist, based on the commonwealth and how the Caribbean countries became a part of it.*
3. *identify the bodies of water in the Caribbean region;*	*The Atlantic Ocean, the Caribbean Sea, Bays, Rivers (e.g. Demerara, Essequibo, and Black); Falls(e.g Kaieteur, Dunn's River); Straits (e.g. Jamaica Channel, Windward Passage); Lakes.*	▪ *Students and teacher will use a map of the Caribbean and locate several bodies of water in the Caribbean region.* ▪ *Field trips to different bodies of water*	▪ *Students state the names of bodies of water as required on a line map of the Caribbean.* ▪ *In groups, students put on a display/ make presentations on different bodies of water in the Caribbean based on field trip and or other types of research.*
4. *group the territories in different ways;*	*Caribbean territories can be grouped in several ways:* *Islands: The Greater Antilles, Lesser Antilles, Netherland Antilles, the Bahamas, Turks and Caicos Islands, US and British Virgin Islands and the Cayman Islands.* *Mainland countries:* *Belize and Guyana which are considered part of the Commonwealth Caribbean because they share a common history and language.*	▪ *For each group identified, draw a grid with three columns. For each country, add the name of the Capital city, the language spoken and the territorial group to which it belongs.*	▪ *Trace/draw a map of the Caribbean and label the countries. Remember to do a key with a specific colour for each country according to the language spoken and symbols identifying the different groups e.g. Lesser Antilles, Greater Antilles, and the mainland countries.*

<table>
<tr><th>SPECIFIC OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED TEACHING AND LEARNING ACTIVITIES</th><th>ASSESSMENT</th></tr>
<tr><td colspan="4">Students should be able to:</td></tr>
<tr><td>5. identify flags of Caribbean countries;

6. discuss the significance of flag designs and colour selection;</td><td>Flags of Caribbean countries.</td><td>▪ Teacher uses a poster of various flags of the Caribbean to create awareness and stimulate discussion.
▪ A game where flags are matched with respective countries.
▪ Students will conduct research and discuss the meaning of the flag in their country.
▪ Students will build on Scrap book started in Module 2, Objective 24.</td><td>▪ Students write 2 sentences to describe the colours and symbols of the flag of each Caribbean country.
▪ Students view a regional event and identify the flags of the different territories represented.
▪ Draw and colour the flag of their country and write about what each colour or symbol represents.</td></tr>
<tr><td>7. list the main resources of Caribbean countries;

8. describe how resources in the Caribbean are used;</td><td>(a) definition of resources;
(b) human;
(c) physical/natural (water, land, forest);
(d) differences between resources that can or cannot be renewed;
(e) factors that result in a resource being preserved or depleted.</td><td>▪ Students draw a three-column table depicting country, resources and use, respectively. Students conduct research and complete the table, as shown below.
<table><tr><td>Country</td><td>Resource</td><td>Use</td></tr><tr><td>Grenada</td><td>Nutmeg</td><td>Seasoning of foods in beverages and cooking. Some exported to earn foreign exchange</td></tr></table>▪ Collage of resources of the Caribbean.
▪ Field trip to view resources.</td><td>▪ Use map of the Caribbean to insert main resources found in each and their usage ensuring that the different names of the product and its use in each of the territories are noted.
▪ Teacher prepares an incomplete table and assigns students to complete the column by inserting the main resource found in each with a comment on its usage.
▪ Students will collect newspaper clippings or research on the internet how natural disasters which plague the region yearly eg. Hurricanes, have affected certain resources in the Caribbean.</td></tr>
</table>

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<tr><td colspan="4">Students should be able to:</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>9. explain the presence of different ethnic groups in the Caribbean;</td><td><u>Ethnic Groups</u>

(a) Tainos;
(b) Kalinagos;
(c) Europeans;
(d) Africans;
(e) Asians.

Contributions to Caribbean society.</td><td>▪ Revisit and where necessary expand on activities carried out in Module 2 Objectives 26 and 27.

▪ Expand on timeline which depicts the ethnic groups, their sequence of arrival, to include those who arrived in the twentieth century.
▪ Name and locate areas in the Caribbean where descendants of each ethic group still live.
▪ Students will go on field trips to visit museums or past villages or landing sites of some of the different ethnic groups that came to their country.</td><td>▪ Students work in groups to expand on portfolio which illustrates:
(a) the timeline related to when the ethnic groups came to the Caribbean;
(b) at least one reason for their coming;
(c) at least one reason for them staying or leaving the region;
(d) at least one contribution of each ethnic group to the Caribbean society;
▪ Students will use the principles of the oral tradition to share information about what they know about the various ethnic groups in the Caribbean.
▪ Individual students will do research and create a family tree based on their ethnic backgrounds.</td></tr>
<tr><td colspan="4">(b) Caribbean Diversity</td></tr>
<tr><td>10. outline the contribution of the groups to the culture of the Caribbean;</td><td>(a) Tainos;
(b) Kalinago;
(c) Europeans;
(d) Africans;
(e) Asians.</td><td>▪ Divide the class into groups and allow each group to research the contribution of one ethnic group. Present research to the class. Teachers prepare a two-column table using headings as shown below for the Tainos.

▪ Interviews of the older persons.
<table><tr><td>Item</td><td>Description</td></tr><tr><td>Food</td><td>Cassava and corn were their main food, although they ate wild fruits such as the sugar apple/sweetsop (annona squamosa).</td></tr></table></td><td></td></tr>
</table>

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
11. *Outline the contribution of the groups to the economy of the Caribbean;*		▪ Students fill in the information from the presentation noting that names of the same food may differ from territory to territory. *In groups, students will conduct research on the different ethnic groups to ascertain their reasons for coming and their contribution to the Caribbean economy. The data will be presented using different media.*	▪ *Students will complete journal entry highlighting the benefits of their visit to the various museums or landing sites etc of the various ethnic groups, as well as the research conducted.* ▪ *Students will answer short answer questions at the end of each lesson*
12. *Discuss* the similarities and differences among Caribbean countries;	(a) food; (b) music; (c) dance; (d) festivals; (e) dress; (f) language; (g) racial composition; (h) main religions; (i) weather; (j) climate; (k) history.	• Class discussion on differences and similarities in various countries of the Caribbean.	▪ *Teacher develops observation checklist to be used to allocate marks to students based on their contribution to the group.* ▪ *Students work in groups, depicting each Caribbean country and use different media such as dance/music/poster, to show similarities and differences.* *Award group marks for presentations.* ▪ *Students will write a letter to a friend living in a Caribbean country that is different from theirs and will tell them what it is like living in the Lesser or Greater Antilles or on the mainland Countries.*

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<tr><td colspan="4">Students should be able to:</td></tr>
<tr><td colspan="4">(c) Main Challenges Facing My Region</td></tr>
<tr><td>13. outline the challenges facing the region;

14. identify ways used to minimise the effects of the challenges facing the region;</td><td><u>Social</u>
(a) crime and violence;
(b) brain drain;
(c) pollution;
(d) diseases.

<u>Physical</u>
(a) size;
(b) distance apart;
(c) proneness to natural disasters.

<u>Economic</u>
(a) dependence on agriculture and tourism;
(b) debt burden;
(c) limited resources;
(d) lack of diversification;
(e) misuse of resources;
(f) imports/export imbalance.

<u>Political</u>
(a) Insularity;
(b) Parliamentary model;
(c) Electoral system.</td><td>▪ If necessary, invite the Economics or Principles of Business teacher to engage the class in discussion on the challenges facing the region.

▪ Teacher makes use of resource persons, websites, relevant ministries, music and newspaper clippings to enable class discussion on the challenges.

▪ Students complete a three-column table as shown below.

<table><tr><th>Challenges</th><th>Coping Strategies</th><th>Other solutions</th></tr><tr><td>Hurricanes</td><td>Disaster preparedness</td><td>Early evacuation</td></tr><tr><td>Small size</td><td>Common Market</td><td>Bilateral Agreements</td></tr></table>
▪ Students fill in possible solutions. Teacher provides information on solutions which have already been implemented.</td><td>▪ You are representing your country at a youth conference abroad. In one paragraph identify two challenges and suggest two ways to minimise the effects of the challenges.

▪ Students maintain an online journal.

▪ Students conduct research on the current issues in the Caribbean. This could be done by following the news and using their findings as part of their journals.</td></tr>
</table>

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
(d) *Benefits and Challenges of Caribbean Integration*			
15. *debate* the benefits of Caribbean integration.	(a) *CARICOM Single Market and Economy (CSME);* (b) *Caribbean Community (CARICOM);* (c) *Organisation of Eastern Caribbean States (OECS);* (d) *Caribbean Court of Justice (CCJ);* (e) *Identify efforts in the past to integrate the region and outline why these efforts failed;* (f) *education;* (g) *trade;* (h) *health;* (i) *emergency management and disaster preparedness.*	▪ If necessary, invite the Economics or Principles of Business teacher to engage the class in discussion on the concept of Caribbean Integration. (a) Debates on Caribbean Integration. (b) Benefits or integration. Use of concept map (for example, tree or flowers) with the Caribbean as the focal point (centre). (c) *Resource persons from CARDI or the emergency management groups may be brought in to discuss with students their roles both locally and regionally.* (d) *Visit to Parliament* (e) *Interviews with representatives of the government or organization(s) with responsibility for national elections.*	▪ *Debate* benefits of integration. ▪ *Class divided into groups. Groups debate the benefits of Caribbean integration. Assess debate for evidence of research, substance, relevance of points raised, and critical analysis.* ▪ *Write an essay about the problems faced in the past and those being faced currently in trying to integrate the Caribbean. Point out especially how location, strength of economy and country size play a role in this process.* ▪ *Create a panel discussion to highlight how people in the Caribbean come together in times of need such as hurricanes, floods and earthquakes. The roles of the regional organisations which offer help should be highlighted.*

SUMMATIVE ASSESSMENT

GENERIC TASK

The *Summative* Assessment for Module 4 consists of a scenario or stimulus provided by the teacher and incorporating aspects of Caribbean culture and resources.

Type of Questions

(a)	One question on the location of the region in relation to a foreign region.	(2 marks)
(b)	One question on three physical resources and their uses.	(6 marks)
(c)	One question on aspects of culture.	(4 marks)
(d)	Two challenges faced by the Caribbean region.	(2 marks)
(e)	Two ways used to cope with the challenges	(4 marks)

Response presented in a logical way using correct grammar. (*2* marks)

The following is an example of the type of assignment that may be used at the end of Module 4.

You are a sports personality representing a Caribbean team in Africa. You are asked to make an oral presentation *to other teams* in which you *state:*

(a)	*Where* the Caribbean *is in relation to Africa*.	(2 marks)
(b)	Three main physical resources, and an example of how each is utilised.	(6 marks)
(c)	Two different aspects of Caribbean culture.	(4 marks)
(d)	Two challenges faced by the Caribbean.	(*4* marks)
(e)	Two ways by which the Caribbean *can* cope with the challenges.	(*2* marks)

Response presented in a logical way using correct grammar. (*2* marks)

Total: 20 marks

Key

Question (a) any one of the following:

1. West of Africa
2. North of South America
3. *South of North America*
4. South West of Europe (2 marks

Question (b) any three of the following and their uses

1. Bauxite- the manufacture of aluminium
2. Petroleum- production of asphalt, gasoline and electricity
3. Forests- manufacture of furniture, paper and lumber
4. Land- production of agricultural goods
5. Wind- production of electricity (6 marks)

Question (c) any two of the following, with an explanation

1. Dance
2. Music
3. Food
4. Dress (4 marks)

Question (d) any two of the following

1. Size
2. Limited resources
3. Debt burden
4. Dependence on agriculture
5. Vulnerability to natural disasters (4 marks)

Question (e) any two with an explanation

1. Importance of political and economic integration
2. Establishing agreements with extra-regional countries
3. Caribbean Disaster Emergency Response Agency (CDERA)
4. Reduction of food import bill
5. Development of technology
6. Diversification (2 marks)

Two marks will be awarded for communication of information in a logical way using correct grammar. **Total: 20 marks**

♦ MODULE 5: THE GLOBAL VILLAGE

This Module contains the following topics:

(a) Understanding the Global Village;

(b) Doing Business in the Global Village;

(c) Tourism in the Global Village;

(d) Impact of Climate Change on the Global Village.

GENERAL OBJECTIVES

On completion of this Module, students should be able to:

1. *understand the impact of globalisation on the Caribbean society and economy;*

2. *develop an appreciation of the need to respond/adapt to global changes.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
(a) *Understanding the Global Village*			
1. explain the concept of global village;	*Concept of the Global Village:* *" the advancement of information and communication Technology (ICT) that has significantly reduced distance and time for communication"*	▪ *Students relate their experiences in the use of Information Technology.* ▪ *Students discuss ways in which ICT impacts their everyday lives.*	▪ *Students will create a poster depicting their interpretation of the global village.* ▪ *Students will examine the stimulus material (logo below)on The Global Village and*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
			 *SOURCE: www.zehabesha.com* *(a) Write their own understanding of what the Global Village represents.* *(b) List the various means through which the world could be described as shrinking* *(c) Using ICT and Electronic communications as an example of how geographical boundaries have been erased, list the various uses of ICT with appropriate examples in the fields of:* • *Education* • *Banking* • *Industry* • *Commerce*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
	(a) Internet; (b) Worldwide web; (c) Electronic mail; (d) E-*commerce;* (e) *Social media.*		▪ *The class will be divided into four groups, each with the responsibility of researching the impact of specific types of ICT on everyday life:* *(a) GPS* *(b) Search engines* *(c) Ipads, Kindles* *(d) Games* ▪ *Students create PowerPoint presentation on ICT impact on their lives.*
2. *explain the positive and negative impacts of ICT on everyday life;*	(a) *electronic transfer of remittances;* (b) *reduction in time and distance;* (c) *increase in speed;* (d) *improved efficiency;* (e) *privacy;* (f) *security.*	▪ *Class discussion on specific types of ICT and how they have impacted on everyday life.* ▪ *Follow-up visit to the computer laboratory.*	▪ *Students create a podcast explaining the advantages and disadvantages of ICT.* ▪ *Working in four groups, students will conduct a survey of their local television stations to compare the frequency with which locally produced television programmes are aired and construct a graph showing the results of their survey.* ▪ *Working in groups, students will role play scenes depicting the positive and negative aspects of ICT in the global village. Each group will be assigned a specific area for reference:* *(a) Culture* *(b) Crime* *(c) Multiculturalism*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
			(d) *Global Sporting (Olympics, World Cup Football).* ▪ *The skits will be critiqued by the class, with members giving additional suggestions and recommendations on possible solutions to the negative impact highlighted.*
(b) *Doing Business in the Global Village*			
3. *explain various ways of conducting business in the global village;*	*Means of conducting business:* (a) *E-Commerce;* (b) *online banking;* (c) *online shopping.* (d) *credit and debit cards;* (e) *schools' cash cards.* (f) *Logistics Hub:* *(i) definition;* *(ii) ways in which Caribbean countries and Jamaica in particular, could benefit from the introduction of the Logistics Hub;* *(iii) three major areas that must meet international standards before the introduction of the Logistics Hub if*	▪ *Collection of posters, ATM receipts from banks and other financial institutions for display and discussions.* ▪ *Students will share experiences on use of the methods identified in content.* ▪ *Students may be engaged in discussions, research and field trips* ▪ *Guest lectures* ▪ *Virtual tours*	▪ *Imagine you have taken a time capsule to the 1960's. Explain to the group of persons there, how business is conducted in the global village.* ▪ *Students will identify two examples of E-commerce as a means of conducting business in the Global Village, indicating at least two advantages of each.* ▪ *Working in three groups and using the internet, students will visit any of the online social networks to identify a post, photo or video, commenting on the type of remarks stated, links to other sites or articles, the number of "likes" or any other interesting commentary.* ▪ *Using the information gathered, students will construct and analyze a graph showing the views of the social network users.* ▪ *The Government is positioning Jamaica as the fourth global logistics connecting point, comparable to Singapore, Dubai and*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
	Jamaica is to really benefit.		*Rotterdam, to help transform Jamaica's economy and create jobs. The initiative is geared towards achieving continued growth, fitting Jamaica into the global value chain and bringing significant investments to Jamaica. The hub will allow Jamaica to capitalize on increased trade flows through the region as a result of the expansion of the Panama Canal in 2015.* *Students will conduct research to:* (a) *identify ways in which Caribbean countries and Jamaica in particular, could benefit from the introduction of the Logistics Hub;* (b) *state at least three areas that must meet international standards before the introduction of the Logistics Hub if Jamaica is to really benefit.* ▪ *Working in four groups and using the internet, students will conduct research on four areas of readiness:* ***Ports, Air Cargo, Road and Rail, Special Economic Zones*** *Using the information gathered, the groups should make presentations to their class utilizing at least three different forms: oral (poem) visual- (art piece) or a three dimension piece (model of the port)*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
			▪ *Students will interpret data presented in the form of a graph on the opportunity for training and development of new careers or the number of ships visiting and the volume of cargo handled at Jamaica's ports for a given five year span* *The class will be divided into four groups, each with the responsibility of:* ▪ *identifying the supporting physical infrastructure that needs to be put in place* ▪ *itemizing international events motivating this initiative* ▪ *listing Jamaica's advantage over regional competitors* ▪ *making an inventory of the business activities that could be conducted as a result of the development of the logistics hub.*
(c) *Tourism in the Global Village*			
4. *outline global factors that affect the tourism industry in the region;*	(a) *cost of travel;* (b) *ease of making reservations;* (c) *natural resources;* (d) *crime and violence;* (e) *natural disasters;* (f) *visa restrictions;* (g) *travel advisories;* (h) *terrorism;*	▪ *Use of resource persons.* ▪ *Collage/poster on threats/challenges.* ▪ *Panel discussions on challenges to industry.* ▪ *Video presentation on certain challenges (for example, USA – 911, Volcanic eruption in Montserrat).* ▪ *Through brainstorming global factors affecting the tourist industry in the Caribbean will be identified. Students will select different ones and collect*	▪ *Working in groups, students will prepare posters either on reasons for attracting tourists to the Caribbean or reasons deterring tourists from visiting the Caribbean.* ▪ *Students will interpret data presented in the form of a (pie) chart on the main Caribbean destinations for tourists for a*

<table>
<tr><th>SPECIFIC OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED TEACHING AND LEARNING ACTIVITIES</th><th>ASSESSMENT</th></tr>
<tr><td colspan="4">Students should be able to:</td></tr>
<tr><td></td><td>(i) recession;
(j) pollution.</td><td>newspaper clippings related to the factors. They should suggest possible solutions.
▪ Discussion on the relationship between and among tourism, foreign exchange and the economy of a country.</td><td>particular year, or arrivals from Caribbean's main tourist markets. Using the data, they will appropriately identify the natural resources of THREE countries including their own, and explain why the foreign exchange earned from tourism is needed by their country.
▪ Conduct a survey of the government agencies with direct and indirect linkages to the tourist industry and construct and analyze a graph showing the results of that survey.
▪ Through the use of a panel discussion, students will examine the challenges to the industry and posit recommendations for the way forward.
▪ Working in groups students will conduct research on the Caribbean's heritage tourism attractions indicating the individuals in the industry who will benefit most from this branch of tourism and present the information in a table.

<table><tr><td>Countries</td><td>Heritage Tourism Attraction</td><td>Specific time frame</td><td>Related pictures</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>
Students will present information to the class using at least 2 modes of communication: a collage of pictures or a</td></tr>
</table>

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
			poster to advertise the place or the composition of an original song. Class will provide a critique of presentation.
(d) *Impact of Climate Changes on the Global Village*			
5. *explain how climate change affects the global village;*	(a) *air pollution;* (b) *rising sea levels;* (c) *intensity of hurricanes;* (d) *El Nino.*	*Data from the Meteorological Office indicating changes in rainfall patterns over a period of time.* ▪ *Use of resource persons.* ▪ *Visit to select coastal areas to observe changes along coastline.* ▪ *Utilisation of video/documentaries on climate change.*	▪ *Students will identify four examples of how climate change affects the Global Village. As a class, they will collect relevant, clearly identified pictures displaying the effects on climate change and will mount a display in class to be viewed by classmates/schoolmates.* ▪ *Students will be placed in 5 groups to select ONE medium through which to creatively depict how global warming affects their Country (music/dance/drama/painting/ PowerPoint presentation).* ▪ *Individual students will be selected at random to make a two minute presentation on behalf of their group, on either **Solid Waste Management, Living Green, or Alternate Sources of Energy.** Students will present all solutions considered. Class members will time the presentation, give a critique of the presentation, and suggest other solutions not given by the presenters.* ***NB. The presentation is based on the SBA assigned to this Module.***
6. *identify possible solutions to effects of climate change.*	(a) *solid waste management;* (b) *living green;* (c) *alternative sources of energy.*	▪ *Conduct group research using any one of the sub-topics to present and exhibit project work.*	

***SCHOOL-BASED* ASSESSMENT**

GENERIC TASK

***The School-Based Assessment for Module 5 is focused on a group research project related to specific aspects of the module*.**

Guidelines to Task – Research Project

Design and implement a programme aimed at producing a solution to a problem identified from any one of the following three categories:

1. *alternative sources of energy;*
2. *solid waste management;*
3. *living green.*

Students will be assessed using the following criteria:

1.	*Identification of Problem*	*(2 marks)*
2.	*Plan of Action*	*(4 marks)*
3.	*Implementation of Action Plan*	*(8 marks)*
4.	*Evaluation and Reflection*	*(4 marks)*
	This should include:	
	(a) pictures before and after;	
	(b) experiences gained.	
5.	*Evidence of group participation*	*(2 marks)*

Total: 20 marks

♦ LEARNING GRID

CURRICULUM LEARNING GRID							
KEY COMPETENCY	**Ref. No.**	**Key skills and abilities** Learners will be able to:	**Subjects of the Curriculum**				
			Eng.	**Mod. Lang.**	**Math.**	**Int. Sc.**	**Soc. Stud.**
Ability to communicate orally and in writing	Eng. 1	▪ communicate information, orally and in writing	●	√	√	√	√
	Eng. 2	▪ read and interpret information at the literal and inferential levels	●	√	√	√	√
	Eng. 3	▪ evaluate information read and viewed	●	√	√	√	√
	Eng. 4	▪ source relevant information	●	√	√	√	√
	Eng. 5	▪ respond appropriately to information read and viewed	●	√	√	√	√
	Eng. 6	▪ write appropriately for a variety of purposes	●	√	√	√	√
Mathematical literacy	Math. 1	▪ add, multiply, subtract and divide			√		
	Math. 2	▪ use calculator to perform basic mathematical operations			●	√	√
	Math. 3	▪ convert fractions to percentages and percentages to fractions			●		
	Math. 4	▪ calculate profit, loss, percentage profit or loss, discount and discount price, instalment and deposit			●		
	Math. 5	▪ calculate the amount of an investment after a period of time			●		
	Math. 6	▪ determine the cost of posting letters and parcels, locally, regionally and globally			●		
	Math. 7	▪ convert major international currencies into local and regional currencies			●		
	Math. 8	▪ calculate salaries and commissions			●		
	Math. 9	▪ calculate utility bills			●	●	
	Math. 10	▪ complete income tax forms			●		
	Math. 11	▪ make and use tally charts			●	√	●
	Math. 12	▪ extract information from pictographs, bar charts and frequency tables			●	√	●

CURRICULUM LEARNING GRID							
KEY COMPETENCY	**Ref. No.**	**Key skills and abilities** Learners will be able to:	**Subjects of the Curriculum**				
			Eng.	**Mod. Lang.**	**Math.**	**Int. Sc.**	**Soc. Stud.**
Mathematical literacy	Math. 13	▪ determine range, mean, median and mode			●	●	
	Math. 14	▪ use data to make predictions			●	●	●
	Math. 15	▪ estimate the size of standard units of length and mass			●	●	
	Math. 16	▪ make reasonable estimates of areas and volumes			●	●	
Ability to function in a foreign language	Mod. Lg. 1	▪ convert short, meaningful conversation into Spanish or French		●			
	Mod. Lg. 2	▪ respond appropriately to brief instructions given in Spanish or French		●			
	Mod. Lg. 3	▪ read, understand and respond appropriately to material written in Spanish or French		●			
	Mod. Lg. 4	▪ have meaningful dialogue with a native speaker of Spanish or French		●			
Science Literacy	Int. Sc. 1	▪ use appropriate equipment to measure length, weight, density, volume and temperature			●	●	
	Int. Sc. 2	▪ observe precautions related to the use of drugs				●	●
	Int. Sc. 3	▪ observe precautions related to diseases including sexually transmitted diseases				●	√
	Int. Sc. 4	▪ take care of bodily organs including skin, breast, testes, lungs and teeth				●	√
	Int. Sc. 5	▪ adhere to a nutritionally- balance diet				●	√
	Int. Sc. 6	▪ care for the natural environment				●	√
Social and citizenship skills	Soc. St. 1	▪ cope with stressful situations					●
	Soc. St. 2	▪ behave in a socially-acceptable manner					●
	Soc. St. 3	▪ use strategies to manage conflict					●
	Soc. St. 4	▪ differentiate between fact and opinion					●
	Soc. St. 5	▪ relate positively to family, friends and groups					●

CURRICULUM LEARNING GRID							
KEY COMPETENCY	**Ref. No.**	**Key skills and abilities** Learners will be able to:	**Subjects of the Curriculum**				
			Eng.	**Mod. Lang.**	**Math.**	**Int. Sc.**	**Soc. Stud.**
Social and citizenship skills (cont'd)	Soc. St. 6	▪ conduct a healthy life-style				√	●
	Soc. St. 7	▪ cope with domestic and social problems					●
	Soc. St. 8	▪ apply for a job or create a business					●
	Soc. St. 9	▪ complete all types of forms including job application forms	●		●		●
	Soc. St. 10	▪ interpret and use information pertaining to the rights and responsibilities of workers					●
	Soc. St. 11	▪ observe desirable consumer practices			●		●
	Soc. St. 12	▪ contribute to national goals and aspirations					●
	Soc. St. 13	▪ prepare a budget	√		√		●
	Soc. St. 14	▪ cope with changes brought about by globalisation and trade liberalisation	√				●
	Soc. St. 15	▪ cope with peer pressure resulting from the youth culture					●
Technological Literacy	TL 1	▪ use modern technologies to conduct research and solve problems	√	√	●	●	●
	TL 2	▪ use modern technologies to conduct consumer transactions			●		●
	TL 3	▪ use computer technology to access and evaluate information	●	●	●	●	●
	TL 4	▪ cope with the changes brought along by the use of new technologies in medicine, agriculture, transportation, manufacturing, energy and communication	√	√	√	●	●

KEY TO GRID

Eng = English Mod. Lang. = Modern Languages Math. = Mathematics Int. Sc. = Integrated Science Soc. Stud. = Social Studies TL = Technological Literacy

● indicates the subject that specifically engages the learner in the development of the competency

√ indicates the related subjects that engage the learner in the development of the competency

Western Zone Office
5 November 2014

CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Certificate of Secondary Level Competence®

SOCIAL STUDIES

Specimen Paper and Key

Specimen Paper and Key: - Paper 01

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

CARIBBEAN CERTIFICATE FOR SECONDARY LEVEL COMPETENCE

SPECIMEN
MULTIPLE CHOICE QUESTIONS
FOR

SOCIAL STUDIES

READ THE FOLLOWING DIRECTIONS CAREFULLY

This test has 50 items. Each item has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.

Sample Item

Which of the following is the BEST definition of 'society'?

(A) People who work together in the same community
(B) Those persons who protest their living conditions
(C) People who are held together by a common culture
(D) Those persons who live in a foreign country

The best answer to this item is "People who are held together by a common culture", so you should select the option labelled (C).

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1. Tristan's aunt recently noticed that lately he wants to make decisions for himself, spend more time with his friends and is more aware of himself and how he looks. Tristan is MOST LIKELY becoming a/an

(A) child
(B) adult
(C) adolescent
(D) elderly person

2. Which of the following CORRECTLY identifies the stages of human development?

(A) Infancy, adulthood, adolescence
(B) Senescence, adulthood, childhood
(C) Childhood, adolescence, senescence
(D) Infancy, senescence adulthood

3. Which of the following are desirable for healthy social interaction?

I. Caring
II. Understanding
III. Exercising regularly

(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

4. Which of the following could be classified as a need for a teenager?

(A) A vehicle
(B) Brand clothing
(C) Good education
(D) A cellular phone

Items **5–6** refer to the table below that shows some of the main steps in the decision-making process. These steps are not in the correct order.

STEPS IN DECISION-MAKING PROCESS

1	*Selecting the best alternative*
2	*Defining the problem*
3	*Implementing a solution*
4	*Developing an alternative*
5	*Gathering information*
6	

5. Which of the following is the correct order of the steps to complete the decision-making process?

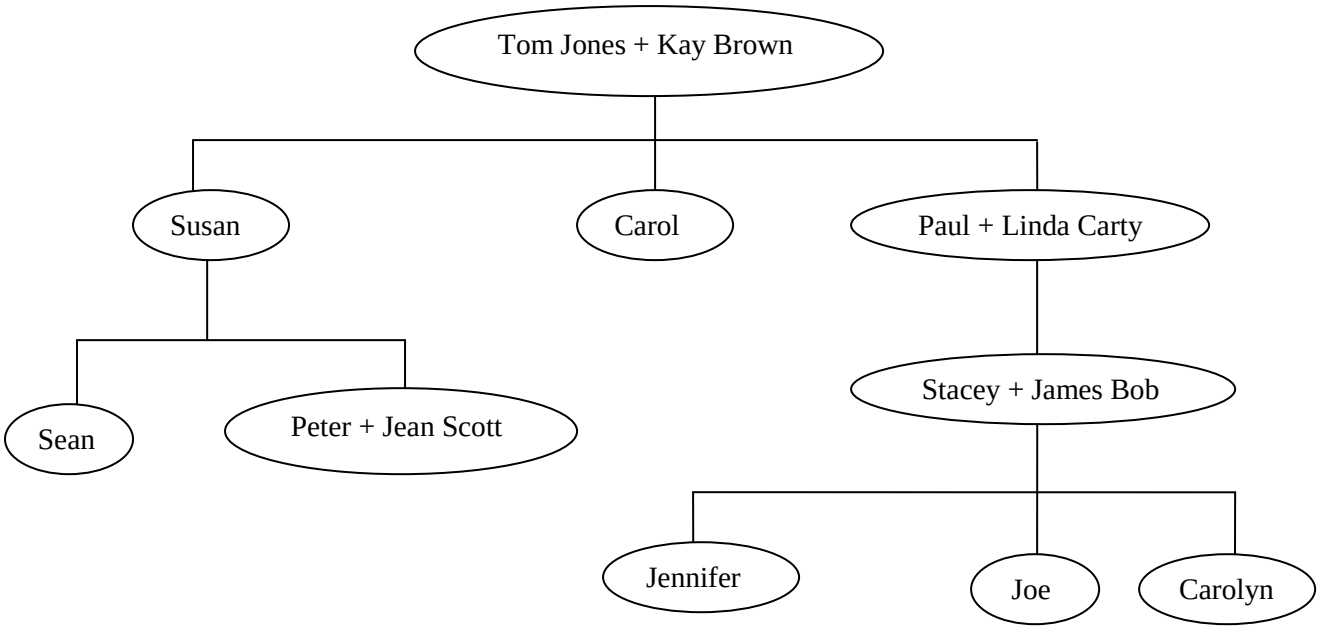
(A) 1, 3, 2, 5, 4
(B) 2, 5, 4, 1, 3
(C) 1, 4, 5, 2, 3
(D) 5, 2, 4, 1, 5

6. Which of the following should be included to complete the decision-making process?

(A) Allocating and assigning the task
(B) Participating and making answers
(C) Discussing and selecting the problem
(D) Reviewing and monitoring the problem

GO ON TO THE NEXT PAGE

Items **7–9** refer to the family tree below. Study the information carefully and then answer the items.



+ means married

7. What is Stacy Bob's maiden name?

(A) Scott
(B) Jones
(C) Carty
(D) Brown

8. How many of Stacey's aunts are identified in the diagram?

(A) 1
(B) 2
(C) 3
(D) 4

9. Stacey, James and their children were living with their parents for some time. They recently bought and moved into their own home. Which of the following types of family structures describes their new household?

(A) Nuclear
(B) Blended
(C) Extended
(D) Single parent

10. Which of the following is LEAST likely to affect the economic function of the family?

(A) More working hours for men
(B) Greater job opportunities for women
(C) Father and mother receiving higher wages
(D) Father and mother helping in domestic chores

11. "Sit properly at the dining table!" said Mrs. Small to her son John. What function of the family is being demonstrated by Mrs. Small?

(A) Affection
(B) Economic
(C) Procreation
(D) Socialization

12. James, who possesses a positive self-image, is MOST likely to

(A) work hard and be motivated
(B) plan how to prevent the success of others
(C) fight with those who speak negatively about him
(D) discriminate against the less fortunate

13. Which of the following is a characteristic of a formal group?

(A) Antagonism
(B) Mutual goals
(C) Self-Interest
(D) Power Struggle

14. Which of the following situations would MOST likely result in conflict between a parent and a child?

(A) The child constantly uses the Internet
(B) The child attends choir practice regularly
(C) The parent expresses concern when the child seems upset
(D) The parent attends parent-teacher meetings at school

15. Which of the following measures will help to resolve domestic disputes?

(A) A state of emergency
(B) Increased fines
(C) Corporal punishment
(D) Conflict resolution

16. Which characteristics should a role model possess?

I. Honesty
II. Fairness
III. Inflexibility

(A) I and II
(B) I and III
(C) II and III
(D) I, II, and III

17. Which of the following activities is an example of showing respect for national symbols?

(A) Standing at the playing of the national anthem
(B) Flying the national flag after sunset
(C) Using local instruments to play the national anthem
(D) Draping a coffin with the national flag

18. The Arm of Government which is responsible for making policies is

(A) Senate
(B) Judiciary
(C) Executive
(D) Legislative

19. Jerome wants to be a model citizen. Which of the following should he practice?

(A) Disregarding the flag
(B) Encouraging violence
(C) Disobeying traffic signs
(D) Paying taxes

20. All students have a right to an education; As Students, they have a responsibility to

(A) attend only favourite classes
(B) be regular at classes
(C) complete only Maths assignments
(D) obey some of the school rules

21. When purchasing prepackaged food items, consumers must pay attention to

(A) expiry dates
(B) after-sale services
(C) repossession policies
(D) provision of warrantees

22. Which of the following are normally associated with a wise consumer?

I. Preparing a budget
II. Utilizing discounts
III. Purchasing brand-name products

(A) I and II
(B) I and III
(C) II and III
(D) I, II and III

23. The Government of a Caribbean country is considering passing laws to prevent the building of houses in waterways. Which of the following social problems would this action by the Government help to solve?

(A) Poverty
(B) Flooding
(C) Reforestation
(D) Housing shortage

Item **24** refers to the following information.

Sonia: I don't know what to do. I caught my son, who is only 14 years old, smoking marijuana.

Larry: Girl, I don't know what to tell you. I have two teenage children and both of them smoke the stuff as well.

24. Which of the following actions should both parents consider to assist their children?

(A) Reduce their allowance
(B) Send them to a recreational centre
(C) Take them to a drug rehabilitation centre
(D) Leave them in the care of a Correction Officer

25. Susan Sommers' weekly pay was decreased by 10% without explanation given to her by her supervisor. Her supervisor violated her right to

(A) a fair day's pay
(B) join a union
(C) safety on the job
(D) satisfactory working conditions

26. Which of the following is LEAST likely to affect the outcome of a job interview?

(A) Mode of dress
(B) Impolite behaviour
(C) Lack of confidence
(D) Arriving one hour early

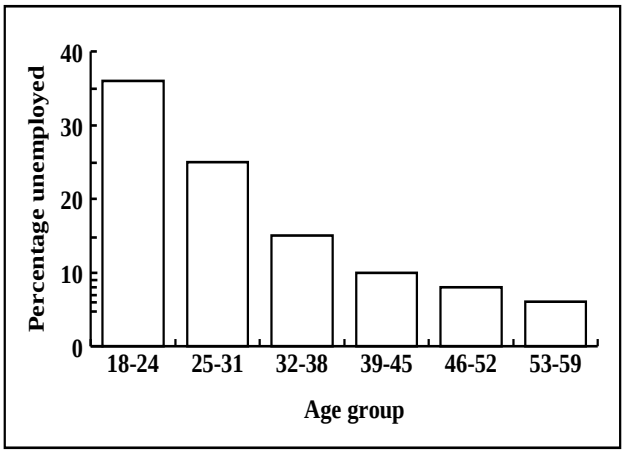
27. Bill Thomas is an unsuccessful entrepreneur. What is the MOST likely reason for his lack of success?

(A) Taking minimal risks
(B) Having a strong desire to achieve
(C) Displaying high levels of self confidence
(D) Making unwise financial decisions

28. Which of the following is NOT characteristic of a 'social problem'?

(A) Spending time with persons who share similar beliefs
(B) Having parents who do not attend PTA meetings regularly
(C) Having a social every Friday night with friends from your school
(D) Displaying undesirable behaviour that affect the community

Item **29** refers to the graph on unemployment below.



UNEMPLOYMENT IN COUNTRY X

29. The graph above shows that unemployment in Country X is

(A) increasing over a period of time
(B) lowest among the youngest age group
(C) a serious problem among persons aged 50 and over
(D) decreasing from the younger to older age groups

30. What is the MOST likely factor which would prevent persons aged 18–24 in Country X from becoming employed?

(A) They may be too restless to settle down in a job.
(B) They may lack the experience required to get a job.
(C) They may have no money to invest in a business.
(D) They may be unable to cope with work place technology.

Items **31–32** refer to the table below. It shows responses of persons to an item on a questionnaire which asked for reasons why they work. Twenty persons were originally asked to respond. Read the information carefully then answer the items.

Responses	**Number of Persons responding**
I do not like being idle.	2
I want to become wealthy.	4
I need to provide the necessities for my family.	10
I want to contribute to the development of my country	2

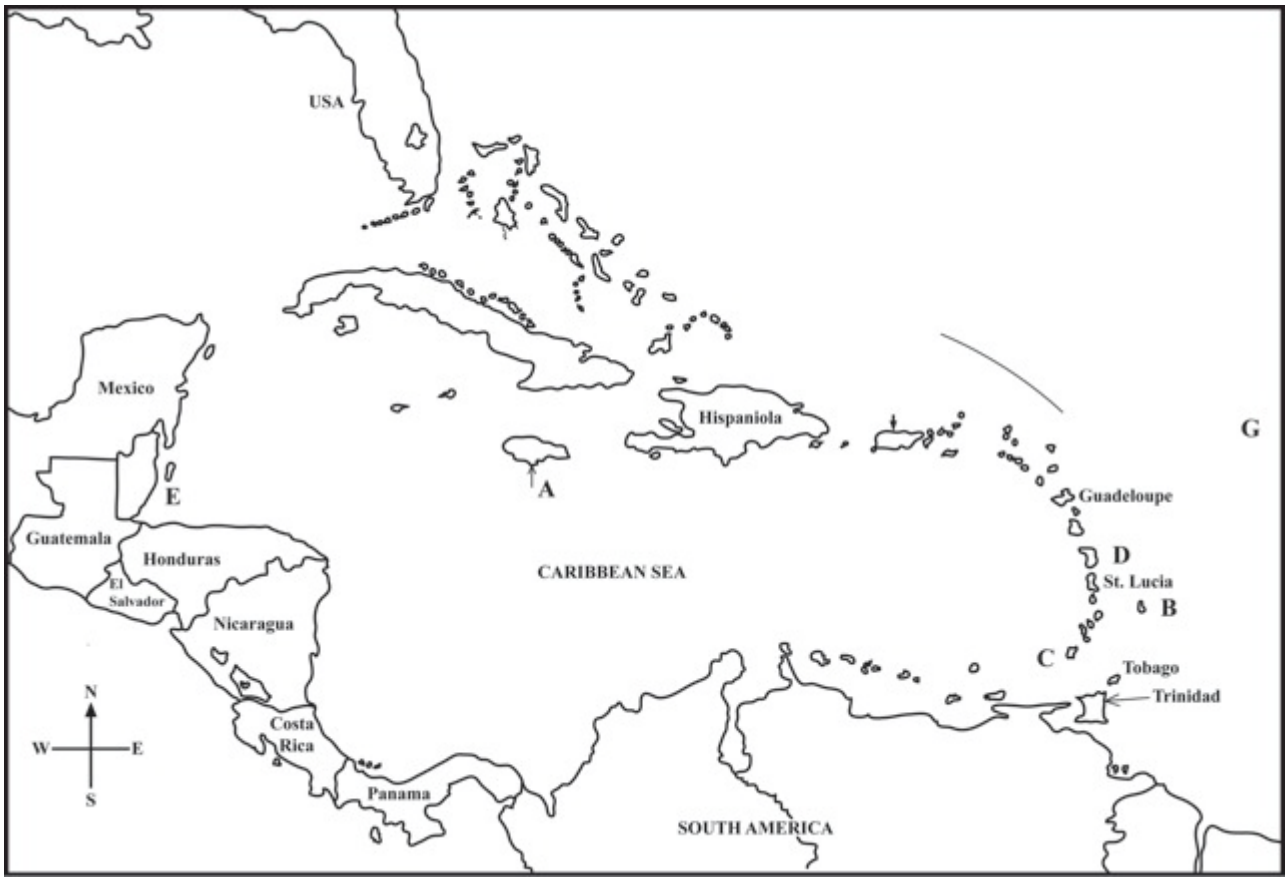
31. How many individuals did not respond to the questionnaire?

(A) 0
(B) 1
(C) 2
(D) 3

32. What conclusion can be drawn from the responses provided in the table?

(A) The majority of respondents worked because they did not want to remain idle.
(B) Most respondents were happy with their jobs.
(C) At least half of the respondents felt that they needed to provide the basic needs for their family.
(D) Most respondents wanted to contribute to the development of the country

Items **33–35** refer to the following map of the Caribbean. Study the map carefully then answer the items.



33. Which country is immediately north of the one labeled D?

(A) St Lucia
(B) Dominica
(C) Barbados
(D) Martinique

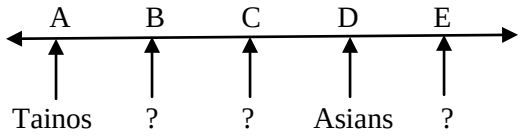
34. The letter "G" represents the

(A) Caribbean Sea
(B) Indian Ocean
(C) Pacific Ocean
(D) Atlantic Ocean

35. The main resource of territory "C" is

(A) sugar
(B) spices
(C) bauxite
(D) petroleum

Item **36** refers to the Time Line representing arrival of different ethnic groups in the Caribbean.



36. The group of people represented by the letter 'C' is

(A) Africans
(B) Amerindians
(C) Europeans
(D) Kalinagos

37. One of the main reasons for integration within the Caribbean region is to

(A) bring back all nationals to the Caribbean
(B) reduce import bills of Caribbean countries
(C) create one common Caribbean government
(D) stop imports from countries outside of the Caribbean

38. Which challenge of CARICOM is MOST likely to lead to a social problem?

(A) Brain drain
(B) Size of population
(C) Increase in natural diseases
(D) Shortage of natural resources

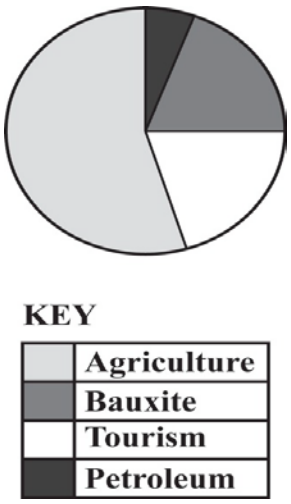
39. Which of the following are benefits of the CARICOM Single Market and Economy to the countries in the Caribbean?

I. Cheaper consumer goods in the region
II. Smaller market for producers
III. Freedom of movement for workers

(A) I only
(B) I and III only
(C) II and III only
(D) I, II and III

Item **40** refers to the Pie Chart below which shows foreign exchange earnings for a Caribbean country.

Foreign Exchange Earnings – Country X



40. What is the largest earner of foreign exchange in this Caribbean country?

(A) Agriculture
(B) Bauxite
(C) Petroleum
(D) Tourism

41. Which commodity earns approximately 10% of the foreign exchange?

(A) Agriculture
(B) Petroleum
(C) Bauxite
(D) Tourism

42. Which statement about the graph is TRUE?

(A) Few persons are involved in agriculture
(B) Tourism accounts for over 50% of the foreign exchange
(C) Bauxite and petroleum account for 25% of foreign exchange earned
(D) Petroleum is the largest earner of foreign exchange

GO ON TO THE NEXT PAGE

43. The term 'global village' is used to

(A) indicate third world countries
(B) name countries which are economically impoverished
(C) describe a particular region of the world known for its use of technology
(D) describe how connected the world has become as a result of electronic media and information technology

Item **44** refers to the following information.

Arnold: Have you completed the Social Studies assignment?
Sophia: Long time boy. My sister did a very similar assignment for which she got an A, so I just copied it.

44. Which of the following is Sophia guilty of ?

(A) Piracy
(B) Hacking
(C) Plagiarism
(D) Identity theft

45. Which form of payment is usually used for online purchases?

(A) Money order
(B) Credit card
(C) Treasury bill
(D) Manager's cheque

46. Tourist arrivals to the Caribbean may increase when there is a/an

(A) natural disaster
(B) decrease in the cost of travel
(C) increase in crime and violence
(D) visa restriction issued by the USA

47. Which of the following illustrates that the world is a global village?

(A) The use of airplanes to get to a destination quickly
(B) Travel on luxury liners such as cruise ships
(C) The use of computers to shop on-line
(D) Jumbo Jets to get one to a destination quickly

48. The need to protect individuals, their creativity and the product of their labour was considered important enough to cause governments to introduce specific laws. The laws that were enacted dealt with

(A) trespass
(B) liability
(C) copyright
(D) devaluation

49. Caribbean citizens can reduce the effects of climate change by

(A) dumping illegally
(B) cutting down trees
(C) using solar energy
(D) using petroleum products

50. Citizens in the Caribbean met and discussed ways of increasing visitor arrivals to the region. Which of the following would be a good proposal for them to implement?

(A) Plant trees on the hillsides
(B) Throw garbage in the waterways
(C) Leave garbage in the markets
(D) Sell craft items on the sidewalks

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

KEY

Level & Subject:		Social Studies - Specimen Paper		
Item No.	**Syllabus Reference**	**Module**	**Key**	**Taxonomical Level**
1	1.b.2	1	C	Comprehension
2	1.b.2	1	C	Knowledge
3	1.c.7	1	A	Comprehension
4	1.c.9	1	C	Comprehension
5	1.c.10	1	D	Knowledge
6	1.c.10	1	D	Comprehension
7	1.d.21	1	C	Comprehension
8	1.d.21	1	B	Analysis
9	1.d.15	1	A	Comprehension
10	1.d.16	1	D	Evaluation
11	1.d.16	1	D	Comprehension
12	1.c.4	1	A	Knowledge
13	2.a.2	2	B	Knowledge
14	2.a.11	2	A	Knowledge
15	2.a.12	2	D	Comprehension
16	2.a.14	2	A	Knowledge
17	2.c.24	2	A	Knowledge
18	2.d.27	2	C	Knowledge
19	2.c.28	2	D	Comprehension
20	3.d.19	3	B	Comprehension
21	3.d.18	3	A	Knowledge
22	3.d.16	3	A	Comprehension
23	2.b.17	3	B	Knowledge
24	3.a.1	3	C	Knowledge
25	3.b.12	3	A	Comprehension
26	3.b.6	3	D	Comprehension
27	3.b.11	3	D	Evaluation
28	2.b.17	3	C	Comprehension
29	2.b.18	3	D	Comprehension
30	3.b.4	3	B	Analysis
31	3.b.3	3	C	Comprehension
32	3.b.3	3	C	Analysis
33	4.a.1	4	B	Knowledge
34	4.a.2	4	D	Knowledge
35	4.a.5	4	B	Knowledge
36	4.a.7	4	A	Knowledge
37	4.c.12	4	C	Comprehension
38	4.c.11	4	B	Comprehension
39	4.d.13	4	B	Analysis

Level & Subject:		Social Studies - Specimen Paper		
Item No.	**Syllabus Reference**	**Module**	**Key**	**Taxonomical Level**
40	4.c.12	4	A	Analysis
41	4.c.12	4	B	Analysis
42	4.c.12	4	C	Analysis
43	5.a.1	5	D	Comprehension
44	5.a.2	5	A	Comprehension
45	5.b.3	5	B	Comprehension
46	5.c.4	5	B	Analysis
47	5.a.1	5	C	Comprehension
48	5.c.4	5	C	Knowledge
49	5.d.5	5	C	Analysis
50	5.c.4	5	A	Analysis

Caribbean Examinations Council
Prince Road, Pine Plantation Road,
St Michael BB11091
Tel: (246) 227 1700
Email: cxcezo@cxc.org