



CARIBBEAN
EXAMINATIONS
COUNCIL

Caribbean Secondary
Education Certificate®

SYLLABUS

SOCIAL STUDIES

CXC 14/G/SYLL 22

Effective for examinations from May–June 2025



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NOTE TO TEACHERS AND LEARNERS

This document CXC 14/G/SYLL 20 replaces CXC 14/G/SYLL 08.
Major amendments are indicated by italics.

First published 1983
Reprinted with amendments 1986, 1987, 1988
Revised 1991
Amended 1993
Revised 2000
Revised 2008
Revised 2022

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PLEASE NOTE



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

Social Studies Syllabus

◆ RATIONALE

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

Effective social participation should:

1. be based on accurate and relevant information about a particular issue or set of issues;
2. be sensitive to *and tolerant of issues of diversity*;
3. *demonstrate* a sense of commitment to the development of the community, *region and the wider world*;
4. stem from a deliberate choice of ways and means to accomplish a clearly perceived objective; and,
5. *provide the opportunity for collaboration, communication, creativity and critical thinking.*

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

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

Through the use of learner-centred teaching, learning and assessment approaches, as well as the integration of relevant technological competencies, this syllabus seeks to ensure that students develop the necessary skills and at the same time introduces them to knowledge of social phenomena that may enhance their effectiveness as social participants in the Caribbean community. It is also intended that, through the syllabus, the process of valuing would be made conscious so that persons become aware of their position, thus enabling them to bring conscious

criteria to bear on their choices as social participants. This area of study, in keeping with the *five UNESCO Pillars of Learning – learning to know, do, live together, be and transform oneself and society* – will also equip students to think logically and critically, as well as enhance their human relation skills.

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

◆ AIMS

The syllabus aims to:

1. develop an appreciation for self as active, responsible and reflective members of society;
2. encourage respect and *tolerance for the differences that exist among us*;
3. develop an appreciation for one's *own culture* and *the* cultural heritage of others;
4. develop social and life skills important for social interaction *in the 21st century*;
5. develop an appreciation for the environment and contribute towards its sustainability;
6. *develop spatial and geographical awareness of the region and the world*; and,
7. *develop the ability to adapt to and solve issues related to the social, economic, political and technological challenges* in the country, region and the world.

◆ GENERAL OBJECTIVES

On completion of this syllabus, students should:

1. understand himself or herself as a social being, his or her relationships with his or her family, community, nation or state, the Caribbean region and the wider world;
2. *demonstrate the ability to critically* appraise the prevailing societal attitudes, norms and values *related to diversity among people*;
3. *become aware of the origins of their cultural identity and that of the region*;
4. *demonstrate the ability to use coherent and conscious processes as the principal means for social participation and social action*;
5. appreciate the human and natural diversity of the region and how this can be harnessed to promote its sustainable development through regional integration;
6. *develop an awareness of the geographical environment of the region*;
7. *respond to the global changes that influence the society and environment of the region*;
8. *appreciate the importance of being tolerant, respectful and considerate of different talents, abilities and capabilities that may exist among individuals*; and,
9. *value the importance of utilising the various forms of communication and technology for collaborating to achieve shared goals*.

◆ ORGANISATION OF THE SYLLABUS

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

- Section A - Individual, Family and Society
- (i) *Individual and the Family*
 - (ii) *Society and Governance*
- Section B - Sustainable Development and Use of Resources
- (i) Development and Use of Resources
 - (ii) Regional Development

CRITERIA FOR CONTENT SELECTION

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

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

The syllabus is organised around the unifying concepts listed below.

1. Identity
Identity, at the personal level, seeks to answer, “Who am I?” “*What is my role?*” and “What do I want to be?” Identity also makes the individual conscious of the relationships among personal needs and those of the family, the nation and the region.
2. Freedom/choice
Satisfying personal and national needs involves freedom to adapt to or reject existing norms; to be creative.
3. Responsibility
With the freedom to make choices comes the responsibility to respect the rights of others, appreciate the differences that exist among us and preserve the environment.
4. Conflict (*including management and resolution*)
Conflict is inherent in the process of exercising the freedom to make choices among competing alternatives.
5. Development/change
The nature of the choices made to satisfy needs may result in varying degrees of *sustainable* development and change at the *personal, community, national, regional or global level*.
6. Interaction
The degree of change is influenced by the efficiency and adequacy of relationships among people at personal, community, national, regional *and global* levels.

- | | | |
|-----|------------------------|---|
| 7. | Cooperation | The rate of development or the level of satisfaction of needs increases when individuals, families, communities or nations share their ideas, pool their resources and arrive at solutions. |
| 8. | <i>Interdependence</i> | <i>The extent to which individuals and countries depend on each other. Interdependence highlights the close connection that is required for national and regional development.</i> |
| 9. | Justice | Justice as fairness can be fostered when social, economic, <i>legal</i> and moral rights are maintained. |
| 10. | Integration | Policies and practices used in achieving national and regional goals reflect mutually acceptable international rules, policies and institutions. |

SKILLS, COMPETENCIES AND ATTITUDES TO BE DEVELOPED

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

1. skills of social enquiry and the ability to present and report findings with clarity;
2. skills of critical thinking about social phenomena through normal classroom interactions; *and*,
3. habit of *using different social competencies to solve problems.*

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

1. Enquiry and Communication Skills

The student should be able to:

- (a) identify and define problems;
- (b) *determine the appropriate approach/research design to investigate a problem;*
- (c) gather information from individuals and groups and also reference materials, including written sources, graphs, maps, pictures, objects and songs and use this information as required;
- (d) design simple questionnaires, interview schedules and observation checklists;
- (e) administer questionnaires, conduct interviews and make observations;
- (f) *organise and* present data in different forms – graphs, diagrams, statistical tables, pictures, models, prose, poetry; and,
- (g) express himself or herself in speech and writing with precision, clarity and fluency.

2. Critical Thinking and Problem-Solving Skills

The student should be able to:

- (a) evaluate information in terms of accuracy, objectivity and relevance:
 - recognise underlying assumptions and values;
- (b) analyse *data* from different sources;
- (c) draw conclusions *based on data collected*;
- (d) propose and justify solutions to problems/issues; and,
- (e) *apply solutions to new situations.*

3. Affective Learning: Attitudes and Values

The student should be able to:

- (a) demonstrate willingness to cooperate and take part in group activities;
- (b) be tolerant and show respect and consideration for other people's feelings, opinions, way of life *and property*; empathize with other people's feelings and actions;
- (c) demonstrate a sense of fair play, *honesty, integrity, justice, and* humility;
- (d) *appreciate human beings as problem solvers; and,*
- (e) appreciate the value of the Earth and its resources, *understand its significance for survival* and be willing to *preserve* it.

Specific Objectives and Suggested Teaching and Learning Activities marked with an asterisk () throughout the syllabus indicate important attitudes or skills to be developed in Social Studies and may feature in the School-Based Assessment.*

TIMETABLE REQUIREMENTS

The syllabus has been worked out on the basis of a minimum of four (4) forty-minute (40-minute) periods per week for five (5) terms of ten (10) weeks each.

◆ FORMAT OF THE EXAMINATION

Paper 01 (1 hour 15 minutes) This paper will consist of 60 multiple-choice items, 30 items on Section A and 30 items on Section B.

Paper 02 (2 hours 40 minutes) *This paper will consist of six questions, four questions in Section A and two questions in Section B. Candidates will be required to answer all six questions.*

The questions in Section A will be divided into several parts which will require short answer responses. Two questions will be based on Section A of the syllabus, Individual, Family and Society and two questions will be

based on Section B of the syllabus, Sustainable Development and Use of Resources.

The questions in Section B will require responses written in essay format. One question will be based on Section A of the syllabus, Individual, Family and Society and one question will be based on Section B of the syllabus, Sustainable Development and Use of Resources.

School-Based Assessment (SBA)

Paper 031

This paper will focus on the assessment of social enquiry, communication, critical thinking and problem-solving skills by means of a project based on any section of the syllabus.

Paper 032

This paper is the alternative to the SBA for private candidates. It will focus on the assessment of enquiry, communication, critical thinking and problem-solving skills by means of a written examination with questions based on research activities. The examination will consist of five structured questions requiring short answer responses.

◆ CERTIFICATION

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

◆ SKILLS AND ABILITIES TO BE ASSESSED

The skills and abilities to be assessed are categorized under two broad headings: Knowledge and Comprehension and Use of Knowledge. Performance will be reported under the profile dimensions Knowledge and Comprehension and Use of Knowledge.

◆ DEFINITION OF PROFILE DIMENSIONS

Knowledge and Comprehension (KC)

The ability to:

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

Use of Knowledge (UK)

The ability to:

1. organise, analyse and integrate information collected from a variety of sources to develop an informed position on social issues and problems, and to make decisions;
2. propose solutions to social issues and problems based on concepts and principles for guiding behaviour and motivating responsible participation within social groups and communities; and,
3. explain and support reasoned decisions and conclusions, and to evaluate the reasonableness of decisions.

MARK ALLOCATION BY PAPERS AND PROFILE DIMENSIONS

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

PROFILE DIMENSIONS	PAPERS			
	PAPER 01	PAPER 02	PAPER 031 PAPER 032	TOTAL
Knowledge and Comprehension	60	40	-	100
<i>Use of Knowledge</i>	-	60	40	100
TOTAL	60 (30%)	100 (50%)	40 (20%)	200 (100%)

◆ REGULATIONS FOR RESIT CANDIDATES

For **CSEC®** candidates, SBA scores can be carried forward only ONCE and only during the year immediately following the first sitting. In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the preliminary results if a candidate's moderated SBA score is less than 50% in a particular subject. Candidates reusing SBA scores should register as "Resit candidates" and must provide the previous candidate number when registering.

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

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates must be entered for the examination through the Local Registrar in their respective territories and will be required to sit Papers 01, 02, and EITHER Paper 031 OR Paper 032.

Paper 031 is a single guided research project for candidates whose research must be monitored by tutors in a recognised educational institution or by assessors selected by the **CXC®** Local Registrar on behalf of the Council. The reports must be original and must be validated by their tutors. **See pages 70-76 for further details.**

Paper 032 is a written examination designed for candidates whose research projects cannot be monitored by tutors in a recognised educational institution. **See pages 77-78 for further details.**

◆ REGULATIONS FOR THE JANUARY SITTING

1. All candidates sitting Social Studies at the January examination for the first time **MUST** write Paper 032.
2. There is no SBA option (Paper 031) available for January candidates.
3. *Those resit candidates who wrote Paper 031 (SBA) previously and who wish to improve on their grade may write Paper 032 in January.*

NB: See regulations for writing Paper 032 on pages 77-78.

Career Paths

Students who successfully pursue this subject will develop knowledge, skills and attitudes that are useful in fields such as:

- | | |
|-----------------------------|------------------------------|
| 1. Anthropology | 13. Market Research Analysis |
| 2. Archeology | 14. Media and Communication |
| 3. Criminal Justice | 15. Policy and Development |
| 4. Disaster Management | 16. Political Science |
| 5. Diversity and Inclusion | 17. Public Health |
| 6. Education | 18. Research |
| 7. Environmental Science | 19. Social Science |
| 8. Geography | 20. Social Work |
| 9. History and Culture | 21. Sociology |
| 10. Human Rights Advocacy | 22. Tourism |
| 11. International Relations | 23. Urban Planning |
| 12. Law | 24. Wildlife Conservation |

◆ SECTION A: INDIVIDUAL, FAMILY AND SOCIETY

(i) INDIVIDUAL AND THE FAMILY

GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand himself or herself as a social being, his or her relationships with his or her family, community, nation or state, the Caribbean region and the wider world;
2. *become aware of the origins of their cultural identity and that of the region;*
3. *demonstrate the ability to critically appraise the prevailing societal attitudes, norms and values related to diversity among people;*
4. *demonstrate the ability to use coherent and conscious processes as the principal means for social participation and social action;*
5. *appreciate the importance of being tolerant, respectful and considerate of different talents, abilities and capabilities that may exist among individuals; and,*
6. *value the importance of utilising the various forms of communication and technology for collaborating to achieve shared goals.*

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
1. describe the major functions of the family;	The major functions of the family: <ol style="list-style-type: none"> (a) as a unit of procreation; (b) as a social unit for rearing children, namely, the socialisation of the individual; (c) as an economic unit for satisfying basic needs: <ol style="list-style-type: none"> (i) <i>budgeting;</i> (ii) <i>finance and availability of credit;</i> 	Cooperation – between parents in relation to performance of functions. Identity – in relation to <i>who am I</i> and belonging to a particular family type. Development/change – in terms of governments assisting the family with some of its functions. Freedom/choice – in relation to family planning decisions.	<i>Engage students in discussions to share their experiences and perspectives in relation to the functions of the family.</i> <i>Allow students to examine excerpts/arguments from a variety of sources about the functions of the family, underlying assumptions about these functions and how these have changed over time.</i>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(i) INDIVIDUAL AND THE FAMILY (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	(iii) <i>practicing thrift; and,</i> (iv) <i>use of technology for financial transactions.</i> (d) <i>as a social unit for satisfying emotional and psychological needs.</i>	<i>Responsibility – in relation to contributing to the family and society. Maintaining healthy relationships within and outside the family.</i>	
2. <i>evaluate different sources to determine a definition of the family;</i>	(a) <i>Evaluation Criteria:</i> (i) <i>accuracy;</i> (ii) <i>authority;</i> (iii) <i>currency;</i> (iv) <i>objectivity;</i> (v) <i>coverage; and,</i> (vi) <i>relevance.</i> (b) <i>Definitions of the Family.</i>	Identity – in terms of the family as a primary group with which individuals identify. Interaction – relationships among family members. Interdependence – members depending on each other for their needs and wants.	<i>Have students evaluate at least three (3) sources which provide a definition for the family. Evaluation should be based on the criteria for evaluating sources of information. Using the information garnered from the sources, develop a definition of the family.</i>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(i) INDIVIDUAL AND THE FAMILY (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>3a. <i>examine</i> different family types, relations, unions <i>and forms of marriage</i> in the Caribbean <i>and the wider world</i>;</p> <p>3b. <i>*demonstrate respect and tolerance of others from different family types and unions</i>;</p>	<p>Family types, relations, unions and forms of marriage in the Caribbean <i>and the wider world</i>:</p> <p>Types – nuclear, extended, sibling households, single parent family;</p> <p><i>Relations – Family Tree (illustrate and interpret)</i>;</p> <p>Unions (<i>legal and civil</i>) – visiting relationships, consensual or common law, marriage; and,</p> <p><i>Examination of the traditional and modern forms of marriage in the wider world.</i></p>	<p>Identity – belonging to a particular family type.</p> <p>Development/change – in terms of emerging family <i>structures</i>.</p> <p>Choice/freedom – to remain in or establish a particular family type.</p> <p><i>Conflict – legal recognition, societal recognition, acceptance.</i></p> <p>Justice – equality of rights given to members of the various family structures.</p> <p>Integration – the legal recognition/acceptance of the various family types and unions.</p> <p><i>Interdependence – in terms of family members interacting and supporting each other.</i></p>	<p><i>Have</i> students describe their family and have the class categorise them according to the characteristics.</p> <p><i>Have</i> students conduct a survey to find out the number of students in class who belong to different family types. Students <i>will</i> discuss the reasons for the most popular type identified and its characteristics. <i>Have students produce a graph or chart to show their findings.</i></p> <p><i>Have</i> students develop digital stories, using relevant Caribbean-centric images. The digital stories should focus on the different family types, relations, and unions that are present in the Caribbean and the rest of the world as well as the challenges these families experience. Students may orally present and discuss their digital stories.</p> <p><i>Have</i> students conduct interviews with members of different family types and unions to make comparisons.</p> <p><i>*As a formative assessment task, have students complete a respect and tolerance self-assessment checklist or rating scale where they assess their behaviours to determine the extent to which they demonstrate respect and tolerance when interacting with others from different family types and unions.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(i) INDIVIDUAL AND THE FAMILY (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
			<p><i>Have students illustrate their family relations on a family tree.</i></p> <p><i>Engage students in a panel discussion on their views of emerging family structures.</i></p>
4. examine the roles and responsibilities of adults and <i>children</i> of a Caribbean family;	<i>Traditional versus Contemporary roles and responsibilities.</i>	<p>Conflict management <i>and</i> conflict resolution – resolving the case of one role interfering with the performance of another or individuals deliberately neglecting their roles and responsibilities.</p> <p>Freedom/choice – to undertake a role and the corresponding responsibilities.</p> <p>Identity – as defined by one’s status in the family.</p> <p>Cooperation – the sharing of roles.</p> <p><i>Interdependence – dependence on family members to perform their role.</i></p> <p><i>Responsibility – assisting in the development of the family and respecting the roles and contributions of the family.</i></p>	<p><i>Have students categorise male and female roles and responsibilities in their respective households. Comment on whether the roles and responsibilities should be strictly divided.</i></p> <p><i>Have students examine ways in which the school could better prepare individuals for their roles in the family.</i></p> <p><i>Have students discuss how the absence of the mother/father from the household affects the family.</i></p> <p><i>Using a brainstorming strategy, have students identify and discuss underlying assumptions about the roles and responsibilities of the family.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(i) INDIVIDUAL AND THE FAMILY (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>5a. <i>examine</i> the causes and effects of the changes in the roles <i>and responsibilities</i> of family members in Caribbean society;</p>	<p>Factors which contribute to the changing roles and responsibilities of <i>women, men and children</i> in the Caribbean family. <i>For example:</i></p> <ul style="list-style-type: none"> (a) status and increased rights of women in society; (b) choice of employment; (c) available technology; (d) <i>societal values/pressure</i>; (e) leisure activities; and, (f) educational opportunities. <p>Results of the changing roles and responsibilities of <i>women, men and children</i> in the Caribbean family. <i>For example:</i></p> <ul style="list-style-type: none"> (a) <i>Role conflict</i>; (b) <i>Identity crisis</i>; (c) <i>Breakdown in communication</i>; (d) <i>Marginalization of males</i>; (e) <i>Challenges of gender equality</i>; (f) <i>Independence of family members</i>; and, (g) <i>Shared responsibilities</i>. 	<p>Conflict – resulting from the reluctance of some <i>members of the family to accept that roles may be changed</i>; the inability to cope with the demands of work and family life.</p> <p>Cooperation – the sharing of traditional domestic roles.</p> <p>Choice/freedom – to accept or reject traditional roles.</p> <p>Justice – equal pay for equal work.</p> <p>Integration – removal of barriers to women engaging in traditional male occupations.</p> <p><i>Interaction – in relation to changing roles of family members.</i></p>	<p><i>Have</i> students classify roles and responsibilities identified in the last lesson as traditional male/female roles.</p> <p><i>Have</i> students identify changes observed in their respective homes <i>in relation to the roles that different family members perform</i> and suggest reasons for these changes. <i>Engage students in class discussion</i> on how these changes may have impacted on the family.</p> <p><i>Have</i> students write a letter to the manager of a large company outlining how it may assist parents with after-school care of their children.</p>
<p>5b. <i>*formulate questions to guide information search</i>;</p>	<p><i>Qualities of a good research question:</i></p> <ul style="list-style-type: none"> (a) <i>feasible with given time</i>; (b) <i>researchable – requires more than yes or no to answer</i>; and, (c) <i>specific- variables are clearly stated</i>. 	<p>Identity/development/change – the modern Caribbean woman; male identity crisis.</p> <p>Choice/freedom – to accept or reject traditional roles.</p> <p>Justice – asking questions to obtain answers about social issues.</p>	<p><i>Have students review different examples of research questions to determine if they reflect the qualities of good research questions.</i></p> <p><i>Have students write questions on changing roles of members of the family in the Caribbean.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(i) INDIVIDUAL AND THE FAMILY (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
6. examine factors which assist in the preparation for parenthood;	Preparation for parenthood – physical, economic, emotional and psychological readiness.	<p>Freedom/choice/interaction – to delay parenthood; to make a family plan.</p> <p>Conflict – resulting from an unplanned pregnancy.</p> <p>Development/change – mental, physical, economical, emotional, psychological and social changes in preparation for parenthood.</p> <p>Responsibility – in relation to readiness and impact on the family and society.</p>	<p>Create a scenario of a teenage mother in the newspaper appealing for help for her two children. <i>Have</i> students discuss possible reasons for her appeal and the emotional and psychological effects she may be experiencing.</p> <p><i>Have</i> students examine the school’s curriculum and comment on its effectiveness in preparing students for responsible parenthood. <i>Students should be encouraged</i> to suggest improvements.</p> <p>Invite a public health nurse or the guidance counselor to discuss <i>preparation for parenthood with students.</i></p> <p><i>Have</i> students write an article for the school’s magazine outlining to fellow students why it is important that they should prepare for parenthood.</p>
7. <i>*design simple questionnaires to gather information about the family;</i>	<p><i>Guidelines for designing questionnaires:</i></p> <p>(a) <i>use simple and familiar words;</i></p> <p>(b) <i>use short, clear and specific questions;</i></p> <p>(c) <i>ensure each question covers only one issue at a time;</i></p> <p>(d) <i>do not use leading or biased questions;</i></p> <p>(e) <i>questions should not be difficult to answer or time consuming;</i></p> <p>(f) <i>questions should follow a logical sequence; and,</i></p> <p>(g) <i>questions should be relevant to the research topic.</i></p>	<p><i>Cooperation – individuals, families and communities sharing ideas and arriving at solutions.</i></p> <p><i>Interaction/Interdependence – among groups and individuals in determining the information to be collected.</i></p>	<p><i>*Have students design a questionnaire with five (5) questions to capture data about preparedness for parenthood.</i></p>



* Represents important attitudes or skills to be developed in Social Studies and may feature in the School-Based Assessment.

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(i) INDIVIDUAL AND THE FAMILY (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
8. examine the <i>qualities of an effective parent</i> ;	<i>Qualities of an effective parent</i> : Problem solving skills, communication skills, socialising skills, disciplinary skills, knowledge of good nutrition, showing of love/warmth, <i>good</i> money management, <i>decision-making</i> skills.	<p>Freedom/choice – to accept or reject traditional approaches to parenting.</p> <p>Identity – the qualities that distinguish a good parent.</p> <p>Interaction – in socialising, showing love, disciplining, communicating.</p> <p>Development/change – courses for parents, parent support groups.</p> <p><i>Conflict – managing issues that emerge.</i></p> <p><i>Justice – in cases where poor parenting creates problems.</i></p> <p><i>Responsibility – to teach life skills (for example, healthy lifestyle practices, consumerism, decision making).</i></p>	<p>Students and teacher analyse case studies on the effects of good and bad parenting.</p> <p><i>Have</i> students write and perform a skit which compares and contrasts effective and ineffective parenting.</p> <p><i>Students are given cases of poor parenting and are asked to develop strategies to address problems identified. They will engage in discussion on the merits of each strategy.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(i) INDIVIDUAL AND THE FAMILY (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>9a. examine causes and effects of contemporary social issues that influence and affect persons in Caribbean family life;</p>	<p><i>Vulnerable persons include persons living with disabilities, children, elderly, mentally ill, persons with special needs and the LGBTQ+ community.</i></p> <p><i>Causes and effects of contemporary social issues which influence persons in Caribbean family life such as:</i></p> <p><i>teenage pregnancy, child abandonment, sibling rivalry, divorce and separation, generation gap, substance abuse, juvenile delinquency, sexually transmitted diseases, child abuse, poverty, desertion, suicide, incest, domestic violence, trafficking in persons, abuse and neglect of the elderly, mentally ill and those with special needs.</i></p> <p>Note to Teacher: <i>The causes and effects of the social issues are inter-related and should be presented in that manner.</i></p>	<p><i>Conflict management</i> – resolve issues resulting from negative behavioural changes related to social issues.</p> <p>Development/change – in approaches for dealing with social issues.</p> <p>Interaction/cooperation – between the various social agencies and institutions dealing with social issues.</p> <p><i>Interdependence</i> – between vulnerable individuals, the family, groups and institutions/ social agencies supporting victims and dealing with social issues.</p> <p>Freedom/choice – to accept or reject approaches for dealing with social issues.</p> <p>Justice/integration – acceptance of victims and reformed persons in society.</p>	<p><i>Divide the class into groups to be assigned to different social issues. Students explain causes, effects and possible solutions or strategies for dealing with the social issues.</i></p> <p><i>Have students prepare a plan to tackle a named social issue. The plan should include aims, target group, resources needed.</i></p> <p><i>Have students develop a scrapbook with statistical data and newspaper articles on two social issues in their country to determine prevalence of the issue, examine trends, and describe and evaluate the strategies used within the country to deal with the social issue.</i></p> <p><i>Have students compare the social issues researched within their territory to another in the Caribbean.</i></p>
<p>9b. propose solutions to problems faced by the family;</p>	<p><i>Solution/s should identify a particular strategy, resources needed; should be feasible. Feasibility should be supported by evidence/arguments.</i></p>	<p><i>Cooperation</i> – working together and sharing responsibility.</p> <p><i>Interaction</i> – maintaining positive relationships within the family.</p>	<p><i>Have students write a short reflective piece on the process of solving a problem and how they see themselves as problem solvers.</i></p> <p><i>Engage students in a brainstorming activity where they explore ideas to solve problems faced by the family.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(i) INDIVIDUAL AND THE FAMILY (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>9c. <i>justify solutions to contemporary social issues that influence Caribbean family life;</i></p>	<p>Solutions to contemporary social issues (listed in SO 9a) which influence Caribbean family life <i>such as:</i></p> <ul style="list-style-type: none"> (a) <i>education and training;</i> (b) <i>financial support;</i> (c) <i>increased employment opportunities;</i> (d) <i>counselling;</i> (e) <i>law enforcement;</i> (f) <i>social services and institutions; and;</i> (g) <i>family support.</i> 	<p><i>Conflict management</i> – resolve issues resulting from negative behavioural changes related to social issues.</p> <p>Development/change – in approaches for dealing with social issues.</p> <p>Interaction/cooperation – between the various social agencies and institutions dealing with social issues.</p> <p><i>Interdependence</i> – between vulnerable individuals, the family, groups and institutions/ social agencies supporting victims and dealing with social issues.</p> <p>Freedom/choice – to accept or reject approaches for dealing with social issues.</p> <p>Justice/integration – acceptance of victims and reformed persons in society.</p>	<p><i>Have students participate in a debate or panel discussion focusing on solutions to contemporary social issues that influence Caribbean family life.</i></p> <p><i>Have students examine social programs that have been implemented in their country and discuss how they have addressed the targeted social issues.</i></p>
<p>9d. <i>*design interview schedules to gather information about issues which affect the family;</i></p>	<p><i>Guidelines for designing Interview Schedules:</i></p> <ul style="list-style-type: none"> (a) <i>use open-ended questions (allowing for further questions/probing);</i> (b) <i>sequence questions from general to specific; and,</i> (c) <i>use simple, short questions that do not have multiple parts.</i> 	<p>Interaction /<i>interdependence</i>- among groups and individuals in determining the information to be collected.</p>	<p><i>*Have students develop an interview schedule with five (5) questions for a selected issue that affects the family.</i></p> <p><i>*Have students prepare an interview schedule to be used with a victim of various social issues prevalent in their community. Students list common causes and effects and also present them in a chart.</i></p> <p>Present responses/<i>findings</i> to class.</p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(i) INDIVIDUAL AND THE FAMILY (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>10. <i>describe the laws to protect the family in social situations as listed in content (9a);</i></p>	<p>Laws related to:</p> <ul style="list-style-type: none"> (a) inheritance; (b) child care; (c) legal separation; (d) divorce; and, (e) domestic violence. 	<p>Justice – equal rights for children born in and out of wedlock and for partners in both common-law and legal marriage relationships.</p> <p><i>Interdependence/cooperation/interaction/conflict management</i> – between plaintiff, defendant, attorneys and officers of the court.</p> <p>Freedom/choice – to accept or challenge the decisions of the court.</p> <p>Development/change – revisions to the Family Law Act.</p> <p><i>Responsibility – adhere to the laws.</i></p>	<p><i>Have</i> students identify situations in which family members may have been disadvantaged in relation to inheritance, divorce, or lack of care and maintenance or domestic violence and describe how these persons may have been helped by the relevant laws OR invite a lawyer to do an interactive presentation on the areas <i>identified</i>.</p> <p><i>Have</i> students prepare questions before the presentation to help them evaluate the effectiveness of the laws.</p> <p><i>Collect and present information on new laws or amended laws related to the family in social situations.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(i) INDIVIDUAL AND THE FAMILY (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>11. account for the cultural diversity of the Caribbean region;</p>	<p>The cultural diversity of the Caribbean region.</p> <p>(a) Reasons for the existence of cultural diversity:</p> <p>(i) <i>Indigenous People;</i> (ii) <i>European colonisation;</i> (iii) <i>African enslavement;</i> (iv) <i>Indentureship; and,</i> (v) <i>Migration after Indentureship.</i></p> <p>(b) <i>Impact/contribution of diverse cultural background of the region and diaspora on different cultural forms:</i></p> <p>(i) customs; (ii) ceremonies; (iii) art; (iv) craft; (v) language; (vi) music; (vii) dance; (viii) folklore; (ix) religions; and, (x) festivals.</p> <p>(c) <i>Global influences/Cultural Imperialism (media, travel).</i></p> <p><i>Key terms to define: culture, cultural heritage, cultural diversity.</i></p>	<p>Identity – uniqueness of Caribbean culture.</p> <p>Integration – the fusion of the cultures of the various ethnic groups to create the Caribbean culture.</p> <p>Development/change/conflict – cultural penetration; commercialisation of the culture.</p> <p>Freedom/choice – to accept or reject the culture of the region.</p> <p>Cooperation/interaction/<i>Interdependence</i> – between various groups, artistes, <i>persons in the diaspora</i> and individuals working to promote the culture of the region.</p>	<p><i>Have</i> students view documentaries on Caribbean culture.</p> <p><i>Have</i> students from different cultural backgrounds make presentations or <i>digital stories</i> on their customs, ceremonies, religions, festivals, music, food, dress and language. Alternatively, groups research and make presentations on the cultural practices of different ethnic groups in the region.</p> <p><i>Have</i> students write a <i>song</i>, skit or design a costume for a national festival.</p> <p><i>Have</i> students organise and participate in cultural festivals/ events at school.</p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(i) INDIVIDUAL AND THE FAMILY (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>12. <i>evaluate the ways in which cultural heritage in the Caribbean is transmitted and transformed;</i></p>	<p>Transfer of cultural heritage through communication by:</p> <p>(a) <i>Agents of Transmission</i></p> <p>(i) <i>family;</i> (ii) <i>cultural groups;</i> (iii) <i>artists;</i> (iv) <i>mass media (including social media); and,</i> (v) <i>institutions.</i></p> <p>(b) <i>Transformations</i></p> <p>(i) <i>customs/festivals/celebrations;</i> (ii) <i>cultural exchanges among the various ethnic groups (creolization); and,</i> (iii) <i>commercialisation.</i></p>	<p>Identity – in relation to our cultural heritage.</p> <p>Conflict <i>management</i> – conservation versus commercialisation of the culture and <i>penetration of foreign culture through mass media.</i></p> <p>Freedom/choice – in respect of ways of transmitting the cultural heritage.</p> <p>Development/change – in relation to new types of indigenous music and festivals.</p> <p>Cooperation/ <i>Interdependence</i> – government, <i>artistes</i> and nationals supporting the cultural industry.</p> <p>Justice – recognition of the rights of owners of creative works.</p> <p>Integration – free movement of <i>artistes</i> within the region. Regional cultural presentations such as CARIFESTA.</p>	<p><i>Have</i> students analyse folk songs, stories, drama, dance, paintings and photographs to see how they are used to transmit the culture.</p> <p><i>Have</i> students view an edited version of a national cultural show or CARIFESTA.</p> <p>In groups, <i>have</i> students plan a cultural show. Each group is responsible for organising one art form. Reasons must be given for inviting the particular group or <i>artiste</i> and for the acts to be performed.</p> <p><i>Have</i> students visit the national cultural organisation’s website and research its role in transmitting and transforming the culture.</p>
<p>13. <i>evaluate the impact of the Caribbean cultural forms on the global stage;</i></p>	<p><i>Impact of the following Caribbean Cultural forms on the world:</i></p> <p>(a) <i>Music;</i> (b) <i>Literature;</i> (c) <i>Art;</i> (d) <i>Sports;</i> (e) <i>Festivals;</i> (f) <i>Food and drink; and,</i> (g) <i>Religion.</i></p>	<p><i>Identity</i> – <i>The value of a Caribbean identity in the global arena.</i></p> <p><i>Interaction</i> – <i>The influence of Caribbean Culture on the rest of the world.</i></p> <p><i>Cooperation</i> – <i>Caribbean Culture as a unifying element in other countries – fusion of cultures.</i></p>	<p><i>Engage</i> students in class discussion on newspaper articles and videos of Caribbean culture on the global stage.</p> <p><i>Have</i> students create a webpage showcasing elements of Caribbean Culture in other countries.</p>



* Represents important attitudes or skills to be developed in Social Studies and may feature in the School-Based Assessment.

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)
(ii) SOCIETY AND GOVERNANCE

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
14. outline the <i>types of social groups and their characteristics</i> ;	<p>(a) <i>Types of social groups:</i></p> <p><i>primary; secondary; formal; informal; peer; interest; voluntary and involuntary groups.</i></p> <p><i>Examples of primary, secondary, formal and informal groups found in the Caribbean.</i></p> <p>(b) Characteristics of social groups:</p> <p>(i) structure;</p> <p>(ii) common goals;</p> <p>(iii) voluntary or involuntary membership;</p> <p>(iv) marks of identity;</p> <p>(v) common needs, interest and values;</p> <p>(vi) specific ways of interacting determined by rules and regulations;</p> <p>(vii) established patterns of behaviour;</p> <p>(viii) cooperation to achieve group goals; and,</p> <p>(ix) sanctions.</p>	<p>Identity – unique characteristics of each group.</p> <p>Freedom/choice – to seek membership in various groups.</p> <p>Integration/Interaction/ Cooperation /interdependence – the pooling of ideas and skills towards meeting group’s goal <i>and the opportunities for the development of tolerance, discipline and acceptance of others’ views and ideas.</i></p> <p>Conflict Management – resolving conflicts resulting from non-conformity with the group’s rules, norm, values.</p> <p>Development/change – in goals, <i>needs, values, membership, rules, structure.</i></p> <p>Responsibility – <i>in relation to contributing to the development of society/volunteerism.</i></p>	<p><i>Have students examine their school as an example of a formal/secondary group.</i></p> <p><i>Have students identify the social groups they belong to and explain how they are impacted by their membership.</i></p> <p><i>Have students identify the need for a group in the school/community. Give it a name. Identify the goal of the group. Establish criteria for membership and invite students to join. Give a report on the activities /progress of the group.</i></p> <p><i>Have students record their observations of a group of friends in class as an example of peer, primary or formal group.</i></p> <p><i>Have students use concept maps/matching exercises involving different types of groups.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
15. <i>outline</i> the requirements for cohesion in groups and institutions;	Requirements for <i>cohesion in groups and institutions</i> : (a) leadership; (b) control; (c) cooperation; (d) authority; (e) commitment; and, (f) loyalty.	Cooperation/Interaction – acceptance of authority, <i>control</i> . Conflict <i>Management</i> – resolving issues resulting from differences of opinion within the group/leadership style. Interaction – as a meeting ground for the development of tolerance, discipline and acceptance of others’ views and ideas. <i>Interdependence – between members and those in authority/leadership within groups and institutions.</i> Justice – respect for members’ rights.	<i>Present a scenario where</i> a member of the governing party criticises the leader for covering up corruption in government at a constituency branch meeting or in the press. Have students discuss the likely effects of the member’s action on the party and comment on his/her loyalty/commitment to the party.
16. <i>examine the various means by which social control is achieved in groups;</i>	<i>Social Control in groups</i> : (a) <i>folkways</i> ; (b) <i>norms</i> ; (c) <i>mores</i> ; (d) <i>rules</i> ; (e) <i>laws</i> ; and, (f) <i>sanctions (positive and negative)</i> . Note to the teacher: make the link between social control and socialisation.	Cooperation/Interaction – acceptance of <i>social control in groups</i> . Conflict <i>Management</i> – resolving issues within the groups stemming from the <i>implementation</i> of various social control. <i>Interdependence/ interaction – between members, groups and government/courts.</i> <i>Justice – respect for laws, sanctions within groups.</i>	<i>Have students conduct research on norms, mores, folkways, rules, laws which help maintain control in groups in their community and report to the class.</i>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
17a. explain the different <i>aspects</i> of interaction within and among social groups;	Aspects of social interaction within and among groups <i>such as</i> : <ul style="list-style-type: none"> (a) Competition; (b) Conflict; (c) <i>Creativity and problem solving</i>; (d) Cooperation/<i>collaboration</i>; and, (e) Compromise. 	<i>Justice/Interaction /interdependence</i> – among groups and individuals. Development/change – in relation to inter and intra-group relationships. Conflict <i>Management</i> – resulting from failure to honour agreements. Cooperation – examples of exchange /compromise among groups.	Have students observe and record examples of the different <i>aspects of interaction demonstrated</i> in the classroom. Have students discuss the need for referees and umpires in sports and mediators and arbitrators in disputes. Engage students in role plays of group dynamics. Have students discuss how aspects of social interaction within a group have benefited them.
17b. *show respect for differences within and among groups;	Characteristics of group members <i>such as</i> : <ul style="list-style-type: none"> (a) class/social status; (b) education background; (c) race/ethnicity; (d) gender; (e) beliefs; and, (f) disabilities. 	<i>Freedom/Choice</i> – exercising the freedom to make choices and respecting those choices. <i>Responsibility</i> – respect the rights of persons.	*Using activities such as ‘Who is in the Spotlight’, teacher and students highlight instances in the classroom or the wider school environment where individuals show respect for differences that exist. These individuals are affirmed and/or rewarded. Additionally, peer assessment tools could be used to rate actions showing respect.

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)
(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>17c. <i>*design observation checklists to gather information about social groups;</i></p>	<p><i>Guidelines for developing Observation Checklists:</i></p> <p>(a) <i>ensure that the characteristics and descriptors listed are clear, specific and observable;</i></p> <p>(b) <i>leave space to record anecdotal notes or comments;</i></p> <p>(c) <i>ensure it is short enough to be practical;</i></p> <p>(d) <i>have tasks chunked into logical sections or flow from start to finish;</i></p> <p>(e) <i>have information written with clear, detailed wording to minimise the risk of misinterpretation; and,</i></p> <p>(f) <i>have space for other information such as date.</i></p>	<p>Interaction /interdependence – among groups and individuals in determining the information to be collected.</p> <p>Responsibility – respect the rights of persons under observations and seeking consent.</p>	<p><i>*Have students participate in an internet search to find out the kind of information that is usually contained on an observation checklist.</i></p> <p><i>Have students work in pairs or small groups to use the guidelines to create a checklist about social groups.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>18. <i>outline the types of social institutions and their characteristics;</i></p>	<p>(a) <i>Types of Institution</i></p> <ul style="list-style-type: none"> (i) <i>Family;</i> (ii) <i>Educational (for example, school);</i> (iii) <i>Religious (for example, church/temple/mosque);</i> (iv) <i>Recreational (for example, sports club);</i> (v) <i>Economic (for example, bank); and,</i> (vi) <i>Political (for example, government).</i> <p>(b) <i>Characteristics of institutions</i></p> <ul style="list-style-type: none"> (i) <i>use mores, norms and laws as means of social control;</i> (ii) <i>have a clearly defined value system;</i> (iii) <i>endure over time;</i> (iv) <i>can be modified;</i> (v) <i>influence the working of society;</i> (vi) <i>have a hierarchical structure;</i> (vii) <i>have specific functions;</i> (viii) <i>have rules;</i> (ix) <i>have sanctions;</i> (x) <i>have symbols; and,</i> (xi) <i>rituals.</i> 	<p>Identity – the particular characteristic of each type of institution.</p> <p>Development/ change – resulting from the impact of changing values <i>on institutions as a Social norm.</i></p> <p><i>Interdependence/interaction – between citizens and institutions in society.</i></p>	<p><i>Organise field trips to various institutions. Have students do group presentations on findings or observations.</i></p> <p><i>Have students draw the organisational structure of their school.</i></p> <p><i>Have students examine the family and school as institutions and record examples of each characteristic. Have students present to the class.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
19. evaluate the functions of <i>social</i> institutions in society;	Functions of institutions (a) Economic, for example, to provide goods and services; (b) Educational, for example, to ensure the all-round development of the human resource of a country; (c) Socialisation – for example, to socialise individuals to interact with others; (d) Religious, for example, to provide the moral and spiritual wellbeing of the society; (e) Political, for example, to make laws and policies for the society and maintain international relations with other countries; and, (f) Recreational, for example, to promote emotional and mental well-being.	Interaction/cooperation/ – <i>interdependence between citizens and institutions; institutions and institutions in the society.</i> Development/change – the new ways of meeting society's needs.	Divide class into <i>small</i> groups. Assign one institution to each group. Groups <i>should discuss and</i> make presentations on how the institutions impact their lives. <i>Have students present on ways religious and educational institutions complement the role of the family.</i>
20a. differentiate between two major forms of government;	Forms of government: (a) Democracy; and, (b) Autocracy.	Development/change – the evolution of forms of government. Identity – particular characteristics of forms of government. Conflict – conflicting ideas with what people want versus what the leader wants.	Engage students in a panel discussion to explore arguments for or against the different forms of government.
20b. differentiate among the types of government systems in the Commonwealth Caribbean;	Types of government systems: (a) Crown Colony; (b) Constitutional Monarchy; and, (c) Republic.	Development/change – the evolution of government systems. Conflict – Constitutional Monarchy: political independence with a foreign head of state. Identity – particular characteristics of types of government systems.	Organise a debate to explore arguments for or against a change from constitutional monarchy to a republican system of government.

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)
(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
21. <i>outline</i> the structure of government;	<p>Structure of government – Principle of separation of powers.</p> <p>(a) Legislature – structure, composition and functions, steps in making laws, the role of the Opposition, the role of the Head of State <i>and Head of Government</i>.</p> <p>(b) Executive – composition and function, the role of the Civil Service.</p> <p>(c) Judiciary – Structure <i>and functions</i> of the court system (<i>various types of courts in the Caribbean region, for example, local courts, Privy Council, Caribbean Court of Justice</i>); <i>Judicial Officials, for example, Director of Public Prosecution</i>.</p> <p>Role of the security systems, for example, police service, prison service, <i>Regional Security Service</i>.</p> <p><i>Local Government – village council, city council, constituency council, municipal corporation composition and functions and how they are established.</i></p>	<p>Interaction – between the legislature, executive and judiciary.</p> <p>Identity – composition and functions of each arm.</p> <p>Justice – equal access to government services/equality before the law/independence of the judiciary.</p> <p>Freedom/choice – in determining size and composition of Cabinet.</p> <p>Development/change – in relation to social services provided/the size of government.</p> <p>Cooperation/interaction/conflict – between government and citizens/government and opposition/the different arms of government.</p> <p>Integration – the Caribbean Court of Justice.</p> <p><i>Interdependence – each arm of government depending on each other for the benefit of society (social order).</i></p>	<p>Organise a field trip to observe parliament in session. <i>Students will note their observations and share in a field trip debrief session.</i></p> <p><i>Engage students in a mock-session of parliament or a mock-court trial.</i></p> <p>Use local <i>songs from genres such as calypso or reggae</i> to initiate discussions on government functions.</p> <p><i>Have students organize a summit and present arguments for or against retaining the Privy Council as the final appellate court of their country.</i></p> <p><i>Have students make a critical examination of the powers of the Prime Minister/President and prepare a case for or against reducing them.</i></p> <p><i>Have students write a letter to the Commissioner of Police outlining how their communities will work with the police to reduce crime.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
22. evaluate the functions of government;	<p><i>Functions of government:</i></p> <p>(a) <i>Economic:</i></p> <p>(i) <i>Raise revenue through direct and indirect taxation;</i></p> <p>(ii) <i>Manage the finances of the country (budgeting);</i></p> <p>(iii) <i>Create employment opportunities;</i></p> <p>(iv) <i>Facilitate economic development; and,</i></p> <p>(v) <i>Manage/sustain the country's resources</i></p> <p>(b) <i>Provide Social Services:</i></p> <p>(i) <i>Welfare; and,</i></p> <p>(ii) <i>Health care.</i></p> <p>(c) <i>Infrastructural System, for example:</i></p> <p>(i) <i>Public utilities;</i></p> <p>(ii) <i>Public buildings; and,</i></p> <p>(iii) <i>Roads.</i></p> <p>(d) <i>Security:</i></p> <p>(i) <i>Maintain law and order; and,</i></p> <p>(ii) <i>Defend the nation state.</i></p> <p>(e) <i>Maintain international relations.</i></p> <p>(f) <i>Regulatory:</i></p> <p>(i) <i>Media;</i></p> <p>(ii) <i>Trade; and,</i></p> <p>(iii) <i>Utilities.</i></p>	<p><i>Conflict – freedom of the press and government regulation.</i></p> <p><i>Interaction – between the legislature, executive and judiciary.</i></p> <p><i>Identity – composition and functions of each arm.</i></p> <p><i>Justice – equal access to government services/equality before the law.</i></p> <p><i>Freedom/choice – in determining size and composition of Cabinet.</i></p> <p><i>Development/change – in relation to social services provided/the size of government.</i></p> <p><i>Cooperation/interaction/conflict – between government and citizens/government and opposition/the different arms of government.</i></p> <p><i>Integration – the different arms of government working to serve society.</i></p> <p><i>Interdependence – each arm of government depending on each other for the benefit of society (social order).</i></p> <p><i>Responsibility – in relation to respecting rights of citizen, managing resources efficiently and sustainable development.</i></p>	<p><i>Have students discuss the functions that they observe their government performing and compare to the functions discussed in class.</i></p> <p><i>Have students research some of the initiatives that have been developed and implemented by governments across the region. Students will determine to which functions of government the initiatives are aligned.</i></p>



* Represents important attitudes or skills to be developed in Social Studies and may feature in the School-Based Assessment.

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>23. <i>evaluate</i> the relationship between citizens and governments as stated in the constitution;</p>	<p>Relationship between citizen and government as stated in the constitution.</p> <p>(a) Definition of the following terms and concepts: constitution, democracy, authoritarian.</p> <p>(b) Human rights, freedoms and responsibilities.</p> <p>(c) <i>Right to vote (adult suffrage).</i></p> <p>(d) Role of the Ombudsman <i>and other regulatory authorities.</i></p>	<p>Interaction/Cooperation – between the Ombudsman and government departments.</p> <p>Conflict <i>management/conflict resolution</i> – resulting from the suppression/violation of rights and freedoms of individuals.</p> <p>Integration/justice – the removal of prejudice/discrimination.</p> <p>Freedom/choice – to seek redress if rights are violated.</p> <p>Identity – as a citizen of a country.</p> <p>Development/change – constitutional changes to meet the changing needs of society.</p> <p><i>Interdependence – rights and responsibilities of citizens and government.</i></p>	<p>Encourage students to analyse newspaper articles/television/radio news reports on cases of human rights violations.</p> <p><i>Have students draft</i> a list of legitimate steps which may be taken by an individual whose human rights were violated by the government.</p>
<p>24. <i>describe the systems used to elect a government in the Commonwealth Caribbean;</i></p>	<p>(a) Electoral processes</p> <p>(i) <i>Dissolution of parliament (announcement date for election);</i></p> <p>(ii) <i>Role of Elections Commission/Electoral Office;</i></p> <p>(iii) <i>Independent Observer Mission (regional and international);</i></p> <p>(iv) <i>Role of political parties;</i></p>	<p>Choice – between the two electoral systems.</p> <p>Identity – characteristics of each electoral system.</p> <p>Conflict – failure of first – past – the – post to adequately reflect the wishes of the electorate.</p> <p>Cooperation/interaction – between parties in a coalition government; a government of national unity; political parties and the electoral body.</p>	<p><i>Have students design</i> ballot papers to capture the critical components.</p> <p>Have students organise and conduct a mock – election in class or school.</p> <p><i>Have students</i> organise a poster competition on the sequence of the electoral process.</p> <p><i>Have students</i> prepare a case for or against electoral reform.</p> <p><i>Have students</i> compile a list of measures which would ensure that elections would be free and fair.</p>



* Represents important attitudes or skills to be developed in Social Studies and may feature in the School-Based Assessment.

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)
(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	<ul style="list-style-type: none"> (v) <i>Responsibility of voters (for example, registration/valid identification);</i> (vi) <i>Election day (polling station/voting process/counting of ballot/returning officers/observers/security);</i> (vii) <i>Declaration of winners;</i> (viii) <i>Selection of Prime Minister or President; and,</i> (ix) <i>Swearing in activities.</i> (b) Electoral systems: <ul style="list-style-type: none"> (i) <i>First-past-the-post and Proportional Representation (PR); and,</i> (ii) <i>Advantages and disadvantages.</i> 	<p>Development/change – the demands for electoral reform.</p> <p>Integration – monitoring of elections by CARICOM observers.</p> <p><i>Responsibility – Government to hold free and fair elections and responsibility of adults to participate in the process.</i></p>	<p><i>Discuss with students the benefits of having independent observers being present on election day.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)
(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>25a. <i>evaluate</i> how political parties prepare for elections;</p>	<p>Preparation for elections:</p> <p>(a) <i>establish the party structure (for example, chairpersons/secretaries/executives constituency branches);</i></p> <p>(b) select candidates;</p> <p>(c) <i>source campaign financing;</i></p> <p>(d) <i>conduct campaigns using different forms of communication. For example:</i></p> <p>(i) Face-to-face; (ii) Flyers; (iii) ICT; (iv) <i>Media; and,</i> (iv) Political rallies.</p> <p>(e) monitor the electoral processes;</p> <p>(f) commission public opinion polls; and,</p> <p>(g) <i>develop the manifesto.</i></p>	<p>Choice/freedom – in deciding the number of constituencies to contest; to form a coalition and in terms of choosing the most effective form of communication and technology to aid easy access to persons and information.</p> <p>Identity – party colours, slogan, policies/principles.</p> <p>Conflict – election violence; smear campaigns.</p> <p>Interaction – between candidates/parties and electorate.</p> <p>Development/change – with respect to the use of advanced communications technology in campaigning; the funding of campaigns; the quality of candidates being offered.</p>	<p><i>In small groups, students simulate the process of preparing for an election. Students will evaluate how each team prepared for the election.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>25b. <i>distinguish among facts, opinions and propaganda;</i></p>	<p><i>Distinguishing features of Facts, Opinions and Propaganda</i></p> <p>(a) <i>Facts</i></p> <p>(i) <i>use verifiable information and evidence.</i></p> <p>(b) <i>Opinions</i></p> <p>(i) <i>present a specific perspective on a topic or issue; and,</i></p> <p>(ii) <i>may use emotional appeals to persuade.</i></p> <p>(c) <i>Propaganda</i></p> <p>(i) <i>relies on emotions and values to persuade;</i></p> <p>(ii) <i>focuses on its own message, without considering other positions;</i></p> <p>(iii) <i>relies on biases and assumptions and may distort or alter evidence to make the case; and,</i></p> <p>(iv) <i>ignores the consequence of accepting a particular position.</i></p>	<p><i>Cooperation – depend on party members to work together to develop manifestos and identify issues for campaigning.</i></p> <p><i>Interdependence – depending on different forms of the mass media and sponsors to run effective campaigns.</i></p> <p><i>Responsibility – in relation to analysing and evaluating information by voter, the media presenting factual information, respecting the rights of voters and candidates.</i></p>	<p><i>Have students examine political materials and distinguish among facts, opinions and propaganda.</i></p>
<p>25c. <i>*design data collection tools to collect information on people's opinions;</i></p>	<p><i>Refer to Content listed at Specific Objectives 7, 9d and 17c.</i></p>	<p><i>Interaction/interdependence – among groups and individuals in determining the information to be collected.</i></p>	

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)
(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
25d. <i>make informed decisions based on arguments presented;</i>	<p><i>Decision-making Process:</i></p> <ul style="list-style-type: none"> (a) <i>define the problem;</i> (b) <i>identify limiting factors;</i> (c) <i>develop potential alternatives;</i> (d) <i>analyse the alternatives;</i> (e) <i>select the best alternative;</i> (f) <i>implement the decision; and,</i> (g) <i>establish a control and evaluation system.</i> 	<p><i>Interaction/interdependence – among groups and individuals in making a decision.</i></p> <p><i>Choice/freedom – in making decisions.</i></p>	<p><i>Students are presented with arguments and are required to use the decision-making process to make informed decisions.</i></p> <p><i>Have students examine party manifestos and evaluate the proposed plans and decide which is the most feasible.</i></p>
25e. <i>*show tolerance for other people's opinions;</i>	<p><i>People have the right to their opinion, for example, the right to support a political party and the right to not vote.</i></p>	<p><i>Interaction/interdependence – providing opportunities for developing tolerance.</i></p>	<p><i>*Through activities such as Caught Doing Good, highlight individuals who have been observed to be tolerant of other people. Use observation instruments such as checklists or rating scales to capture the observation.</i></p> <p><i>Using data collected on people's opinions, highlight individuals who are tolerant of other people's opinions.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>26. outline the factors that influence the outcomes of elections;</p>	<p>Impact of the following on elections:</p> <p>(a) media coverage:</p> <p>(i) traditional media; and</p> <p>(ii) social media.</p> <p>(b) campaign advertising;</p> <p>(c) public opinion polls;</p> <p>(d) voters' ability to analyse information;</p> <p>(e) voter turnout/ participation:</p> <p>(i) age;</p> <p>(ii) education;</p> <p>(iii) party loyalty;</p> <p>(iv) candidates;</p> <p>(v) voter attitude (for example apathy);</p> <p>(vi) economic status; and,</p> <p>(vii) personal motivation (intrinsic or extrinsic).</p> <p>(f) campaign strategy;</p> <p>(g) national issues; and,</p> <p>(h) campaign spending.</p>	<p>Identity – use of campaign advertising to project the party's image.</p> <p>Conflict – inaccurate, biased reporting.</p> <p>Development/change – use of public opinion polls to sway electorate.</p> <p><i>Interdependence/Interaction – relationship between factors and outcomes of election.</i></p> <p><i>Freedom/choice – in relation to support for a political party; to exercise franchise.</i></p> <p><i>Identity – the party faithful.</i></p> <p><i>Justice – free and fair elections.</i></p> <p>Interaction – between candidates and voters.</p> <p>Conflict – voter loyalty to a political party versus voter apathy.</p> <p><i>Responsibility – to accept the will of the people.</i></p>	<p><i>Given data, for example, data collected for Specific Objectives 27 and 28 or statistical diagrams, students interpret, analyse and draw conclusions about elections that have been held in their country, the region or the wider world.</i></p>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)

(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
27. <i>analyse</i> statistical data in the form of tables, graphs and charts on elections;	Statistical data relating to elections. (a) <i>determining trends and patterns; and,</i> (b) <i>summarizing information.</i>		<i>Given data, for example, data collected for Specific Objectives 27 and 28 or statistical diagrams students interpret, analyse and draw conclusions.</i> <i>Using data on national election, students are to interpret, analyse and draw conclusion.</i>
28. <i>draw conclusions about elections and electoral processes based on data presented;</i>	<i>Conclusion:</i> <i>Logical summary statement which can be supported by evidence that addresses the initial problem or issue.</i>		<i>Showcase an assortment of materials such as articles, advertisements, images, animations and cartoons that have been published about a political party. Have students assess the material and then draw some conclusions about the party based on the materials that they have reviewed.</i> <i>Using data collected for Specific Objectives 27 and 28, students draw conclusions about elections and the electoral process.</i>
29. <i>identify the characteristics of good governance; and,</i>	<i>Characteristics of good governance – participation/inclusiveness, independence of the judiciary, transparency, accountability, responsiveness to the needs of citizens, service of the greater good of citizens, prudent use of resources, efficient civil service, willingness to engage in consultation, tolerance of freedom of expression, creative and innovative.</i>	<i>Justice/freedom/choice – the opportunity to remove inefficient government by the ballot box.</i> <i>Cooperation/interaction/integration – partnership between citizens, government and major institutions to promote good governance. Responding to needs of citizens.</i> <i>Development/change – in terms of the increasing complexity of government.</i>	<i>Organise a panel discussion on the essentials of good governance.</i> <i>Students analyse songs, letters to the editor, and contributions to call-in programmes which are critical of government and summarise the common areas of concern.</i> <i>Encourage students to make out a case for integrity legislation, the independence of the judiciary and a freedom of information act.</i>

SECTION A: INDIVIDUAL, FAMILY AND SOCIETY (cont'd)
(ii) SOCIETY AND GOVERNANCE (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
		<i>Conflict management – in relation to the quality of service that the government provides.</i>	
30. <i>identify the characteristics of good citizenship.</i>	<p><i>Civic duties such as:</i></p> <p><i>Active participation, respect for human rights, law abiding, environmentally conscious, well informed, embrace healthy lifestyle practices, show concern for others, productive citizens, patriotic.</i></p>	<p><i>Freedom/choice – accepting or rejecting civic duties.</i></p> <p><i>Conflict – when citizens do not accept civic responsibility.</i></p> <p><i>Responsibility – participating and being an active and responsible citizen.</i></p> <p><i>Cooperation – individual, groups, government working together.</i></p> <p><i>Justice – exercising fairness and respecting rights of other citizens.</i></p> <p><i>Identity – in relation to being a good citizen.</i></p> <p><i>Interdependence – government and citizens depending on each other.</i></p>	<p><i>Have students role play scenarios that display good citizenship.</i></p> <p><i>Have students showcase or profile community members who exemplify characteristics of good citizenship.</i></p> <p><i>Engage students in a debate on individual versus collective responsibility.</i></p> <p><i>Have students examine case studies that show good citizenship within the community, country and region.</i></p> <p><i>Get caught being a good citizen – students who display good citizenship are highlighted at the class or school level.</i></p>

◆ SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES

(i) DEVELOPMENT AND USE OF RESOURCES

GENERAL OBJECTIVES

On completion of this Section, students should:

1. appreciate the human and natural diversity of the region and how this can be harnessed to promote its sustainable development through regional integration;
2. *demonstrate the ability to use coherent and conscious processes as the principal means for social participation and social action;*
3. *develop an awareness of the geographical environment of the region;*
4. *respond to the global changes that influence the society and environment of the region;*
5. *appreciate the importance of being tolerant, respectful and considerate of different talents, abilities and capabilities that may exist among individuals; and,*
6. *value the importance of utilizing the various forms of communication and technology for collaborating to achieve shared goals.*

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
1. <i>describe the characteristics of a population;</i>	Characteristics of a population according to age and sex structure, occupation, ethnicity, religion, dependency ratio, <i>life expectancy, mortality rates, size, density, spatial distribution, birth rates, health, education, income level and employment status.</i>	Identity – as a member of the population. Development/change – in relation to size and composition of population. Integration/cooperation/interaction/ <i>interdependence</i> – among the ethnic and religious groups.	<i>Have students design a census form to be filled out by their parents. Use the statistical information to construct a population pyramid.</i> <i>Alternatively, students use statistical information from census reports to construct population pyramids.</i> <i>Have students calculate dependency ratios and interpret them.</i> <i>Have students compare population statistics among Caribbean countries.</i>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
2a. <i>identify the sources and uses of population statistics;</i>	<p>Sources of population statistics</p> <ul style="list-style-type: none"> - Government Statistical Offices/websites – National Census, Registrar of Births Deaths, and Marriages, records of religious institutions, Immigration and Customs. <p>Uses of population statistics</p> <ul style="list-style-type: none"> - For current and future planning related to: elections, housing, health care, education, employment, social welfare, infrastructural and industrial development, population control, sustainable development and management of resources. 	<p>Conflict – resulting from the inaccuracy or unavailability of the statistics.</p> <p>Development/change – in the importance attached to the statistics for planning purposes.</p> <p>Cooperation – in providing and accessing required information.</p>	<p>Have students present arguments to persuade uncooperative community members to give accurate information to census officers.</p> <p>Have students simulate being a town / urban planner using population statistical data collected to make decisions about the location of new public facilities.</p> <p>Have students analyse a given case study of a community based on population size, structure, and availability of public facilities. Students make recommendations about public facilities.</p>
2b. <i>determine the relevance of specific population statistics to planning for development;</i>	<p>Relevance of population statistics:</p> <p>Statistics such as employment status, education level, occupation can be used as the basis to:</p> <p>(a) <i>get a population profile;</i></p> <p>(b) <i>plan and make more efficient decisions (for example, elections, housing, health care, education, employment, social welfare, infrastructural and industrial development);</i></p>	<p>Identity – as a member of the population.</p> <p>Development/change – based on statistical analysis.</p>	<p>Have students analyse given case studies using population statistics.</p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	<p>(c) <i>know which areas/sectors need attention;</i></p> <p>(d) <i>help maximise use of resources;</i></p> <p>(e) <i>improve the delivery of social services; and,</i></p> <p>(f) <i>help with transparency and accountability of government spending.</i></p>		
3a. <i>examine the factors influencing population distribution and density;</i>	<p>Factors influencing population distribution <i>and density:</i></p> <p>(a) <i>Physical factors: the relief, climate, soils, vegetation, location of natural resources – water, fertile land, minerals.</i></p> <p>(b) <i>Human factors: Industry, agriculture, accessibility to transport, infrastructure – (roads, electricity) and social services.</i></p> <p><i>Impact of under and over population on a country's development.</i></p>	<p>Development/change – in relation to economic, physical and climatic changes.</p> <p>Freedom/choice – in deciding place of residence.</p>	<p><i>Have students use maps to illustrate relief of land and population distribution.</i></p> <p><i>Have students interpret maps showing the physical features and resources of the country and the pattern of settlement.</i></p> <p><i>Have students compare population distribution in two Caribbean countries and draw conclusions or make deductions.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>3b. <i>interpret maps showing population distribution and density;</i></p>	<p><i>Choropleth and dot maps.</i></p> <p><i>Map reading skills:</i></p> <p>(a) <i>Title;</i> (b) <i>North arrow;</i> (c) <i>Key/legend;</i> (d) <i>Scale; and,</i> (e) <i>Border.</i></p> <p><i>Note the importance of neatness.</i></p>	<p><i>Development/Change – based on changes in the population.</i></p>	<p><i>Have students use maps to illustrate relief of land and population distribution.</i></p> <p><i>Have students interpret maps showing the physical features and resources of the country and the pattern of settlement.</i></p> <p><i>Have students use satellite imagery and Geographic Information Systems (GIS) for example: Google Maps/ Earth, IMAPS, to show population density and distribution and relationships between population, relief and other features.</i></p>
<p>4a. <i>explain how different factors influence population change;</i></p>	<p>Factors influencing population change: birth rate, death rate, migration.</p> <p><i>Birth rate, fertility rate, infant mortality, life expectancy and death (mortality) rate:</i></p> <p>(a) <i>healthcare, nutrition, hygiene, access to family planning methods, governmental policies, income and education levels, epidemics, pandemics and natural disasters.</i></p> <p><i>Migration:</i></p> <p><i>Net migration (immigration minus emigration):</i></p> <p>(a) <i>internal migration (rural-urban, urban- rural);</i></p>	<p>Development/change – in health care and economic prosperity.</p> <p>Freedom/choice/responsibility/ cooperation – in accepting or rejecting family planning methods and healthy lifestyles. Contributing to the formulation of government policies.</p> <p>Conflict – resulting from overpopulation and under population.</p>	<p><i>Have students engage in an online discussion on the factors that influence population change, via a teacher managed blog.</i></p> <p><i>Have students create a graphic organiser on the factors that influence population change.</i></p> <p><i>Have students explore human and natural events that lead to population change in the region and the wider world.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	(b) <i>intra-regional migration (between countries of the region);</i> (c) <i>external migration (from the region to other parts of the world);</i> (d) <i>forced / involuntary migration; and,</i> (e) <i>seasonal migration.</i>		
4b. <i>calculate demographic rates;</i>	(a) <i>birth rate;</i> (b) <i>death rate;</i> (c) <i>rate of natural increase;</i> (d) <i>overall population growth; and,</i> (e) <i>net migration.</i>	Development/change – in <i>demographic rates.</i> Freedom/choice/cooperation – in relation to health and wellness and migration Conflict – resulting from <i>overpopulation and under population.</i>	<i>Have students calculate and compare birth and death rates and natural increase across the region.</i> <i>Have students analyse statistics on population change.</i>
4c. <i>select an appropriate statistical diagram to represent a data set;</i>	<i>Statistical diagrams such as: line and bar graphs, pie charts, population pyramid.</i> <i>Considerations for selecting the most suitable representation:</i> (a) <i>line graph – time and series data;</i> (b) <i>bar graph – discrete categories;</i> (c) <i>pie chart – percentage showing how the total data is distributed;</i>	<i>Conflict – resulting from inaccurate data collection.</i> <i>Interactions/Interdependence – working together to select appropriate data set.</i> <i>Development and change – appropriate data is relevant to planning for development and decision making.</i>	<i>Have students review different data sets and determine the most appropriate statistical diagram to represent the data.</i>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	(d) <i>tables;</i> (e) <i>text; and,</i> (f) <i>histogram – continuous data.</i>		
4d. <i>represent data related to human resources;</i>	Data related to human resources: population, migration, employment and unemployment statistics. <i>Population pyramids, line graphs, pie charts, bar graphs and tables.</i>	<i>Development/change – in relation to change in population size and structure, and migration flows.</i>	Construct and interpret population pyramids, <i>line graphs, pie charts, bar graphs, and tables.</i> Calculate natural increase, birth, death and infant mortality rates.
4e. <i>interpret data related to human resources;</i>	<i>Interpretation of tables, construction and use of line and bar graphs, pie charts, population pyramids.</i>	<i>Development/change – in relation to change in population size and structure, and migration flows.</i>	<i>Have students search the internet for data on population of the region and/or countries. Brainstorm and discuss the meaning of the data.</i> <i>Have students use computer software/applications to select and generate appropriate visual (for example, line and bar graphs, pie charts and population pyramids) representations of data.</i>
5. <i>*integrate information from a variety of sources to make informed conclusions;</i>	<i>Ensuring validity/reliability of information, analyse information, synthesise, draw conclusions.</i>	<i>Development and change – recognising that multiple sources of information guide development.</i> <i>Integration/interdependence – various individuals, organisations and government departments collect information regarding human resource.</i>	<i>Have students engage in synthesis activities such as reading a variety of sources of information on a specific topic and then engage in a discussion on the main ideas that have emerged from the information.</i>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
		<i>Responsibility – to engage with accurate, reliable sources, gather information from multiple sources and come to sound conclusions.</i>	
6a. <i>examine</i> the causes and consequences of migration;	Migration: (a) Causes: (i) Push and pull factors that influence migration. <i>For example, economic, government policies, social factors, educational opportunities, over and under population, conflict and natural disasters.</i> (b) Consequences of migration to the individual, the host country and to the country of origin. <i>For example, brain drain, educational advancement, depopulation, bigotry, urbanisation, remittances, cultural diversity, employment, unemployment and under-employment, over and under population.</i>	Identity – documented/undocumented migrant. Freedom/choice – to migrate or to remain in location. Development/change/integration – freedom of movement of skilled workers within the region; barriers to international migration. Integration – of migrant workers within the workforce. Conflict – resulting from the exploitation of migrant workers, <i>between migrants and nationals.</i> Justice – representation of migrant workers by trade unions. Responsibility – to maintain the dignity of refugees and other migrants.	Have students conduct interviews with migrants in their neighbourhood and record the push and pull factors which influenced them to migrate. Engage students in debates <i>where they</i> present arguments for and against limiting the number of migrants to their country. Encourage students to create a scrapbook containing newspaper articles on problems encountered by migrants in the Caribbean. Have students examine maps to show migration routes. Have students discuss case studies that examine the causes and consequences of migration.

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
6b. <i>examine the reasons for migration from Caribbean countries;</i>	<p><i>Reasons for migration from the Caribbean to Panama, UK, USA and Canada such as:</i></p> <p>(a) <i>Employment;</i></p> <p>(b) <i>Natural disaster;</i></p> <p>(c) <i>Education;</i></p> <p>(d) <i>Social Services/Medical treatment; and,</i></p> <p>(e) <i>Asylum (political, economic, safety and security).</i></p>	<p><i>Development/change – persons migrating for personal development.</i></p> <p><i>Cooperation – bilateral policy regarding asylum, seeking citizenship, natural disasters.</i></p> <p><i>Interactions/interdependence – countries assisting each other during time of crisis.</i></p> <p><i>Conflict – conflict regarding different Caribbean countries.</i></p>	<p><i>Have students explore case studies relating to migration and the experience of the migrants.</i></p> <p><i>Have students examine work programmes, for example those in Panama, Canada, USA and the UK. Discuss their features and their perceived value to Caribbean nationals.</i></p> <p><i>Have students interview a migrant on her/his reasons for migrating and experiences.</i></p>
7. <i>examine the global impact of migration from the Caribbean;</i>	<p><i>Impact of migration from the Caribbean on the host countries:</i></p> <p>(a) <i>Economy;</i></p> <p>(b) <i>Spread of Caribbean culture;</i></p> <p>(c) <i>Increased presence and influence in the global sphere (lobbying for Caribbean interest); and,</i></p> <p>(d) <i>Social services.</i></p>	<p><i>Identity – as a member of the Caribbean region/diaspora.</i></p> <p><i>Inter-dependence/cooperation – in relation to migrants and residents for development.</i></p> <p><i>Interaction – in relation to cultural exchange.</i></p> <p><i>Conflict – resentment by nationals towards Caribbean migrants.</i></p> <p><i>Development/change – contribute to the overall development of the host country.</i></p>	<p><i>On a map of the world, students locate the areas where Caribbean nationals have migrated to.</i></p> <p><i>Have students examine different sources, for example, a map, textbook and newspaper article and draw conclusions about migration in the Caribbean. Conclusions must be supported by evidence from the sources.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
8. explain the need for developing human resources;	The need for: Productive workers, creative and critical thinking and problem-solving skills.	Development/change – in terms of approaches to human resource development.	<i>Have students examine the policies of the Ministries of Education, Health, Sports and Culture in relation to the development of human resources and make short presentations to the class.</i>
9. explain the factors that contribute to the development of human resources;	Development of human resources through: (a) nutrition and health; (b) the availability of and access to primary and curative health care; (c) education (basic, moral, vocational, <i>technical</i> and professional training, rehabilitation, retraining, <i>life-long learning</i>); (d) the availability and access to various types of educational institutions; (e) <i>the availability of financial resource/provision of scholarships</i> ; (f) sports; and, (g) culture. <i>Technology – its impact on access to teaching and learning opportunities.</i>	Cooperation – private/public sector partnerships to develop human resources. Freedom/Choice – in utilising opportunities for development of self. Integration – co-education, regional examinations and educational institutions. Conflict – resulting from the inability to access education and health care. Identity – establishment of pride and self-worth through human resource development. Interaction – between teacher and student; health care professional and patient. Justice – the right to education/healthcare. Development/change – new methods of delivering education and health care, <i>including the use of technology.</i>	Provide students, individually or in groups, with the opportunity to critique the school curriculum and assess whether or not it is providing them with a well-rounded education and also its relevance to the world of work. <i>Have students make recommendations/suggestions for improving the curriculum.</i> <i>Have students present a case to their parliamentary representative for a health care facility in their community.</i> <i>*Have students develop and administer a checklist to classmates or school mates to identify gaps/needs in the provision of resources for the development of the human resource.</i>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>10. explain the factors that influence employment, unemployment and underemployment;</p>	<p>Factors that influence employment, unemployment and under-employment:</p> <p>(a) availability and use of capital;</p> <p>(b) <i>availability of trained human resource;</i></p> <p>(c) level and range of skills demanded versus those available;</p> <p>(d) availability and creation of markets, trading patterns and preferences;</p> <p>(e) level of technology available in relation to resource development and technological advances;</p> <p>(f) <i>economic downturn/recession;</i></p> <p>(g) <i>gender and employment; and,</i></p> <p>(h) <i>entrepreneurial interests/opportunities.</i></p>	<p>Development/change – in technologies/areas of employment/market conditions.</p> <p>Justice – the individual’s right to work.</p> <p>Conflict – resulting from the use of capital intensive production methods where unemployment is high.</p> <p>Cooperation/interaction – between public and private sector in creating employment.</p> <p>Freedom/Choice – to be voluntarily idle, to seek employment or be self-employed.</p> <p><i>Responsibility – to work and be productive citizens.</i></p>	<p>Organise a panel discussion in which students examine how they may improve their chances of employment.</p> <p>In groups, students discuss how the private sector and government may create more employment opportunities for young people.</p> <p><i>Have students write objections to a government proposal to increase the retirement age.</i></p> <p><i>In an effort to have students identify mentors, organise sessions for them to interact with male and female entrepreneurs and persons employed in different fields.</i></p> <p><i>*Have students formulate questions that would guide research about employment, unemployment and underemployment.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
11. outline employment and career opportunities in different industries;	<p>Careers and Opportunities in the four industries:</p> <p>(a) Primary Industry</p> <p>(i) Agriculture, Fishing and Mining.</p> <p>(b) Secondary Industry</p> <p>(i) Manufacturing and Construction.</p> <p>(c) Tertiary Industry</p> <p>(i) Tourism and other services.</p> <p>(d) Quaternary Industry</p> <p>(i) Knowledge industry – information technology, research and development.</p>	<p>Identity – as a worker in the different industries.</p> <p>Cooperation/Interaction – among the different industries to achieve mutual success.</p> <p>Freedom/choice – individual's right to choose careers in the different industries.</p> <p>Development/change – manpower, technological and human resource needs.</p> <p>Integration – freedom of movement for jobs.</p> <p>Conflict – development of industries impacting on the environment, work life balance.</p>	<p>Have students create a profile of a person with desirable skills, attitudes and attributes for a particular job in a selected industry.</p> <p>Students would then:</p> <p>(a) design an application form to be filled out by persons seeking employment in one of the industries.</p> <p>(b) complete an application form designed by another student.</p> <p>Organise a career showcase which focuses on jobs related to the various industries. Have students interact with professionals from the different industries and explore information relevant to the different areas.</p> <p>Have students interview professionals to determine the impact of work on personal life and their coping strategies.</p>
12a. identify the location of the major natural resources in the Caribbean;	<p>(a) Location of major natural resources:</p> <p>(i) Renewable – agricultural land, water, forests, marine and land life, solar energy, wind, geothermal.</p>	<p>Freedom/choice – in relation to the competing uses of the resources.</p> <p>Conflict – resulting from misuse/use of resources and the undesirable effects on the environment.</p>	<p>Use a map to locate the resource bases.</p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	(ii) Non-renewable – petroleum, bauxite, gold, diamond, other minerals.	<p>Cooperation – the contribution of the various ecosystems to the environment.</p> <p><i>Responsibility – to care for the environment and to engage in sustainable use of resources.</i></p> <p>Development/change – emphasis on practices that ensure sustainable development of resources.</p> <p>Integration – regional bi-lateral agreements related to sharing resources.</p>	
12b. describe the uses of the major natural resources found in the Caribbean region;	<p><i>Uses of resources</i></p> <p>(a) <i>Agricultural land: Importance – to the region / countries.</i></p> <p>(b) <i>Land and marine life: Importance and use.</i></p> <p>(c) <i>Forests: Importance and use. Uses of major forestry resources in the region (Guyana, Belize).</i></p> <p>(d) <i>Mineral resources: Bauxite, petroleum, geothermal energy.</i></p>	<p><i>Freedom/choice – in relation to the competing uses of the resources.</i></p> <p><i>Conflict – resulting from misuse/use of resources and the undesirable effects on the environment.</i></p> <p><i>Cooperation – the contribution of the various ecosystems to the environment.</i></p> <p><i>Development/change – emphasis on practices that ensure sustainable development of resources.</i></p>	<p><i>Have students use graphic organisers to highlight the major natural resources and their uses.</i></p> <p><i>Have students examine the Earth Charter, Sustainable Development Goals and any other document relating to human relationship in the Caribbean to gain insights into actions that can be taken to preserve the natural resources of the region.</i></p> <p><i>Have students create a video highlighting a tourism product that is a natural resource in your community or country.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	<p>(e) <i>Types of tourism products: sand, sea, sun, nature or eco.</i></p> <p>(f) <i>Alternative energy and sustainable development - solar, wind, geothermal, hydro-electricity, bioenergy.</i></p>	<p><i>Integration – regional bi-lateral agreements related to sharing resources.</i></p> <p><i>Responsibility – to care for the environment and to engage in sustainable use of resources.</i></p>	
<p>13. <i>examine the effects of proper and improper practices on the environment and the population;</i></p>	<p>(a) <i>Sustainable development (Proper) practices, for example, conservation – reforestation, contour ploughing, terracing, crop rotation, controlled logging, zoning, reserve.</i></p> <p>(b) <i>Improper practices, for example, actions by farmers that lead to soil degradation/erosion, over-cropping, monocropping, ploughing up and down slopes, removal of vegetation, improper tillage, deforestation, poor housing development, individual, industry and community practices.</i></p> <p>(c) <i>Effects of proper practices, for example, food security.</i></p> <p>(d) <i>Effects of improper practices, for example, soil erosion, mass wasting, pollution, global warming, food shortages, deforestation.</i></p>	<p><i>Cooperation – among government and non-government agencies to promote sustainable development.</i></p> <p><i>Conflict – the need for conservation of resources versus the increased exploitation of resources for economic development, foreign investors versus local investors.</i></p> <p><i>Development/changes – emphasis on green issues.</i></p> <p><i>Interaction – in relation to the symbiotic relationship between man and the environment.</i></p> <p><i>Integration – CARICOM initiatives to rationalise the development and use of resources.</i></p> <p><i>Responsibility – to protect the environment.</i></p>	<p><i>Organise field trips to places where resources are being abused. Have students record observations and discuss them upon their return to the classroom.</i></p> <p><i>Encourage students to create a scrapbook of newspaper clippings on environmental issues.</i></p> <p><i>Have students create slogans, jingles and posters encouraging citizens to conserve resources.</i></p> <p><i>Engage students in group research and presentation on resource use and abuse.</i></p> <p><i>Have students write a letter to the editor on an environmental issue.</i></p> <p><i>*Have students design an observation checklist to identify sustainable and unsustainable practices.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	<p>(e) <i>Resort development and its effects on the aesthetic value of the local environment and locals.</i></p> <p>(f) <i>Changes in ecology, reefs and tidal patterns caused by land reclamation, sewage disposal and pollution of water bodies – ocean, sea, rivers.</i></p> <p>(g) <i>Tourism and conservation of flora, fauna, historical sites, role of the Caribbean Conservation Association, local National Trusts, and national parks.</i></p>		
14. <i>explain the causes and consequences of climate change;</i>	<p>(a) <i>Global warming – causes and consequences.</i></p> <p>(b) <i>Climate change – causes and consequences:</i></p> <p>(i) <i>Causes: natural and anthropogenic (man-made); and,</i></p> <p>(ii) <i>Consequences: sea-level rise, extreme climate variability, droughts and floods, stronger hurricanes, destruction of coral reefs and other marine resources, negative impacts on health.</i></p>	<p><i>Conflict – in relation to the causes and consequences of climate change.</i></p> <p><i>Development/change – in relation to the impact on the climate.</i></p> <p><i>Interaction – in relation to the symbiotic relationship between our actions and climate change.</i></p> <p><i>Responsibility – to mitigate against climate change.</i></p>	<p><i>Engage students in debates about the impacts of climate change.</i></p> <p><i>Have students create slogans, jingles, posters and digital stories to increase citizens' awareness of the causes and consequences of climate change.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	<p>(c) <i>Impact on the following:</i></p> <p>(i) <i>Tourism;</i> (ii) <i>Agriculture, Fishing and Forestry; and,</i> (iii) <i>Water supply.</i></p>		
15. <i>evaluate the responses to climate change;</i>	<p><i>Responses:</i></p> <p>(a) <i>Actions by individuals/communities/organisations for living sustainably. For example, Reduce, Reuse and Recycle, greater use of public transportation, carpooling, reduction in air transport, use of biodegradable materials, use of alternate energy supplies.</i></p> <p>(b) <i>Government responses/strategies: policy, laws, regulations. For example, planning/zoning, building codes, disaster preparedness, education, law enforcement, reduction in the use of fossil fuel, reduction in CFCs and Greenhouse gases.</i></p>	<p><i>Interaction – in relation to different interest groups working together to devise responses to climate change.</i></p> <p><i>Integration – CARICOM initiatives to respond to climate change.</i></p>	<p><i>Have students design jingles that highlight regional or international responses to climate change.</i></p> <p><i>Engage students in a discussion on the importance of practicing the 3Rs - Reduce, Reuse and Recycle.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	<p>(c) <i>The regional and international responses:</i></p> <p>(i) <i>Conventions/agreements: United Nations Framework Convention on Climate Change (UNFCCC), Kyoto, Paris, Caribbean Community Climate Change Centre (CCCCC), Conference of the Parties (COP26).</i></p>		
16. <i>represent data related to physical resources in suitable forms;</i>	Data related to development and use of physical resources.	Development/change – in relation to physical resources.	Have students create graphs and charts relating to resources in their country.
17. <i>interpret data related to physical resources;</i>	Interpretation of tables, line and bar graphs and pie charts of physical resources.	Development/change – in relation to physical resources. Integration – using various sources of data to efficiently plan for development and use of resources.	Have students interpret different data sets related to physical resources.

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(i) DEVELOPMENT AND USE OF RESOURCES (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
18. <i>*demonstrate care and concern for the natural environment;</i>	<i>Areas to include recycle, conserve, alternative energy, advocacy, volunteerism, individual and collective effort.</i>	<p><i>Integration – using policies and practices to make informed decisions.</i></p> <p><i>Development/Change – choices may result in a change in practices at the personal, national or regional level.</i></p> <p><i>Responsibility – individual and collective.</i></p> <p><i>Cooperation – working together to preserve the natural environment.</i></p> <p><i>Conflict – preservation versus development.</i></p>	<i>Group work/Mini Project - Research on how students in their class/school demonstrate care and concern for the environment (mini surveys). Present findings to the class.</i>
19. <i>locate the Caribbean region in relation to the rest of the world;</i>	<i>Giving location: Compass directions, latitude and longitude.</i>	<p><i>Identity – knowing where you are from.</i></p> <p><i>Interdependence – recognising that despite geographical location we are connected to the rest of the world.</i></p> <p><i>Development and change – our geographical location endows us with natural resources that aid in the development of our economy (for example, tourism and trade).</i></p>	<i>Have students use compass directions and latitude and longitude to locate the Caribbean on a map of the world.</i>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
20. <i>identify different groupings of territories within the Caribbean;</i>	<p><i>Caribbean divisions – Groupings: Greater and Lesser Antilles, Leewards and Windwards.</i></p> <p><i>Eastern Caribbean, Mainland territories – Guyana, Suriname, Belize.</i></p>	<p><i>Integration – in relation to the Caribbean as a whole comprising of sub-groups.</i></p> <p><i>Cooperation – in relation to neighbouring countries working together.</i></p>	<p><i>On a blank map of the Caribbean, have students identify various groupings.</i></p> <p><i>(follow proper map conventions)</i></p>
21. <i>explain the use of the various ways of measuring development;</i>	<p>(a) <i>Definition of development.</i></p> <p>(b) <i>Ways of Measuring Development:</i></p> <p>(i) <i>Economic:</i></p> <ul style="list-style-type: none"> - <i>Gross Domestic Product/Gross National Product;</i> - <i>Per capita income; and,</i> - <i>Cost of living.</i> <p>(ii) <i>Social:</i></p> <ul style="list-style-type: none"> - <i>Education;</i> - <i>Literacy rate;</i> - <i>Life expectancy;</i> - <i>Infant mortality rate; and,</i> - <i>Availability of social services.</i> <p>(iii) <i>Human Development Index (HDI).</i></p> <p>(c) <i>Uses of the above indicators of development.</i></p>	<p><i>Development/Change – in relation to national and regional development.</i></p> <p><i>Conflict – between different groups in society, the Caribbean being labeled as underdeveloped/developing, competition for international funding.</i></p>	<p><i>Engage students in discussion on the status of Caribbean countries’ development in relation to the rest of the world.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>22. <i>assess the factors that influence the development of various industries and the contribution of these industries to the economic development in the Caribbean;</i></p>	<p><i>Factors that influence development of various industries. For example, Agriculture, Forestry, Fishing, Mining, Tourism and other services, Manufacturing, Cultural/Creative:</i></p> <p>(a) <i>Investment;</i> (b) <i>Markets;</i> (c) <i>Infrastructural development;</i> (d) <i>Policy and regulations;</i> (e) <i>Technology; and,</i> (f) <i>Education/skills of workers.</i></p> <p><i>Contributions of various industries, for example, Agriculture, Forestry and Fishing, Mining, Tourism and other services, Manufacturing, Cultural/Creative to:</i></p> <p>(a) <i>foreign exchange earnings and savings/ income;</i> (b) <i>direct employment, such as hotel workers, farm managers, engineers, artists and artistes;</i> (c) <i>indirect employment through linkages with other sectors of the economy (for example, agriculture, tourism, arts and craft, transportation and other ancillary services); and,</i> (d) <i>government revenue (taxes, licenses).</i></p>	<p>Choice/freedom – to determine ways of increasing the contribution of the different industries to the country.</p> <p>Conflict – resulting from the competition for government concessions, the impact on natural environment.</p> <p>Development/change – various industries as revenue and investment earners depending on sustainability, training, continuous maintenance of infrastructure and yearning for international standards; modernisation of the economy.</p> <p>Cooperation/interaction – among the different industries.</p> <p>Integration – regional approach for dealing with the challenges faced by the different industries.</p>	<p>After participating in a panel discussion involving a guest speaker, have students write a letter to the editor of a daily newspaper on the topic:</p> <p><i>“In spite of its many setbacks, the various industries have contributed significantly to the development of my country”.</i></p> <p><i>Have students draft a list of measures that they could suggest to improve the contribution of the different industries to the country.</i></p> <p><i>Have students draft a list of suggestions for the Prime Minister/President on how the country could benefit more from the contributions of the different industries.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>23. describe how information and communication technology impacts industries in the Caribbean;</p>	<p>Impact of information and communication technology on industries:</p> <p>(a) greater efficiency; (b) access to wider market; (c) greater accessibility; (d) easier access to financial services; (e) reduced business cost; (f) improvement in research and development; (g) facilitates entrepreneurship; and, (h) increases access to education for workers</p>	<p>Development/change – use of technology in the interest of advancing the different industries.</p> <p>Freedom/Choice – in using technology or traditional methods to improve business efficiencies.</p> <p>Cooperation – creating linkages among the different industries and service providers.</p> <p>Interdependence – relationship between industries and service providers.</p>	<p>Given the websites of local businesses, students will surf the Internet to find out the difficulty of accessing information, the quality of the information and the extent to which an informed decision may be made based on information on the Internet.</p> <p>Engage students in virtual field trip to explore how a local or regional business uses Information Communication Technology.</p>
<p>24a. discuss the major challenges facing development in the Caribbean region;</p>	<p>Major challenges:</p> <p>Physical:</p> <p>(a) distinction between hazard and disaster;</p> <p>(b) vulnerability to natural hazards/disasters:</p> <p>(i) hurricanes, floods, drought, earthquakes, volcanoes and tsunamis; and, (ii) causes (natural and anthropogenic) and effects.</p> <p>(c) disaster management/resilience.</p>	<p>Conflict – resulting from the use of inappropriate development policies.</p> <p>Identity – the Caribbean’s unique challenges.</p> <p>Development/change – the use of the challenges as a reason for promoting regional integration.</p> <p>Interdependence – challenges facing individual Caribbean nations as a justification for regional unity.</p>	<p>Invite resource persons to engage students in discussion on Caribbean challenges.</p> <p>Engage students in developing concept maps on the challenges facing the region.</p> <p>In small groups, have students research songs, poems and clippings on challenges facing the region.</p> <p>Have students create ‘news flashes’ on Caribbean problems.</p> <p>Have students use tables to categorise challenges facing development in the Caribbean, for example, physical, economic.</p> <p>Have students review case studies on challenges facing the Caribbean region.</p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	<p>Economic:</p> <ul style="list-style-type: none"> (a) small size, small national markets; low levels of production and productivity; (b) lack of diversification; (c) unemployment and underemployment; (d) differences in resource distribution; (e) high levels of indebtedness (debt burden); (f) high level and cost of imports; (g) shortage of skilled workers; (h) inadequate technology; (i) low value of exports; (j) difficulties in accessing markets of developed countries; and, (k) shortage of capital. <p>Social:</p> <ul style="list-style-type: none"> (a) Crime and violence; (b) Health crisis; and, (c) Influx of migrants (for example, Trinidad and Tobago). 		<p><i>Engage students in a debate/panel discussion on the challenges faced by the Caribbean region and possible solutions to these challenges.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>24b. <i>propose strategies to mitigate challenges faced by the Caribbean region;</i></p>	<p><i>Useful skills such as:</i> <i>Research, discussion, creativity.</i></p>	<p>Identity – the Caribbean’s unique nature.</p> <p>Development/change – the use of the challenges as a reason for promoting regional integration.</p> <p><i>Interdependence – challenges facing individual Caribbean nations as a justification for regional unity.</i></p> <p><i>Cooperation – Caribbean countries working together to solve our problems.</i></p> <p><i>Responsibility – individually and collectively to solve challenges.</i></p>	<p><i>Engage students in brainstorming activity to propose possible strategies to mitigate challenges faced by the Caribbean region.</i></p> <p><i>Have students research programmes or strategies that have been implemented to deal with the challenges faced by the Caribbean region.</i></p>
<p>24c. <i>justify strategies proposed to mitigate challenges faced by the Caribbean;</i></p>	<p><i>Useful skills such as:</i> <i>Research, discussion, creativity, oral and written communication.</i></p>	<p><i>Cooperation/interdependence – strategies requiring collective effort to be successful.</i></p> <p><i>Responsibility – to ensure that strategies are economically sound and serve the greater good.</i></p>	<p><i>Engage students in a panel discussion focusing on the ways of mitigating challenges faced by the Caribbean. Students are required to justify their recommendations.</i></p> <p><i>Engage students in a debate on strategies to deal with challenges.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
25. <i>examine</i> the factors that promote regional integration;	Factors promoting regional integration: (a) geographical location; (b) common cultural heritage; (c) common economic and social issues; (d) effects of globalisation, trade liberalisation and trading blocs; (e) vulnerability to economic shocks, <i>climate change</i> and natural disasters; (f) <i>advancements in communication technologies that facilitate the transfer of cultural heritage, for example, Social Media; and,</i> (g) <i>Consumer practices in the region:</i> (i) <i>awareness of integration objectives;</i> (ii) <i>preference for local and regional goods and services; and,</i> (iii) <i>investment in local and regional businesses.</i>	Identity – common cultural heritage of the region. Freedom/choice – in accepting/rejecting the factors that promote regional integration. Integration/Cooperation/Interaction – in relation to the sharing of expertise, common goals and aspirations by citizens of the region. Conflict – the effect of metropolitan agencies in limiting the freedom of the nation state. Development/change – the growth of trading blocs and the adoption of new trading standards. Interdependence – in relation to how we depend on each other to foster regional integration.	Engage students in a discussion on the role of regional integration in addressing the challenges faced by the region. Have students analyse speeches of Caribbean leaders to examine the arguments in support of regional integration. Have students use the work of Caribbean artistes and highlight the strategies/ideas put forward to promote regional integration. Engage students in a panel discussion or debate on the effects of globalisation and trade liberalisation on Caribbean countries. Have students compose a creative piece (song, poem, dance, dramatic piece) that promotes regional integration. Teacher conducts brainstorming session with students on the various media which they or others have used to send messages both within their country and overseas. Teacher presents additional media. Teacher and students discuss reasons for choice of media.



* Represents important attitudes or skills to be developed in Social Studies and may feature in the School-Based Assessment.

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
26. <i>outline the major attempts at regional integration;</i>	<p>(a) Types of agreements between countries and states:</p> <p>(i) <i>Bi-lateral agreements; and,</i></p> <p>(ii) <i>Multilateral agreements.</i></p> <p>(b) <i>Attempts:</i></p> <p>(i) <i>West Indies Federation;</i></p> <p>(ii) <i>Caribbean Free Trade Association (CARIFTA);</i></p> <p>(iii) <i>Caribbean Community (CARICOM);</i></p> <p>(iv) <i>Organisation of Eastern Caribbean States (OECS);</i></p> <p>(v) <i>Association of Caribbean States (ACS); and,</i></p> <p>(vi) <i>The CARICOM Single Market and Economy (CSME): common market, single market, single economy, economic integration.</i></p>	<p><i>Identity – in terms of the nature of Caribbean integration process.</i></p> <p><i>Freedom/choice/cooperation/interaction – in terms of participating in the integration movement.</i></p> <p><i>Conflict – resulting from the perceived advantages which the developed countries have over the developing countries.</i></p> <p><i>Development/change/integration – from Federation to CSME.</i></p> <p><i>Interdependence – realisation that the movement towards integration has merits for individual nations.</i></p>	<p><i>Have students use timeline to show the sequence of the integration movement.</i></p> <p><i>Have students conduct research on various attempts at integration.</i></p> <p><i>Have students discuss the messages in songs related to regional unity and integration.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
27. outline the objectives of the Organisation of Eastern Caribbean States (OECS), CARICOM, The CARICOM Single Market and Economy (CSME) and the Caribbean Court of Justice;	<p><i>Main objectives:</i></p> <p>(a) OECS and CARICOM:</p> <p>(i) to foster functional cooperation (for example in education, natural disaster and health);</p> <p>(ii) creation of a single economy; and,</p> <p>(iii) common foreign policy.</p> <p>(b) The CARICOM Single Market and Economy:</p> <p>(i) contingent rights (free movement of goods and services; right of establishment);</p> <p>(ii) free movement of capital;</p> <p>(iii) free movement of skilled labour; and,</p> <p>(iv) CARICOM Development Fund.</p> <p>(c) The Caribbean Court of Justice:</p> <p>(i) settling disputes among member states.</p>	<p>Identity – as a member of the OECS/CSME.</p> <p>Freedom/Choice – of territories to be members of Single Market or Economy or both.</p> <p>Interaction/Cooperation/Integration – examples of functional cooperation and economic integration.</p> <p>Conflict – resulting from violation of terms of integration agreements.</p> <p>Development/change – the creation of a single economic space in the region.</p> <p>Responsibility – in relation to function and cooperation in the region.</p>	<p>Engage students in panel discussion on the objectives of OECS, CARICOM and CSME.</p> <p>Have students research newspaper articles to find out how CARICOM states are implementing CSME objectives.</p> <p>Have students produce a citizen’s guide to CSME, setting out the objectives of CSME.</p> <p>Encourage students to discuss the main arguments for and against regional integration.</p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	Harmonisation of: <ul style="list-style-type: none"> (a) <i>Immigration policy (For example, CARICOM Passport; ease of travel);</i> (b) Fiscal (tax) policies; (c) Monetary policies (including a single CARICOM currency); (d) External trade policy; (e) Legislation (custom, companies); and, (f) Sectoral policies in agriculture, manufacturing, fisheries. 	Justice – role of Caribbean Court of Justice (CCJ) in interpreting protocols and settling disputes among member states. Provision of assistance for disadvantaged members of CSME. <i>To ensure fairness and equity for all member states and citizens.</i>	

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>28. analyse the benefits <i>and successes</i> of regional integration;</p>	<p>Benefits of regional integration:</p> <ul style="list-style-type: none"> (a) reduction in unemployment and underemployment; (b) better response to economic implications of globalisation and trade liberalisation; (c) improvement in the quality of life; (d) reduction in the inequality of wealth distribution; (e) free movement of goods, labour and capital; (f) increased market size; (g) improved levels of international competitiveness; (h) expansion of trade; (i) increased co-operation among member states – <i>regionalism</i>; and, (j) <i>Greater international presence.</i> 	<p>Justice – reduction in the inequality of wealth distribution; improvement in the quality of life.</p> <p>Identity – as a CARICOM national.</p> <p>Freedom/Choice – of individuals/countries to access benefits of regional integration.</p> <p>Conflict – resulting from the perceived threat from migrant workers; hostile business take overs.</p> <p><i>Integration/interdependence/cooperation – resulting from an increased understanding of the benefits of regional integration.</i></p>	<p><i>Have</i> students critically examine whether their country has benefited from regional integration.</p> <p><i>Have</i> students suggest ways in which individuals may enjoy greater benefits from regional integration.</p> <p><i>Have</i> students prepare a brochure outlining the benefits of regional integration to:</p> <ul style="list-style-type: none"> (a) individuals; (b) businesses; and, (c) countries. <p><i>Have</i> students examine case studies and document the successes experienced by the attempts at regional integration.</p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	<p><i>Successes of regional integration attempts</i></p> <ul style="list-style-type: none"> - <i>Successes, for example, improved access to tertiary institutions (UWI), greater access to capital (CDB), improved trading relationships (CSME), improved access to justice and arbitration (CCJ), better coordinated response to health issues (CARPHA) and natural disaster (CDEMA), regional access to primary, secondary and postsecondary certification (CXC®), increased shared cultural experiences (CARIFESTA), unearthing of Caribbean sporting talents (CARIFTA Games and West Indies Cricket Board), Caribbean Tourism Organisation, Caribbean Hotel Association.</i> 		

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>29. <i>examine</i> the factors that hinder the attempts at regional integration;</p>	<p>Factors that hinder regional integration:</p> <p>(a) geography of region;</p> <p>(b) absence of common model or strategy for development;</p> <p>(c) differences in stages of growth and development;</p> <p>(d) competition for <i>foreign investment</i>;</p> <p>(e) conflict between territorial and regional demands and loyalties;</p> <p>(f) <i>insularities</i>;</p> <p>(g) <i>political will</i>;</p> <p>(h) <i>lack of/high cost of interregional transport</i>;</p> <p>(i) absence of common currency;</p> <p>(j) unequal distribution of resources;</p> <p>(k) lack of diversification in production; and,</p> <p>(l) influence of multinational corporations.</p> <p>Note to teacher: refer to attempts at integration that have failed in the region.</p>	<p>Identity – the geographical, economic and social features that characterise the region.</p> <p>Integration/freedom/choice/interaction/cooperation/<i>interdependence</i> – region’s membership in metropolitan agencies.</p> <p>Conflict – resulting from competition among member states for location of industries; between territorial and regional demands and loyalties.</p> <p>Change/development – the increasing influence of metropolitan agencies on the region.</p> <p><i>Responsibility – respecting the rights of member states and looking out for each other.</i></p>	<p><i>In small groups, have students examine Case Studies on challenges of regional integration and propose solutions.</i></p> <p><i>Have students analyse practices of Caribbean leaders and stakeholders to examine actions that hinder regional integration.</i></p> <p><i>Have students prepare scrapbooks of newspaper and magazine articles that highlight or document evidence of hindrances to regional integration. Students propose solutions to the issues identified.</i></p> <p><i>Have students examine case studies and document the challenges experienced by the attempts at regional integration.</i></p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>30. examine the role of individual citizens, business organisations, government <i>and the mass media</i> in the integration process;</p>	<p>(a) Role of citizens:</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> (i) entrepreneurship; (ii) supporting regional producers, <i>institutions</i>; (iii) showing solidarity and mutual support towards fellow regional citizens; <i>a collective consciousness (shared ideas and attitudes operating as a unifying force)</i>; (iv) investing in local and regional businesses; and, (v) being informed. <p>(b) Role of business organisations:</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> (i) improving competitiveness; (ii) increasing range and quality of goods and services; and, (iii) providing opportunities for investment and employment. 	<p>Freedom/Choice – to accept or reject a role in the integration process.</p> <p>Conflict – resulting from breaches of protocols; reduction in competition among regional businesses as a result of mergers.</p> <p>Development/Change – creation of regional stock exchanges, mergers of businesses <i>and collaboration among regional entities</i>.</p> <p><i>Interdependence – towards discovering the significance of support from various individuals, groups and institutions.</i></p> <p><i>Identity – as part of the region.</i></p>	<p>Invite resource person to do an interactive presentation on the role of citizens, businesses and government in the integration process.</p> <p>Engage students in discussion on what citizens, businesses and governments may do to help CSME achieve its objectives.</p> <p><i>Have</i> students develop a digital story of the contribution of individuals, business organisations and government in the integration process.</p> <p><i>Have</i> students read regional newspapers on the internet, listen to broadcasts from regional radio stations on the Internet <i>and interact with Caribbean people on social media</i> to build their awareness of what is happening in different countries.</p> <p>Engage students in <i>virtual field trips and WebQuests</i> of other Caribbean countries where they explore contribution to regional integration.</p>



* Represents important attitudes or skills to be developed in Social Studies and may feature in the School-Based Assessment.

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
	<p>(c) Role of Government:</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> (i) enacting the enabling legislation; (ii) harmonising policies; (iii) honouring protocols; and, (iv) educating citizens about the objectives and benefits of integration. <p>(d) Role of Mass Media: broadcast (radio, television and internet), print, social media:</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> (i) airing regional programs; and, (ii) educating citizens about the objectives and benefits of integration. 	<p><i>Interaction – development of regional consciousness through joint activities and programmes.</i></p>	

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>31. describe ways in which tourism can be used to promote regional integration; and,</p>	<p>Promoting regional cooperation and integration through tourism by:</p> <p>(a) marketing the Caribbean as a single destination;</p> <p>(b) recognition of the tourism products packaged by each Caribbean country; (eco or nature, health, sports, cultural or heritage, music festivals, special events);</p> <p>(c) common economic and marketing policies;</p> <p>(d) creating linkages within Caribbean – (communication); and,</p> <p>(e) concept of aviation hubs.</p>	<p>Choice/freedom – territories’ rights of acceptance or rejection of different types of tourism products.</p> <p>Conflict – differing views related to rationalising travel and visa requirements in the region.</p> <p>Development/change/integration – the creation of aviation hubs; the promotion of domestic and regional tourism; the use of CARICOM passports.</p> <p>Cooperation/interaction – developing links with other tourist destinations in the region to exploit and market the region as a single destination.</p>	<p>Have students write a letter to a regional newspaper pointing out the importance of regional collaboration in matters related to tourism.</p> <p>Have students develop a plan to increase the number of regional tourists to their country.</p> <p>Have students write a letter to the Chief Immigration Officer of a CARICOM country expressing dissatisfaction with the way they and other citizens from their country have been treated on arrival in his/her country.</p> <p>Have students include in their digital portfolio or scrapbook, photographs of national monuments, historical sites, and tourist attractions in their territory.</p> <p>Have students present arguments for or against diversifying the country’s tourism product.</p> <p>Have students examine the effects of each country offering similar products and staging major festivals around the same time.</p>

SECTION B: SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES (cont'd)

(ii) REGIONAL DEVELOPMENT (cont'd)

SPECIFIC OBJECTIVES	CONTENT	UNIFYING CONCEPTS	SUGGESTED TEACHING AND LEARNING ACTIVITIES
The student should be able to:			
<p>32. <i>differentiate between the types of tourism products available in the Caribbean.</i></p>	<p><i>Types of tourism products: sand, sea, sun, nature or eco, health, sports, cultural or heritage, music festivals, special events.</i></p>	<p><i>Development/change – Tourism as a means of showcasing the wealth of natural resources and the talents of human resources. The shift from over-reliance on sun, sea and sand to new products.</i></p> <p><i>Cooperation/Interaction – between tourists and citizens; among different agencies in the sector.</i></p> <p><i>Freedom/choice – society’s acceptance or rejection of different types of tourism products due to perceived effects on society.</i></p> <p><i>Integration – in relation to the Caribbean being marketed as a single destination.</i></p> <p><i>Conflict – differing views related to environmental impact of different types of tourism; moral issues associated with festivals and special events.</i></p>	<p><i>Have students classify the Caribbean countries based on the tourism products that they offer.</i></p> <p><i>Have students relate their own experience with the different tourism products that exist in the region.</i></p> <p><i>Have students work in groups to host a tourism expo where they promote the different tourism products that exist in the Caribbean region.</i></p>

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

RATIONALE

School-Based Assessment (SBA) is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills and attitudes that are critical to the subject. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus. *Students are encouraged to work in groups.*

During the course of study of the subject, students obtain marks for the competence *and attitudes* they develop and demonstrate in undertaking their SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of the SBA. These guidelines are also intended to assist teachers in awarding marks according to the degree of achievement in the SBA component of the course. In order to ensure that the scores awarded by teachers are not out of line with the CXC standards, the Council undertakes the moderation of a sample of SBA assignments marked by each school or Centre.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the students at various stages of the experience. This helps to build the self-confidence of the students as they proceed with their studies. School-Based Assessment also facilitates the development of critical skills and abilities and enhances the validity of the examination scores on which student's performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

SCHOOL-BASED ASSESMENT REQUIREMENTS

The School-Based Assessment component of the Social Studies Syllabus is a single guided research project. The project should be on any topic drawn from the syllabus. It may be based on social and economic processes, situations or problems in the school or the immediate community.

Every school candidate *or group* for Social Studies is required to submit a report on a *problem or issue*. Students may work individually or in *small* groups to investigate a specific problem. The report should not exceed **1,000** words in length and should include appropriate charts, graphs, tables and pictures.

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

In the *report on the* research project, candidates should:

1. state the research problem in an appropriate form;
2. give the reason(s) for selecting the *problem or issue*;

3. select an appropriate method of investigation;
4. design a simple instrument to collect data *relating to the problem or the issue*;
5. describe the procedures used for data collection;
6. present data using at least three different and appropriate forms (for example, pie chart, bar graph, tables);
7. analyse and interpret data with reference to the question asked in Task 1;
8. state findings; and,
9. make recommendations based on findings and suggest measures to implement one.

SPECIFIC GUIDELINES FOR PROJECT WORK

1. Select a problem to investigate and write it as an appropriate question or statement. No more than two (2) variables should be included in a problem statement.
2. Explain why the area of research was chosen.
3. Select a suitable method to collect data *and give an appropriate reason for selecting this method*. This may be a questionnaire, interview schedule, observation checklist or documentary search.
4. Write out the exact questions that you will use in a questionnaire or ask in an interview.
5. State how you will choose the sample. State the number of persons in the sample, their gender, age group, area of residence or class, and explain how you acquired the information from them.
6. Use at least three of the different forms, for example: graphs, charts, tables, maps, diagrams, photographs as well as prose to present your data. N.B. Three of the same form is not acceptable and they must be connected to the statements in Task 8.
7. In the light of the question asked in Task 1, state what the data mean.
8. Write three statements about what you have discovered from your investigation of the problem. The findings must be related to the data presented in Task 6.
9. Make two recommendations based on your findings and explain how you would implement one. These must come from the findings in Task 8. The implementation must be an outline of an action to be taken.

MANAGEMENT OF THE PROJECT

1. Time Allocation

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

2. Planning

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

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

3. Length

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

4. Guidance

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

5. Authenticity

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

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

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

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

6. PRESENTATION

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

ASSESSMENT

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

SBA MARKING SCHEME

COMPONENTS OF SBA	PROFILE Use of Knowledge (UK) MARKS
1. Statement of Problem <ul style="list-style-type: none"> • Problem expressed clearly in the form of a question or statement with the issue and target population clearly specified • Problem statement unclear (issue or target population not specified) 	(2) 2 1
2. Reason For Selecting the Area of Research <ul style="list-style-type: none"> • Reason clearly stated, is appropriate and relevant • Reason unclear or not very relevant 	(2) 2 1
3. Method of Investigation <ul style="list-style-type: none"> • Method identified and justified, sampling procedures identified and described <p style="margin-left: 20px;">Award marks as follows:</p> <ul style="list-style-type: none"> - Method identified - Method justified - Sampling procedures identified - Sampling procedures described 	(4) 1 1 1 1
4. Data Collection Instrument <ul style="list-style-type: none"> • Data collection instrument consists of clearly stated, well-sequenced items which address <i>all</i> relevant variables <ul style="list-style-type: none"> - Data collection instrument consists of clearly stated, well-sequenced items but do not address all relevant variables - Data collection instrument satisfactorily constructed and sequenced - Data collection instrument poorly constructed 	(4) 4 3 2 1
5. Presentation of Data <p style="margin-left: 20px;">Award marks as follows:</p> <ul style="list-style-type: none"> • Data presented in three different ways¹ which are appropriate <ul style="list-style-type: none"> - Data presented in two ways which are appropriate - <i>Data presented in one way</i> • Three charts/graphs/tables that are appropriately labeled and titled <ul style="list-style-type: none"> - <i>One</i> - two charts/graphs/tables that are appropriately labeled and titled • Three charts/graphs/tables that are accurately presented <ul style="list-style-type: none"> - <i>One</i> - two charts/graphs/tables that are accurately presented 	(6) 2 1 0 2 1 2 1

¹ Candidate must use three different ways: charts, graphs or tables. For instance, horizontal and vertical bar graphs are considered the same way.

COMPONENTS OF SBA		PROFILE Use of Knowledge (UK) MARKS
6. Analysis and Interpretation of Data		(8)
	<ul style="list-style-type: none"> • Relevant to the research questions and well developed • Relevant to the research questions but not well developed • Adequate supporting data • Limited supporting data • Relevant generalisations/ linkages/ connections/ comparisons based on data • Data given with limited generalisations/ linkages/ connections/ comparisons • Reference to at least two sources • Reference to fewer than two sources 	2 1 2 1 2 1 2 1
7. Statement of Findings		(3)
	<ul style="list-style-type: none"> • Three statements of findings based on data presented • Two statements of findings based on data presented • One statement of finding based on data presented 	3 2 1
8. Recommendations and Implementation Strategy		(3)
	<ul style="list-style-type: none"> • Two recommendations and one associated implementation strategy <ul style="list-style-type: none"> - Two recommendations and no implementation strategy - One recommendation and one implementation strategy - One recommendation only OR one implementation strategy 	3 2 2 1
9. Writing Skills (4 marks)		(4)
	<ul style="list-style-type: none"> • Excellent organisation (paragraphing), use of language, spelling and grammar <ul style="list-style-type: none"> - Good organisation, use of language, spelling and grammar - Satisfactory use of language and grammar and several spelling errors - Poor use of language, poor grammar and many spelling errors 	4 3 2 1
10. Overall Presentation (4 marks)		(4)
	<ul style="list-style-type: none"> • Appropriate layout with four elements such as acknowledgements, table of contents, bibliography, cover page, appendices <ul style="list-style-type: none"> - Appropriate layout for the most part with three of the elements - A moderate presentation with only two of the elements - An unsatisfactory presentation with only one of the elements 	4 3 2 1
TOTAL		40

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

◆ MODERATION OF SCHOOL-BASED ASSESSMENT

School-Based Assessment Record Sheets are available online via the CXC®'s website www.cxc.org.

All School-Based Assessment Record of marks must be submitted online using the SBA data capture

module of the Online Registration System (ORS). A sample of assignments will be requested by **CXC**[®] for moderation purposes. These assignments will be reassessed by **CXC**[®] Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.

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

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

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

The Alternative to the School-Based Assessment in Social Studies (Paper 032), takes the form of a written examination in lieu of School-Based Assessment for school candidates. This paper will be drawn from Section A or B of the syllabus namely, “Individual, Family and Society”, and “Sustainable Development and Use of Resources” and is weighted in the same way as the Paper 031 (SBA) for school candidates, as shown in the table below:

WEIGHTING OF PAPER (032) SBA			
<i>Knowledge and Comprehension</i>	<i>Use of Knowledge</i>	<i>Total</i>	<i>% of Total Exam</i>
---	40	40	20

Paper 032 consists of five structured questions requiring written responses which may vary in length and detail from one to two sentences to one or more paragraphs. Questions will be based on research activities and will test the candidates’ ability to employ skills of enquiry, communication, critical thinking and decision-making. Candidates are advised to familiarize themselves with the research activities listed below, in order to prepare adequately for Paper 032. **Please note that candidates taking Paper 032 are NOT required to submit a project.**

Questions will normally test candidates’ ability to:

1. state a problem in the form of a question;
2. select an appropriate method of investigation;
3. design a simple instrument (protocol) to collect data;
4. describe procedures to collect data;
5. present data in three forms;
6. explain data presented in task (5);
7. interpret data in terms of the question asked in task (1);
8. state findings; and,
9. make recommendations based on findings and the measures to implement one.

In order to enhance their performance on Paper 032, candidates may also wish to:

1. select a problem to investigate and write it in question form;
2. select a suitable method to collect data. These may include use of questionnaires, interview schedules, observation checklists and documentary research;
3. write out the exact questions that you will put in a questionnaire or ask in an interview;
4. state ways to choose the sample. State how many persons should be in the sample, their gender, age group, area of residence or class. Explain how you will get the information from them;
5. state whether you will use graphs, charts, tables, maps, diagrams, photographs as well as prose to present your data;
6. explain the data you will show in task (5);
7. in the light of the question asked in task (1), state what the data means;
8. write at least three statements on what you have found out from your investigation of the problem; and,
9. suggest two recommendations based on your findings and state how you would implement one.

◆ READING LIST

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

FOR STUDENTS AND TEACHERS	
1. Beddoe, B., Bernard, L. et al	Social Studies for the Caribbean: CXC Core Units and Options, Oxford: Heinemann, 2002.
2. Sandy, M. et al.	CXC Social Studies Essentials with SBA Study Guide and Exercises, Kingston: Jamaica, Carlong Publishers Caribbean Ltd., 2000.
3. <i>Cresser, J.</i>	<i>Caribbean Social Studies: For CSEC Examinations, Pearson, 2013.</i>
4. Macmillan Caribbean	Caribbean Junior Social Studies Atlas, (3 rd edition), Oxford: Macmillan Caribbean, 2004.
5. Ramsawak, R. and Umraw, R	Modules in Social Studies, Trinidad and Tobago: Caribbean Educational Publishers Ltd., 2001.
6. Waterman, I. and Fisher, J.	Social Studies for CSEC (3 rd edition), Oxford: Macmillan Caribbean Ltd., 2012.
7. <i>Lunt, N., Buckle-Scott, L., Davis-Morrison, V. and Louis, A.</i>	<i>Social Studies for CSEC® CXC: A Caribbean Examinations Council Study Guide, Nelson Thornes Ltd., 2012.</i>
FOR TEACHERS ONLY	
1. Barrow, C.	Family in the Caribbean: Themes and Perspectives, Kingston: Ian Randle Publishers, 1996.
2. Bilton, T., et al.	Introductory Sociology, (4 th edition), Oxford: Macmillan, 2002.
3. Dunn, H. S. (ed.)	Globalisation, Communications and Caribbean Identity, Kingston: Jamaica, Ian Randle Publishers, 1995.
4. Haralambos, M. and Holborn, M.	Sociology: Themes and Perspectives (8 th edition), New York: Harper Collins, 2014.
5. Leslie, G. R. and Korman, S. K.	The Family in Social Context (7 th edition), Oxford: Oxford University Press, 1989.
6. Lickorish, L. J. and Jenkins, C. L.	An Introduction to Tourism, Oxford: Butterworth – Heinemann, 1997.
7. Mann, P.	Introductory Statistics, (9 th edition), New Jersey: Wiley & Sons, 2018.
RELEVANT ELECTRONIC RESOURCES	
https://caricom.org/documents/11853-the_strategic_plan_vol2-final.pdf	<i>Strategic Plan For The Caribbean Community 2015 – 2019: Repositioning CARICOM</i>

◆ Glossary of Behavioural Verbs used in the CSEC Social Studies Examination

TERMS	MEANING	PROFILE DIMENSION
Define	State concisely the meaning of a word or term.	Knowledge and Comprehension
Describe	Illustrate something in words or provide factual information about it (that is, what it looks like, what are its component parts).	Knowledge and Comprehension
Identify	Name or point out specific components or features.	Knowledge and Comprehension
List	Relate or itemize a specific set of points, items with no elaboration.	Knowledge and Comprehension
Outline	Give the main features, main points or general idea.	Knowledge and Comprehension
State	Write a short, concise answer, without explanation or elaboration; specify the facts of a case or an incident.	Knowledge and Comprehension
Analyse	Break down information into its component parts, examining and trying to understand the organisational structure of such information.	Use of Knowledge
Compare	Present similarities as well as differences.	Use of Knowledge
Discuss	Present a reasoned argument; consider points both for and against; explain the relative merits of a case.	Use of Knowledge
Examine	Identify key elements in a text, or the key points in an argument and closely evaluate them.	Use of Knowledge
Explain	Make plain or understandable; give reasons for/or causes of; show the logical development of a relationship.	Use of Knowledge
Evaluate	Identify shortcomings, weaknesses, disadvantages as well as strengths, advantages, benefits.	Use of Knowledge
Recommend	Advise as to the best course of action, choice of alternatives.	Use of Knowledge
Suggest	Offer advice or explanation or course of action deduced from information provided, based on previous knowledge or based on authoritative information.	Use of Knowledge

CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Secondary Education Certificate
CSEC®



SOCIAL STUDIES

Specimen Papers and Mark Schemes/Keys

Specimen Papers, Mark Schemes and Key:

Paper 01
Paper 02
Paper 032



CANDIDATE – PLEASE NOTE!

PRINT your name on the line below and return this booklet with your answer sheet. Failure to do so may result in disqualification.

TEST CODE **01243010**

SPECIMEN 2023

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 SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

SOCIAL STUDIES

Paper 01 – General Proficiency

1 hour 15 minutes

SPECIMEN PAPER

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This test consists of 60 items. You will have 1 hour and 15 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Which of the following terms is used to identify lines of descent through the father?

- (A) Patrilineal
- (B) Patriarchal
- (C) Matrilineal
- (D) Matriarchal

Sample Answer



The best answer to this item is “Patrilineal,” so (A) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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1. Which of the following members of the Caribbean nuclear family would be MAINLY responsible for the socialization of the child?

- (A) Aunts
- (B) Parents
- (C) Siblings
- (D) Grandparents

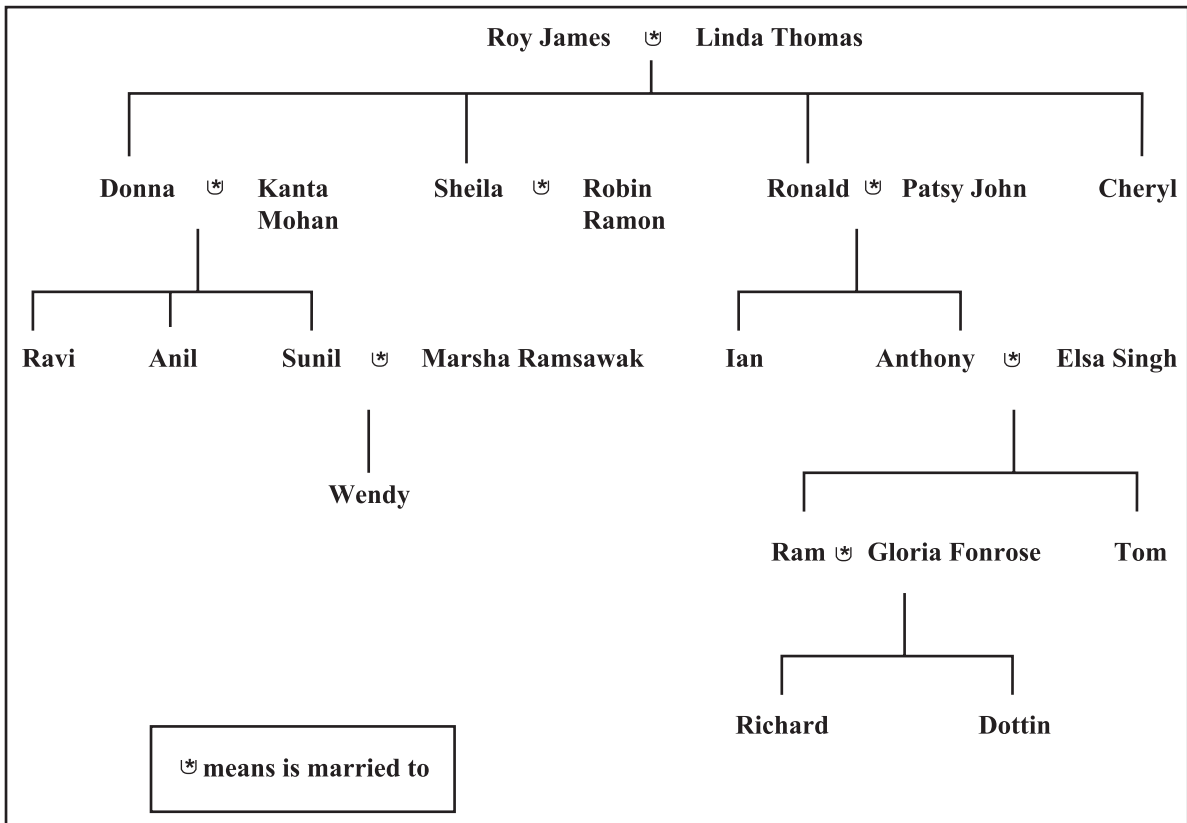
Item 2 refers to the following statement.

Mr Smith and his wife are both teachers. Each month, they ensure that payments are made towards their mortgage and utilities and they also purchase groceries for the family.

2. Which of the following functions of the family are they fulfilling?

- (A) Economic
- (B) Emotional
- (C) Procreation
- (D) Socialization

Items 3 and 4 refer to the following diagram of a family tree.



3. What is the relationship of Richard to Anthony?

- (A) Son
- (B) Uncle
- (C) Grandson
- (D) Grandfather

4. What is Wendy's relationship to Ravi and Anil?

- (A) Niece
- (B) Cousin
- (C) Sister-in-law
- (D) Granddaughter

GO ON TO THE NEXT PAGE

5. In the Caribbean, the term ‘common law union’ is BEST used to describe

- (A) courtship between adolescents
- (B) a visiting friendship between adults
- (C) an unmarried couple living together
- (D) engagement between persons of different races

Item 6 refers to the following statement.

Much has been written lately of the ability being demonstrated by women to operate in areas previously regarded as part of the man’s domain.

6. To which of the following does the statement refer?

- (A) Increased access to education for women
- (B) Perpetuation of the traditional role of women
- (C) Lack of male involvement in national affairs
- (D) Unavailability of males to fill vacant positions

7. Emotional readiness for parenting is BEST defined as

- (A) possessing the correct social skills to teach a child
- (B) being psychologically mature to cope with a child
- (C) having a steady source of income to provide for a child
- (D) acquiring a satisfactory level of physical fitness to care for a child

Item 8 refers to the following statement.

When Mali and Jenny were first married, they went to restaurants almost every week. After their children were born, they could no longer afford to dine out regularly but prepared all their meals at home.

8. Which of the following changes BEST represents this behaviour?

- (A) Social
- (B) Physical
- (C) Financial
- (D) Psychological

9. Which of the following factors contribute(s) significantly to teenage pregnancy in the Caribbean?

- I. Sexual abuse
- II. Religious beliefs
- III. Poor parental supervision

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

10. Which of the following factors MAINLY contributes to the problem of children living on the streets in some Caribbean countries?

- (A) High divorce rates
- (B) Poor infrastructure
- (C) Increased unemployment
- (D) Few educational opportunities

11. The rich cultural heritage of the Caribbean can be BEST explained by the
- (A) African music and dance
 - (B) different political ideologies
 - (C) geographical location of islands
 - (D) influence of various ethnic groups
12. The MAIN purpose of inheritance laws is to
- (A) appoint a close relative to care for the children of the deceased
 - (B) provide for the fair distribution of property where there was no will
 - (C) ensure that all relatives of the deceased receive an equal share of the property
 - (D) decide which family member should become the executor of the deceased's will
13. Which of the following BEST represent the influence of the East Indian culture in the Caribbean?
- I. Diwali
 - II. Phagwa
 - III. Carnival
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
14. In which of the following ways is the cultural heritage of the Caribbean MOST likely transmitted from one generation to the next?
- (A) Painting
 - (B) Cooking
 - (C) Travelling
 - (D) Storytelling
15. Which of the following groups of persons would be considered a social group?
- (A) Patrons at a café
 - (B) Passengers on an aircraft
 - (C) Spectators at a cricket match
 - (D) Members of a basketball club
16. Which of the following attributes is a characteristic of a secondary group?
- (A) Very few members
 - (B) Meets intermittently
 - (C) Intimacy among members
 - (D) Formed based on varied interests
17. Which of the following elements are necessary for cohesion within groups?
- I. Social control
 - II. Full membership
 - III. Effective leadership
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
18. Which of the following features is a characteristic of an institution?
- (A) Unwritten rules
 - (B) Common values
 - (C) Endurance over time
 - (D) Involuntary membership
19. Which of the following types of institution would MOST likely provide individuals with relaxation and pleasure?
- (A) Religious
 - (B) Educational
 - (C) Economical
 - (D) Recreational

GO ON TO THE NEXT PAGE

20. Which of the following institutions of government is responsible for making laws?

- (A) Senate
- (B) Cabinet
- (C) Judiciary
- (D) Legislature

Item 21 refers to the following table.

Party	Number of Members	
	Upper House	Lower House
ANP	14	21
MNP	10	15

21. The information in the table suggests that

- (A) the parliament is bicameral
- (B) the parliament is unicameral
- (C) there are 25 members in the parliament
- (D) there are 36 members in the parliament

22. In a constitutional monarchy, the political leader of the victorious party becomes the

- (A) President
- (B) Prime Minister
- (C) Governor General
- (D) Speaker of the House

23. Which of the following principles BEST describes the structure of government in the Commonwealth Caribbean?

- (A) The Rule of Law
- (B) The Neighbour Principle
- (C) The Separation of Powers
- (D) The Separation of Government

24. Which of the following is an economic function of government?

- (A) Maintaining law and order in society
- (B) Ensuring that citizens have quality healthcare
- (C) Providing access to education for all citizens
- (D) Raising revenue through various forms of taxation

25. Which of the following terms describes a voter who is not a consistent supporter of any one political party?

- (A) Plural
- (B) Floating
- (C) Impartial
- (D) Apathetic

26. Which of the following events signals the official start of preparation for an election?

- (A) Nomination day
- (B) Dissolution of parliament
- (C) Distribution of manifestos
- (D) Resignation of the prime minister

27. Public opinion polls generally show the electorate's preferences

- (A) on nomination day
- (B) at national conferences
- (C) during election campaigns
- (D) when parliament debates issues

28. Voters participate in an election to

- (A) contribute to debates
- (B) show loyalty to the country
- (C) select the best constituency
- (D) support a political candidate

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29. Which of the following factors are likely to influence the electorate to support a particular political party in a general election?

- I The party's manifesto
 - II The quality of the candidates
 - III Promises to increase the cost of living
- (A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

30. Which of the following factors would MOST likely result in a high voter turnout in an election?

- (A) Literacy rate of the population
(B) Attendance at political meetings
(C) Voters' loyalty to a political party
(D) Early publication of the electoral lists

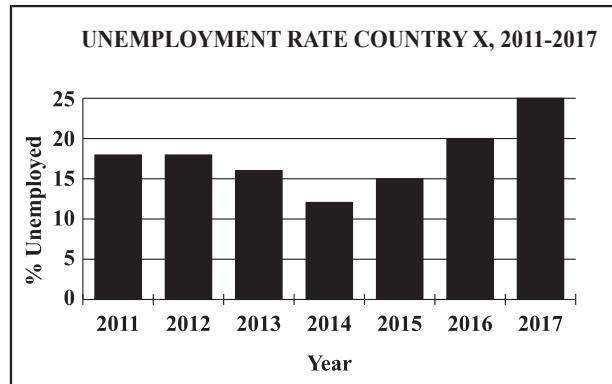
Item 31 refers to the following table which shows the area and population of four countries.

Country	Area (km ²)	Population
P	750	80 000
Q	2 000	20 000
R	2 000	265 000
S	440	80 000

31. The country with the highest population density is

- (A) P
(B) Q
(C) R
(D) S

Items 32 and 33 refer to the following graph which shows the unemployment rates in Country X.



32. During which of the following periods was there the greatest change in the unemployment rate?

- (A) 2011 – 2012
(B) 2011 – 2013
(C) 2014 – 2016
(D) 2015 – 2017

33. Which of the following statements is true?

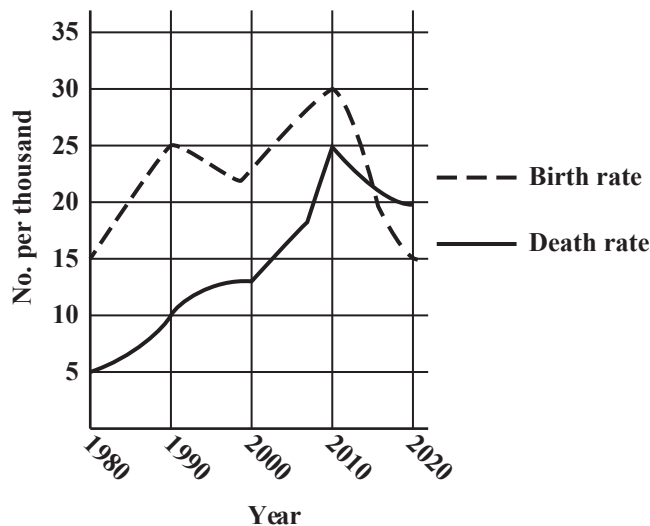
- (A) The unemployment rate rose steadily after 2014.
(B) The unemployment rate increased in 2013 compared with 2011.
(C) The unemployment rate rose steadily over the period 2011 to 2017.
(D) The unemployment rate rose steadily over the period 2011 to 2013.

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34. The dependency ratio of a country refers to
- (A) the number of elderly persons to the number of children
 - (B) the number of boys and men to the number of working-age persons
 - (C) the number of children and elderly to the number of working-age persons
 - (D) the number of physically-challenged persons to the number of active persons
35. Which of the following rates would MOST likely account for a high population density in a country?
- (A) High mortality, high fertility
 - (B) High immigration, low fertility
 - (C) High emigration, high mortality
 - (D) High fertility, high immigration

Items 36 and 37 refer to the graph below which shows the birth rate and death rate for Country Z.

**BIRTH RATE AND DEATH RATE
FOR COUNTRY Z, 1980 – 2020**



36. According to the graph, which of the following statements is true?
- (A) The birth rate dropped after 2010.
 - (B) A total of 30 000 infants were born in 2010.
 - (C) The death rate in 1980 was low because of better health practices.
 - (D) There was a steady increase in both birth and death rates during the period 2000 to 2020.
37. What was the rate of natural increase in 1990?
- (A) Five per thousand
 - (B) Ten per thousand
 - (C) Fifteen per thousand
 - (D) Twenty per thousand

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38. Which of the following is a positive effect of emigration on rural Caribbean communities?
- (A) It tends to increase disparities among rural families.
 - (B) Remittances provide a source of income for rural families.
 - (C) The price of land increases beyond the reach of many rural people.
 - (D) Agricultural land purchased by overseas residents is used for housing.
39. Which of the following factors is considered a push factor in relation to migration?
- (A) High unemployment rate in the country of origin
 - (B) Increased life expectancy in the country of origin
 - (C) Reduced cost of travelling to the country of destination
 - (D) Attractive wages and salaries in the country of destination
40. Which of the following terms refers to the increase in the proportion of persons living in towns and cities?
- (A) Polarization
 - (B) Urbanization
 - (C) Modernization
 - (D) Industrialization
41. Which of the following is a negative impact on the host country as a result of a high level of migration?
- (A) Economic development
 - (B) Strain on social services
 - (C) Inadequate skilled labour
 - (D) Increased cultural diversity
42. Which of the following is the MAIN reason for developing the human resources of a country?
- (A) High cost of imported labour
 - (B) Increased cost of living globally
 - (C) Provision of employees for industries
 - (D) Improved standard of living for citizens
43. For which of the following reasons are Caribbean governments MOST likely to try to attract private investors?
- (A) Promote economic development.
 - (B) Increase travel among the people of the region.
 - (C) Increase the markets and revenue of larger territories.
 - (D) Ensure that goods from outside the region become cheaper.
44. Which of the following actions by government is MOST likely to reduce the rate of unemployment?
- (A) Providing better welfare benefits
 - (B) Allowing easier access to tertiary education
 - (C) Encouraging the establishment of small businesses
 - (D) Promoting migration to more developed countries
45. Which of the following territories has the largest forest cover?
- (A) Belize
 - (B) St Lucia
 - (C) Trinidad and Tobago
 - (D) Antigua and Barbuda

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46. Which of the following resources, when refined, is used in the production of aircraft frames?
- (A) Forests
 - (B) Bauxite
 - (C) Gypsum
 - (D) Uranium
47. Which of the following farming practices will MOST likely have a negative impact on soil quality?
- (A) Mulching
 - (B) Composting
 - (C) Monocropping
 - (D) Rotational cropping
48. Which of the following factors has contributed to climate change?
- (A) Rising sea levels which cause animals to lose living space
 - (B) Burning of fossil fuels which produce heat-trapping gases
 - (C) Disposing of household items instead of reusing and recycling
 - (D) Increasing occurrences of extreme weather conditions such as hurricanes
49. Which of the following groups of islands represent the major groupings in the Caribbean?
- I. Lesser Antilles
 - II. Greater Antilles
 - III. Netherland Antilles
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
50. Which of the following factors would MOST likely negatively impact the development of the Caribbean territories?
- (A) Intra-regional migration
 - (B) Cultural diversity of the region
 - (C) Vulnerability to natural disasters
 - (D) Availability of primary health care
51. In which of the following countries is the OECS Secretariat located?
- (A) St Lucia
 - (B) Grenada
 - (C) Antigua and Barbuda
 - (D) St Vincent and the Grenadines
-
52. Which of the following CORRECTLY illustrates the sequence of the stages in the integration movement in the Caribbean?
- (A) West Indies Federation → CARICOM → ACS → OECS
 - (B) West Indies Federation → CARIFTA → CSME → OECS
 - (C) West Indies Federation → CARICOM → CARIFTA → OECS
 - (D) West Indies Federation → CARIFTA → CARICOM → CSME

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53. In which of the following countries is the CARICOM Secretariat located?

- (A) Guyana
- (B) Jamaica
- (C) Barbados
- (D) Antigua & Barbuda

54. Governments are MOST likely to use population statistics collected from a census to

- (A) determine birth and death rates
- (B) estimate the number of skilled persons
- (C) develop more tourist attractions in their countries
- (D) plan efficiently to satisfy the needs of the society

55. Which of the following statements represent the MAJOR objectives of the CSME?

- I. Free movement of capital and people
- II. Free movement of goods and services
- III. Competition for goods within the region

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

56. One outcome of integration within the Caribbean region that may reduce the effects of globalization is

- (A) reduced employment
- (B) increased market size
- (C) reduced levels of competitiveness
- (D) increased North American imports

Item 57 refers to the following newspaper headline.

Finance ministers of CARICOM states present a united front at the Commonwealth Finance Ministers Meeting.

57. Which of the following can be implied from the headline?

- (A) CARICOM states prefer bilateral agreements.
- (B) CARICOM states face similar economic problems.
- (C) Commonwealth countries have foreign exchange problems.
- (D) The distribution of resources is unequal in CARICOM states.

58. Which of the following measures is intended to promote trade among CARICOM member states?

- (A) Reduction in import duties on regional goods
- (B) Use of a variety of currencies by CARICOM countries
- (C) Importation of low-cost goods from countries outside the region
- (D) Production of similar goods and services in the various member states

59. Which of the following will MOST likely hinder economic integration in the region?

- (A) Removal of duties and tariffs
- (B) Establishing a common currency
- (C) Establishing the common market
- (D) Restrictions on intra-regional trade

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60. Which of the following may obstruct the development of regional cooperation?

- (A) Increasing trading activities among CARICOM states
- (B) Increasing support for events such as CARIFESTA games
- (C) Sharing information and skills in the implementation of projects
- (D) Implementing restrictive immigration policies among CARICOM states

END OF TEST

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

**DO NOT
WRITE ON
THIS PAGE**

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WRITE ON
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CANDIDATE'S RECEIPT

INSTRUCTIONS TO CANDIDATE

1. Fill in all the information requested clearly in capital letters.

TEST CODE

0	1	2	4	3	0	1	0
---	---	---	---	---	---	---	---

SUBJECT

SOCIAL STUDIES – Paper 01

PROFICIENCY

GENERAL

REGISTRATION NUMBER

--	--	--	--	--	--	--	--	--	--

FULL NAME

(BLOCK LETTERS)

SIGNATURE

DATE

2. Ensure that this slip is detached by the Supervisor or Invigilator and given to you when you hand in this booklet.
3. Keep it in a safe place until you have received your results.

INSTRUCTION TO SUPERVISOR/INVIGILATOR

Sign the declaration below, detach this slip and hand it to the candidate as his/her receipt for this booklet collected by you.

I hereby acknowledge receipt of the candidate's booklet for the examination stated above.

Signature

Supervisor/Invigilator

Date

DATA SHEET FOR PAPER 010

Item No.	Specific Objective	Key	Item No.	Specific Objective	Key
1	A (i) 1	B	31	B (i) 1	D
2	A (i) 1	A	32	B (i) 1	D
3	A (i) 3	C	33	B (i) 1	A
4	A (i) 3	A	34	B (i) 1	C
5	A (i) 3	C	35	B (i) 3 (a)	D
6	A (i) 5	A	36	B (i) 4 (b)	A
7	A (i) 6	B	37	B (i) 4 (b)	C
8	A (i) 8	C	38	B (i) 6 (a)	B
9	A (i) 11	B	39	B (i) 6 (a)	A
10	A (i) 11 (a)	C	40	B (i) 6 (a)	B
11	A (i) 12	D	41	B (i) 7	B
12	A (i) 12	B	42	B (i) 8	D
13	A (i) 13	A	43	B (i) 9	A
14	A (i) 13	D	44	B (i) 10	C
15	A (i) 16	D	45	B (i) 12 (a)	A
16	A (i) 17	B	46	B (i) 12 (b)	B
17	A (i) 17	B	47	B (i) 13	C
18	A (i) 20	C	48	B (i) 14	B
19	A (i) 21	D	49	B (i) 19	A
20	A (ii) 21	D	50	B (ii) 24 (a)	C
21	A (i) 22	A	51	B (ii) 26	A
22	A (ii) 22	B	52	B (ii) 26	D
23	A (ii) 23	C	53	B (ii) 26	A
24	A (ii) 24	D	54	B (ii) 26	D
25	A (ii) 26	B	55	B (ii) 27	A
26	A (ii) 26	B	56	B (ii) 28	B
27	A (ii) 27 (a)	C	57	B (ii) 28	B
28	A (ii) 28 (e)	D	58	B (ii) 28	A
29	A (ii) 28 (e)	A	59	B (ii) 29	D
30	A (ii) 28 (e)	C	60	B (ii) 29	D

**TABLE OF SPECIFICATIONS
PAPER 02**

Ques	Parts	Specific Objectives	KC	UK	Total
1	a - b	A (i) 3 (a), 4 Family types and unions Traditional vs contemporary roles and responsibilities	6	---	14
	c	A (i) 6 Preparation for parenthood	---	8	
2	a - b	A (ii) 22, 26 Types of government systems Electoral processes Electoral systems	6	---	14
	c	A (ii) 28 Factors that influence the outcome of elections	---	8	
3	a - b	B (i) 6 Causes and consequences of migration	6	---	14
	c	B (i) 9 Factors that contribute to the development of human resources	---	8	
4	a - b	B (ii) 22 Factors that influence development of various industries	6	---	14
	c	B (ii) 24 (a) Major challenges facing development in the Caribbean region	---	8	
Sub-total			24	32	56

ESSAYS					
	Specific Objectives	KC	UK		Total
				Lang	
5	A (i) 14, 15 Transfer of cultural heritage <ul style="list-style-type: none"> • Agents of transmission • Transformations Impact of cultural forms on the world	8	10	4	22
6	B (ii) 28, 29 Benefits and successes of regional integration Factors that hinder regional integration	8	10	4	22
Sub-total		16	20	8	44
OVERALL TOTAL		40	60		<u>100</u>

CARIBBEAN EXAMINATIONS COUNCIL

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EXAMINATION

“*”Barcode Area”*”
Front Page Bar Code

SPECIMEN PAPER

FILL IN ALL THE INFORMATION REQUESTED CLEARLY IN CAPITAL LETTERS.

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SUBJECT SOCIAL STUDIES – Paper 02

PROFICIENCY GENERAL

REGISTRATION NUMBER

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SCHOOL/CENTRE NUMBER

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NAME OF SCHOOL/CENTRE

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CANDIDATE’S FULL NAME (FIRST, MIDDLE, LAST)

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DATE OF BIRTH

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SPECIMEN 2023

CARIBBEAN EXAMINATIONS COUNCIL

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

SOCIAL STUDIES

Paper 02 – General Proficiency

2 hours 40 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of TWO sections, A and B.
2. Section A consists of FOUR questions. You must answer ALL FOUR questions.
3. Section B consists of TWO questions. You must answer BOTH questions.
4. Where questions require an explanation, suggestion, proposal or reason, you should develop your response fully.
5. Write your answers in the spaces provided in this booklet.
6. Do NOT write in the margins.
7. You are advised to take some time to read through the paper and plan your answers.
8. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
9. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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SECTION A

Answer ALL FOUR questions in this section.

INDIVIDUAL, FAMILY AND SOCIETY

1. (a) Identify TWO family types, **other** than the single parent family, which are found in the Caribbean.

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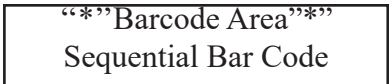
(2 marks)

- (b) Outline TWO factors that contribute to the changing roles of males in Caribbean families.

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(4 marks)

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(c) A magistrate in the family court in your country has expressed concern over the number of parents who lack effective parenting skills.

(i) Suggest TWO strategies that could be implemented to assist parents with providing appropriate guidance to their children. **(4 marks)**

(ii) Explain why EACH strategy suggested in (c) (i) is likely to be successful. **(4 marks)**

Strategy 1

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Explanation 1

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Strategy 2

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Explanation 2

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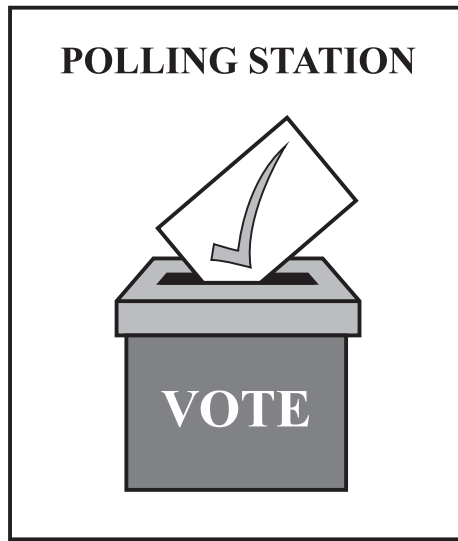
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Total 14 marks

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2. The diagram below shows a sign which was posted on several buildings in a particular country.



(a) (i) State the form of government that MOST likely exists in that country.

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(1 mark)

(ii) Identify ONE characteristic of the form of government stated in (a) (i).

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(1 mark)

- (b) There are five constituencies in Country X. The table below shows the votes cast in the last general election in Country X.

Constituency	Political Party			Winning Party
	AQP	JAP	PDP	
Orange Hill	190	150	170	
Bay View	150	50	250	
Black Rock	300	100	290	
Hill Top	120	220	210	
Spice Town	500	110	480	
Total Votes	1 260	630	1 400	

- (i) In the table above, state the political party which won in EACH constituency. **(2 marks)**
- (ii) Using the first-past-the-post electoral system, which party would form the next government? **Justify your response.**

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(2 marks)

GO ON TO THE NEXT PAGE

(c) The results of the election in Country X showed that there was a low turnout of young adult voters.

(i) Suggest TWO strategies that a country might use to encourage young people to vote in national elections. **(4 marks)**

(ii) Explain why EACH strategy suggested in (c) (i) is likely to be successful. **(4 marks)**

Strategy 1

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Explanation 1

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Strategy 2

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Explanation 2

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Total 14 marks

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SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES

3. The Caribbean experiences one of the highest rates of brain drain in the world.

(a) Define the term 'brain drain'.

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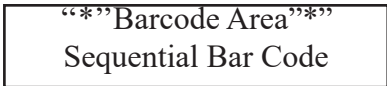
(2 marks)

(b) Explain TWO push factors which may lead to brain drain.

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(4 marks)

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(c) Governments in the Caribbean, to improve the welfare of their citizens, must find ways to address the issue of brain drain.

(i) Suggest TWO actions governments in the Caribbean may take to reduce brain drain. **(4 marks)**

(ii) Explain why EACH action suggested in (c) (i) is likely to be successful. **(4 marks)**

Action 1

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Explanation 1

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Action 2

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Explanation 2

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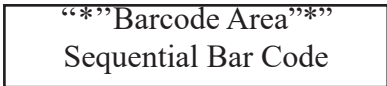
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4. (a) Study the map of the Caribbean region below and answer the following questions.



(i) Identify the territories labelled A, B and C.

A:

B:

C:

(3 marks)

(ii) State the geographical grouping which comprises the territories identified in (a) (i).

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(1 mark)

(b) Explain how any ONE **geographical** factor might hinder the economic development of the Caribbean region.

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(2 marks)

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(c) The unique geography of the Caribbean often causes challenges to the economic development of the region.

(i) Suggest TWO strategies that CARICOM members could use to overcome the barriers to economic development caused by the geography of the region. **(4 marks)**

(ii) Explain why EACH strategy suggested in (c) (i) is likely to be successful. **(4 marks)**

Strategy 1

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Explanation 1

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Strategy 2

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Explanation 2

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SECTION B

Answer BOTH questions in this section.

The responses in this section MUST be written in essay format. For EACH question, 18 marks are allocated for content and 4 marks for organization and development of your essay.

Write your response on the RULED PAGES provided. There may be more space than you need. There is a blank page for any notes you want to make. THIS WILL NOT BE MARKED.

INDIVIDUAL, FAMILY AND SOCIETY

5. Your school has started a website to make students more aware of how cultural practices in the Caribbean have impacted the world.

Impact of Caribbean Culture

Prepare an article on the topic above, for inclusion on the website. In your article

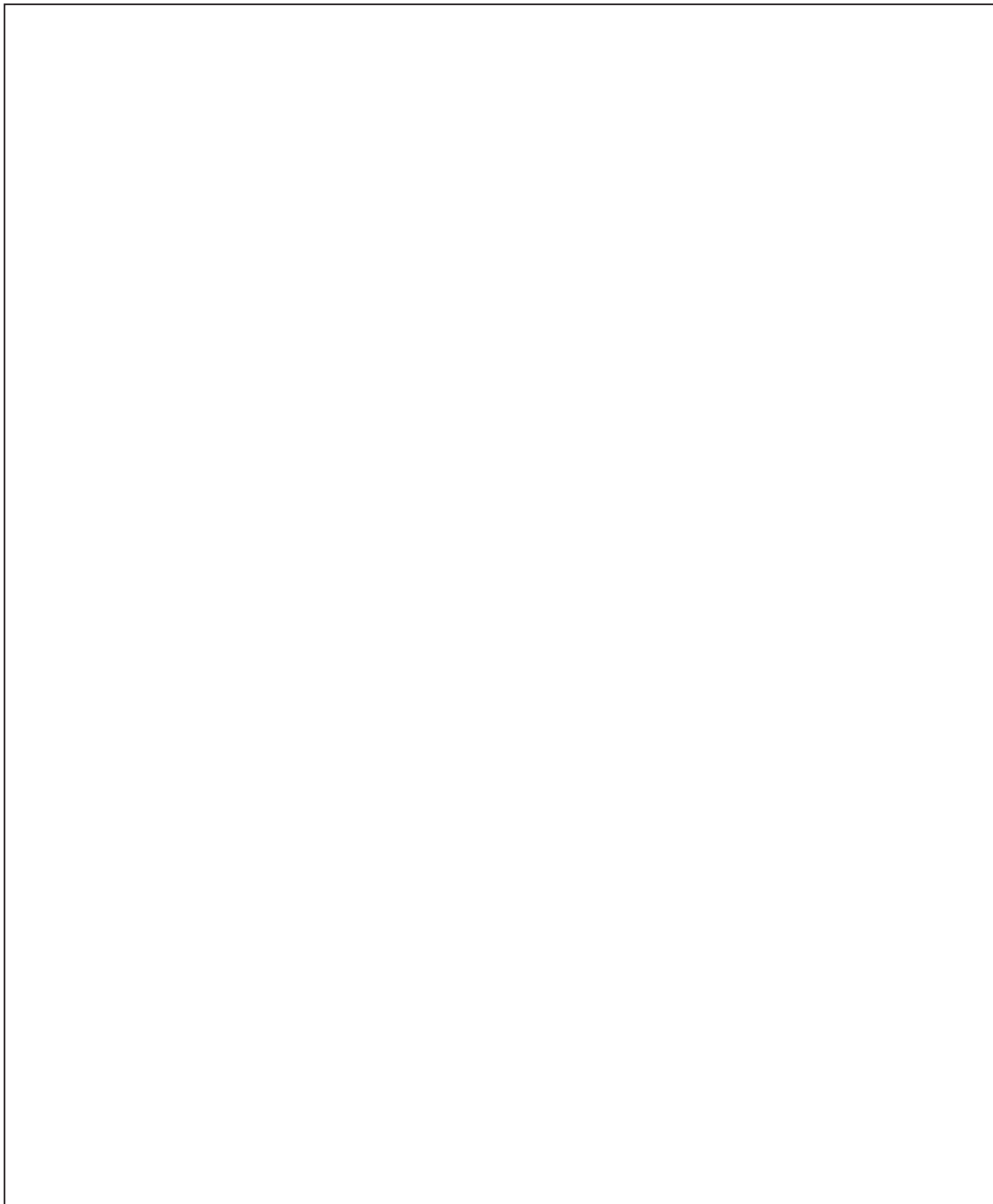
- identify TWO agents that help to transmit Caribbean culture outside the region
- state TWO instances where Caribbean culture has been showcased to persons from outside the region
- explain TWO ways Caribbean cultural forms have impacted the world
- suggest THREE strategies a country's ministry of culture might use to market Caribbean cultural forms on the global stage
- explain why any TWO of these strategies are likely to be successful.

Total 22 marks

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Question 5

You may make notes here. This will NOT be marked.



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Question 5

You MUST write your response on this page.

A large area of the page is filled with horizontal dotted lines, intended for the student to write their response to Question 5.

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Question 5

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Question 5

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SUSTAINABLE DEVELOPMENT AND USE OF RESOURCES

Moving Beyond Factors Hindering Regional Integration

6. As the junior minister in the youth parliament, you are asked to address a meeting on the topic above.

Write a speech in which you

- identify two agencies that attempted regional integration
- state TWO factors that hinder the attempts at regional integration
- explain TWO benefits of regional integration to CARICOM member states
- suggest THREE strategies that governments in the region might use to help citizens benefit from the successes of regional integration
- explain why any TWO of the strategies suggested above are likely to be successful.

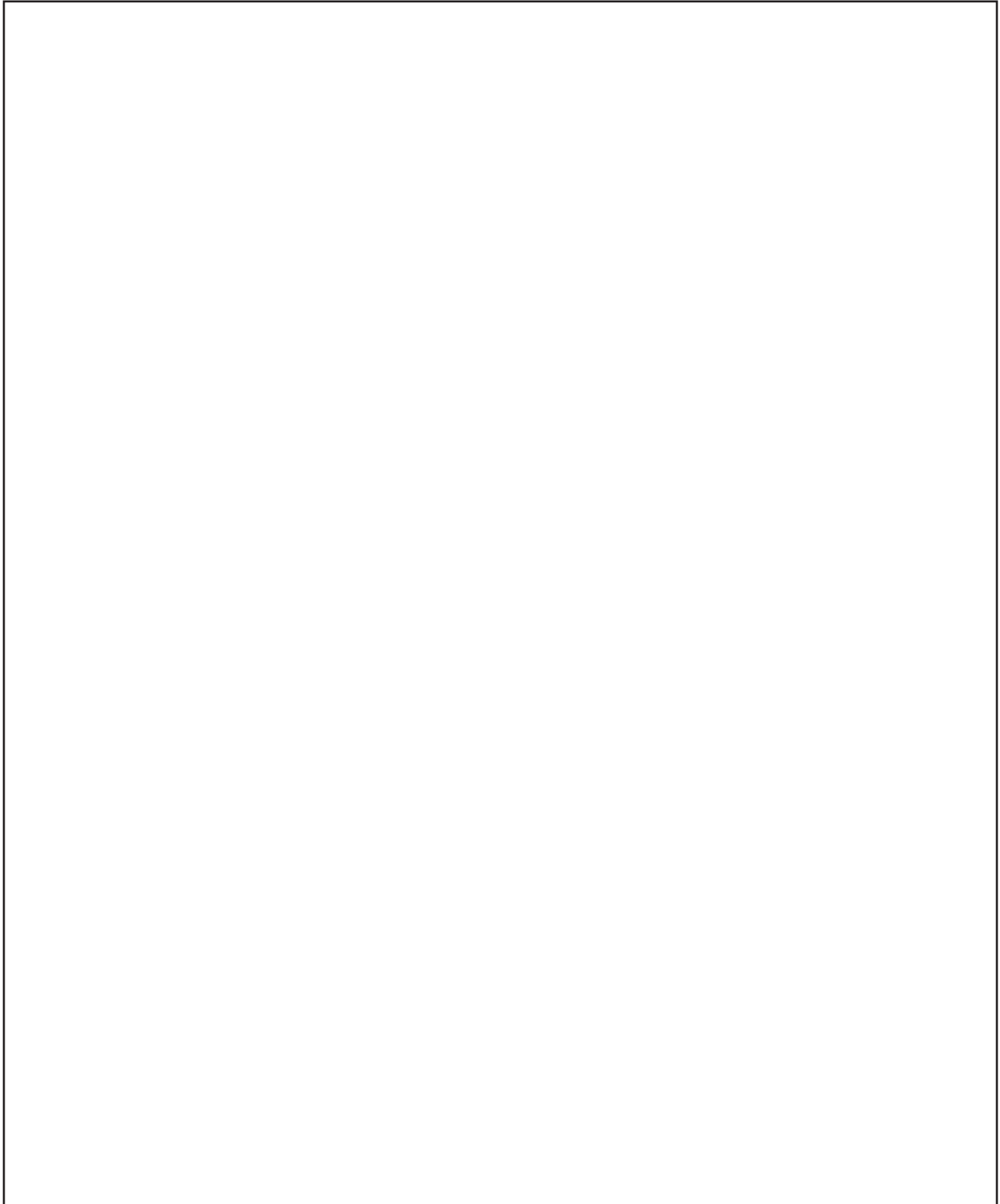
Total 22 marks

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Question 6

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Question 6

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Question 6

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Question 6

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Question 6

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END OF TEST

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

The Council has made every effort to trace copyright holders. However, if any have been inadvertently overlooked, or any material has been incorrectly acknowledged, CXC will be pleased to correct this at the earliest opportunity.

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EXTRA SPACE

If you use this extra page, you MUST write the question number clearly in the box provided.

Question No.

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CANDIDATE'S RECEIPT

INSTRUCTIONS TO CANDIDATE

1. Fill in all the information requested clearly in capital letters.

TEST CODE

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SUBJECT SOCIAL STUDIES – Paper 02

PROFICIENCY GENERAL

REGISTRATION NUMBER

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FULL NAME _____
(BLOCK LETTERS)

SIGNATURE _____

DATE _____

2. Ensure that this slip is detached by the Supervisor or Invigilator and given to you when you hand in this booklet.
3. Keep it in a safe place until you have received your results.

INSTRUCTION TO SUPERVISOR/INVIGILATOR

Sign the declaration below, detach this slip and hand it to the candidate as his/her receipt for this booklet collected by you.

I hereby acknowledge receipt of the candidate's booklet for the examination stated above.

Signature _____
Supervisor/Invigilator

Date _____

01243020/CSEC/KMS/SPEC 2023

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 SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

SOCIAL STUDIES

Paper 020 - GENERAL PROFICIENCY

KEY & MARK SCHEME

SPECIMEN PAPER

2023

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 1

Question		Key	KC	UK
1.	(a)	<p>TWO family types, other than the single parent family, which are found in the Caribbean</p> <ul style="list-style-type: none"> - Nuclear - Sibling - Extended - Blended - Reconstituted <p>One mark for each of any TWO types (2 marks)</p>	2	
	(b)	<p>TWO factors that contribute to the changing roles of males in Caribbean families</p> <ul style="list-style-type: none"> • More women are working outside the home therefore males in the family have to assist with caring for children and taking care of the home. • Society's views and beliefs about the traditional roles of males have evolved and so it is more acceptable for males to care for children and take care of the home. • In many Caribbean families, an increasing number of women have become professionals and no longer feel dependent on males to be the main bread winner or disciplinarian. • Both girls and boys now have equal access to education. With girls attending school, boys are now expected to assist with household chores. • Technology has facilitated more males working from home and opting to become stay-at-home dads. As a result, they share in the responsibility of doing household chores and caring for the children. <p>Two marks each for any TWO factors clearly outlined (4 marks)</p> <p>One mark for partial response</p>	4	

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 1. cont'd

Question	Key	KC	UK								
(c)	<p>Strategies that could be implemented to assist parents with providing appropriate guidance to their children.</p> <table border="1" data-bbox="311 638 1294 1809"> <thead> <tr> <th data-bbox="311 638 804 672">Strategy</th> <th data-bbox="804 638 1294 672">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="311 672 804 952"> 1. Parent mentorship - support programmes can be established through the church or the school where parents can partner with each other to give support. </td> <td data-bbox="804 672 1294 952"> 1. In the mentorship or support programmes, parents can learn from each other's experiences. They can share ideas on parenting and provide guidance for their children. </td> </tr> <tr> <td data-bbox="311 952 804 1299"> 2. Parents who go before the family courts should be ordered to participate in mandatory parenting classes. </td> <td data-bbox="804 952 1294 1299"> 2. The court ordering parenting classes will force parents who need it, to attend these classes. These classes will provide them knowledge, skills and tools to be able to give their children proper guidance. </td> </tr> <tr> <td data-bbox="311 1299 804 1809"> 3. School counsellors can hold parenting sessions for the parent body at their school. </td> <td data-bbox="804 1299 1294 1809"> 3. Since school is compulsory for children 5-16 years, this facilitates access to many parents all over the country. Through parents' meetings and in one-on-one sessions, school counsellors have an opportunity to advise parents on how they can properly guide their children. </td> </tr> </tbody> </table>	Strategy	Explanation	1. Parent mentorship - support programmes can be established through the church or the school where parents can partner with each other to give support.	1. In the mentorship or support programmes, parents can learn from each other's experiences. They can share ideas on parenting and provide guidance for their children.	2. Parents who go before the family courts should be ordered to participate in mandatory parenting classes.	2. The court ordering parenting classes will force parents who need it, to attend these classes. These classes will provide them knowledge, skills and tools to be able to give their children proper guidance.	3. School counsellors can hold parenting sessions for the parent body at their school.	3. Since school is compulsory for children 5-16 years, this facilitates access to many parents all over the country. Through parents' meetings and in one-on-one sessions, school counsellors have an opportunity to advise parents on how they can properly guide their children.		<p style="text-align: center;">4</p> <p style="text-align: center;">4</p>
Strategy	Explanation										
1. Parent mentorship - support programmes can be established through the church or the school where parents can partner with each other to give support.	1. In the mentorship or support programmes, parents can learn from each other's experiences. They can share ideas on parenting and provide guidance for their children.										
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SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 1. cont'd

Question	Key	KC	UK						
	<p>(c) Strategies that could be implemented to assist parents with providing appropriate guidance to their children.</p> <table border="1" data-bbox="311 638 1294 1556"> <thead> <tr> <th data-bbox="311 638 804 674">Strategy</th> <th data-bbox="804 638 1294 674">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="311 674 804 1108"> <p>4. Parenting programmes that provide tips for parents could be aired via television, radio and social media.</p> </td> <td data-bbox="804 674 1294 1108"> <p>4. Throughout the country parents have access to a variety of media. If all media platforms have programmes where experts, professionals and parents share tips and advice for parents, this will reach a wide audience and improve parental guidance.</p> </td> </tr> <tr> <td data-bbox="311 1108 804 1556"> <p>5. The private and corporate sector can establish programmes to provide assistance to parents who need guidance with raising their children.</p> </td> <td data-bbox="804 1108 1294 1556"> <p>5. Many parents can be reached through their workplaces. If all private and corporate sector agencies provide parenting classes or information for staff, then a large percentage of the public will be able to receive the help they need to guide their children.</p> </td> </tr> </tbody> </table>	Strategy	Explanation	<p>4. Parenting programmes that provide tips for parents could be aired via television, radio and social media.</p>	<p>4. Throughout the country parents have access to a variety of media. If all media platforms have programmes where experts, professionals and parents share tips and advice for parents, this will reach a wide audience and improve parental guidance.</p>	<p>5. The private and corporate sector can establish programmes to provide assistance to parents who need guidance with raising their children.</p>	<p>5. Many parents can be reached through their workplaces. If all private and corporate sector agencies provide parenting classes or information for staff, then a large percentage of the public will be able to receive the help they need to guide their children.</p>		
Strategy	Explanation								
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<p>5. The private and corporate sector can establish programmes to provide assistance to parents who need guidance with raising their children.</p>	<p>5. Many parents can be reached through their workplaces. If all private and corporate sector agencies provide parenting classes or information for staff, then a large percentage of the public will be able to receive the help they need to guide their children.</p>								

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 1. cont'd

Question	Key	KC	UK				
(c)	<p>Strategies that could be implemented to assist parents with providing appropriate guidance to their children.</p> <table border="1" data-bbox="311 638 1294 1339"> <thead> <tr> <th data-bbox="311 638 804 674">Strategy</th> <th data-bbox="804 638 1294 674">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="311 674 804 1339"> <p>6. Government agencies such as social services can provide resources such as brochures and other information to parents showing them ways to provide appropriate guidance for their children.</p> </td> <td data-bbox="804 674 1294 1339"> <p>6. In many countries parents who are having difficulty with their children may visit social agencies such as child and human services and social welfare programmes. These agencies, therefore, have direct contact with parents who need guidance. Having information on providing guidance for children in these offices ensures that the persons who need the assistance have access to this information.</p> </td> </tr> </tbody> </table> <p>Two marks each for any TWO strategies that are feasible and clearly explained (2 × 2) (4 marks) One mark if feasible but not well explained</p> <p>Two marks each for any TWO explanations that are relevant and clearly explained (2 × 2) (4 marks) One mark if relevant but not well explained</p>	Strategy	Explanation	<p>6. Government agencies such as social services can provide resources such as brochures and other information to parents showing them ways to provide appropriate guidance for their children.</p>	<p>6. In many countries parents who are having difficulty with their children may visit social agencies such as child and human services and social welfare programmes. These agencies, therefore, have direct contact with parents who need guidance. Having information on providing guidance for children in these offices ensures that the persons who need the assistance have access to this information.</p>		
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	Total 14 marks	6	8				

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 2

Question		Key	KC	UK											
2.	(a)	<p>(i) Form of government:</p> <p>Democracy, democratic government</p> <p>One mark for the correct form (1 mark)</p> <p>(ii) Characteristic of the form of government:</p> <ul style="list-style-type: none"> - Free and fair elections - Separation of powers - Guided by the rule of law - Freedom of speech - Freedom of association/assembly - Protection of rights and freedoms - Government by the people - Elected leader - Accountability and transparency in government <p>One mark for a correct characteristic (1 mark)</p>	1												
	(b)	<p>(i)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Constituency</th> <th style="width: 50%;">Winning Party</th> </tr> </thead> <tbody> <tr> <td>Orange Hill</td> <td>AQP</td> </tr> <tr> <td>Bay View</td> <td>PDP</td> </tr> <tr> <td>Black Rock</td> <td>AQP</td> </tr> <tr> <td>Hill Top</td> <td>JAP</td> </tr> <tr> <td>Spice Town</td> <td>AQP</td> </tr> </tbody> </table> <p>4 to 5 rows correct: 2 marks 2 to 3 rows correct: 1 mark</p> <p>(ii) In first-past-the post system, AQP would form the next government. (1 mark)</p> <p>The candidate representing AQP was successful in three out of five of the constituencies. (1 mark)</p>	Constituency	Winning Party	Orange Hill	AQP	Bay View	PDP	Black Rock	AQP	Hill Top	JAP	Spice Town	AQP	2
Constituency	Winning Party														
Orange Hill	AQP														
Bay View	PDP														
Black Rock	AQP														
Hill Top	JAP														
Spice Town	AQP														

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 2.cont'd

Question	Key	KC	UK								
	<p>(c) Strategies that a country might use to encourage young people to vote in national elections.</p> <table border="1" data-bbox="311 645 1294 1944"> <thead> <tr> <th data-bbox="311 645 804 678">Strategy</th> <th data-bbox="804 645 1294 678">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="311 678 804 1115"> <p>1. The Ministry of Education can ensure that the importance of participation in the electoral process is part of the school curriculum at all levels.</p> </td> <td data-bbox="804 678 1294 1115"> <p>1.If this topic is included in the school curriculum, many students who will one day become registered voters, will be taught, and hopefully understand, the importance of participating in elections. This will encourage them to vote when the time comes.</p> </td> </tr> <tr> <td data-bbox="311 1115 804 1529"> <p>2. Through the electoral offices, governments can have an education campaign in the various schools to inform students about the importance of voting.</p> </td> <td data-bbox="804 1115 1294 1529"> <p>2.This strategy will be successful because students in all schools throughout the country will be informed, not only about the voting process, but more importantly the importance of voting. This will encourage them to participate when they become of age to vote.</p> </td> </tr> <tr> <td data-bbox="311 1529 804 1944"> <p>3. Government can enlist the help of popular social media influencers to use their platform to encourage young people to vote in elections.</p> </td> <td data-bbox="804 1529 1294 1944"> <p>3. Young persons spend a lot of time on social media and are influenced by popular individuals on social media. If these persons are enlisted in a social media campaign to highlight the need to vote, they can influence their followers to do the same.</p> </td> </tr> </tbody> </table>	Strategy	Explanation	<p>1. The Ministry of Education can ensure that the importance of participation in the electoral process is part of the school curriculum at all levels.</p>	<p>1.If this topic is included in the school curriculum, many students who will one day become registered voters, will be taught, and hopefully understand, the importance of participating in elections. This will encourage them to vote when the time comes.</p>	<p>2. Through the electoral offices, governments can have an education campaign in the various schools to inform students about the importance of voting.</p>	<p>2.This strategy will be successful because students in all schools throughout the country will be informed, not only about the voting process, but more importantly the importance of voting. This will encourage them to participate when they become of age to vote.</p>	<p>3. Government can enlist the help of popular social media influencers to use their platform to encourage young people to vote in elections.</p>	<p>3. Young persons spend a lot of time on social media and are influenced by popular individuals on social media. If these persons are enlisted in a social media campaign to highlight the need to vote, they can influence their followers to do the same.</p>		<p>4</p> <p>4</p>
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SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 2.cont'd

Question	Key	KC	UK				
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	Total 14 marks	6	8				

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 3.

Question	KEY	KC	UK
3.	<p>(a) Definition of brain drain:</p> <p>The movement of <u>highly skilled, trained</u> persons <u>out of a country</u>.</p> <p>One mark for each of any two elements of the definition (2 marks)</p> <p>(b) TWO push factors which may lead to brain drain:</p> <ul style="list-style-type: none"> - High unemployment - Where unemployment rates are high, persons may emigrate in search of work. Skilled persons and those with tertiary level education are particularly prone to such movement. - Political instability - Conflict/strife can cause citizens to leave a country in search of safer conditions. Skilled and highly educated persons are more likely to move to other countries. - Lack of higher educational facilities - A lack of educational facilities, especially at the tertiary level, can force persons to migrate in search of better education/higher education. - Gender persecution - Persecution/violence against persons because of their sexual preferences may force them to migrate in search of safer living conditions. - Economic underdevelopment/low standard of living - Where the standard of living is low and social services are inadequate, citizens may migrate in search of better living conditions. <p>Two marks each for any TWO factors clearly explained (4 marks)</p> <p>One mark for a partial response</p>	2	4

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 3. (cont'd)

Question	KEY	KC	UK										
3. (c)	<p>Actions governments in the Caribbean may take to reduce brain drain</p> <table border="1" data-bbox="268 577 1353 1469"> <thead> <tr> <th data-bbox="268 577 804 609">Action</th> <th data-bbox="804 577 1353 609">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="268 609 804 864">1. Provide/develop employment especially in areas that require higher education, skills and so on.</td> <td data-bbox="804 609 1353 864">1. This would encourage persons to remain in the country rather than migrate, since they would be able to find employment commensurate with their level of skill /training/education.</td> </tr> <tr> <td data-bbox="268 864 804 1043">2. Expand/develop opportunities for higher-level education and training at tertiary level.</td> <td data-bbox="804 864 1353 1043">2. This may encourage persons to remain at home rather than go abroad in search of such educational opportunities.</td> </tr> <tr> <td data-bbox="268 1043 804 1276">3. Improve the standard of living by providing increased and improved social services, infrastructure, educational facilities etc.</td> <td data-bbox="804 1043 1353 1276">3. Persons are less likely to migrate where there is a high standard of living and where social services are provided at a high level.</td> </tr> <tr> <td data-bbox="268 1276 804 1469">4. Encourage the provision of higher salaries/wages and better working conditions.</td> <td data-bbox="804 1276 1353 1469">4. Persons are less likely to emigrate where wages are high or at acceptable levels and where working conditions and benefits are good.</td> </tr> </tbody> </table> <p data-bbox="268 1536 1353 1590">Two marks each for any TWO actions that are feasible and clearly explained (2 × 2) (4 marks)</p> <p data-bbox="268 1594 995 1626">One mark if feasible but not well explained</p> <p data-bbox="268 1662 1299 1715">Two marks each for any TWO explanations that are relevant and clearly explained (2 × 2) (4 marks)</p> <p data-bbox="268 1720 995 1751">One mark if relevant but not well explained</p>	Action	Explanation	1. Provide/develop employment especially in areas that require higher education, skills and so on.	1. This would encourage persons to remain in the country rather than migrate, since they would be able to find employment commensurate with their level of skill /training/education.	2. Expand/develop opportunities for higher-level education and training at tertiary level.	2. This may encourage persons to remain at home rather than go abroad in search of such educational opportunities.	3. Improve the standard of living by providing increased and improved social services, infrastructure, educational facilities etc.	3. Persons are less likely to migrate where there is a high standard of living and where social services are provided at a high level.	4. Encourage the provision of higher salaries/wages and better working conditions.	4. Persons are less likely to emigrate where wages are high or at acceptable levels and where working conditions and benefits are good.		4 4
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	Total 14 marks	6	8										

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 4.

Question	KEY	KC	UK
<p>4.</p>	<p>(a)</p> <p>(i) Territories labelled A, B and C:</p> <p style="margin-left: 40px;">A - Belize B - Guyana C - Suriname</p> <p style="text-align: center;">One mark for each territory correctly identifies (3 marks)</p> <p>(ii) Geographical grouping: Mainland territories (1 mark)</p> <p>(b) Geographical factors that might hinder the economic development of the Caribbean region.</p> <p><u>Small size</u></p> <p>As a result of the small size of the territories in the region, resources such as land and minerals are often limited. Since resources are needed for economic development, the small size can lead to a small market and a lack of economies of scale. This can reduce/hinder economic development.</p> <p><u>Climate</u></p> <p>The Caribbean is located in an area prone to hurricanes and tropical storms which can kill or harm residents, destroy homes, industrial installations, agriculture, infrastructure and so on. Such damage/destruction can be a huge setback to economic development.</p> <p><u>Climate change</u></p> <p>The increase in average global temperature increases the risk that the territories will be impacted by a higher frequency of tropical cyclones with increased levels of severity/strength. The change in climate also increases the possibility of floods and droughts. These phenomena also become more unpredictable. The resulting sea-level rise might also destroy/damage coastal installations (homes, industries, infrastructure, agriculture) and marine resources such as coral reefs.</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p>	

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 4. (cont'd)

Question	KEY	KC	UK						
<p>4.</p>	<p>(b) <u>Tectonic zones</u></p> <p>The result of exposure to hazards such as volcanic eruptions and earthquakes. The plate boundaries affecting the region lead to earthquakes and volcanic eruptions which can cause much damage and or death/injury. This destroys economic gains and makes it harder to achieve acceptable levels of development.</p> <p><u>Distance between countries</u></p> <p>The relatively long distances between countries which are also separated by water has contributed to the high cost of transportation throughout the region.</p> <p>One mark for stating any geographical factor One mark for explaining the factor</p> <p style="text-align: right;">(2 marks)</p> <p>(c) Strategies that CARICOM members could use to overcome the barriers to economic development caused by the geography of the region.</p> <table border="1" data-bbox="212 1167 1406 1921"> <thead> <tr> <th data-bbox="212 1167 767 1200">Strategy</th> <th data-bbox="767 1167 1406 1200">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 1200 767 1458"> <p>1. Work with other countries of the region to provide support, help or aid in times of disaster and need. Develop and provide resources and funding for agencies such as CDEMA.</p> </td> <td data-bbox="767 1200 1406 1458"> <p>1. This strategy is likely to be successful because such arrangements would provide support and help from those countries that are not affected. Assistance from outside the country is often required in times of disaster. An agency such as CDEMA would help to fund and coordinate relief activities.</p> </td> </tr> <tr> <td data-bbox="212 1458 767 1921"> <p>2. Integrating with other countries and honouring the CSME agreements so that a larger market for goods and services is created.</p> </td> <td data-bbox="767 1458 1406 1921"> <p>2. Honouring the CSME agreements and working with other countries would provide a larger market for countries to offer their products and services. The combined population of several million would provide a greater demand than the much smaller populations of individual countries.</p> </td> </tr> </tbody> </table>	Strategy	Explanation	<p>1. Work with other countries of the region to provide support, help or aid in times of disaster and need. Develop and provide resources and funding for agencies such as CDEMA.</p>	<p>1. This strategy is likely to be successful because such arrangements would provide support and help from those countries that are not affected. Assistance from outside the country is often required in times of disaster. An agency such as CDEMA would help to fund and coordinate relief activities.</p>	<p>2. Integrating with other countries and honouring the CSME agreements so that a larger market for goods and services is created.</p>	<p>2. Honouring the CSME agreements and working with other countries would provide a larger market for countries to offer their products and services. The combined population of several million would provide a greater demand than the much smaller populations of individual countries.</p>		
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SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 4. (cont'd)

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SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 4. (cont'd)

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	Total 14 marks	6	8				

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 5

Question	Expected Response	Profile	
		KC	UK
5	<p>Agents that transmit Caribbean Culture outside the region:</p> <ul style="list-style-type: none"> - Cultural Exchange Groups/Programmes - Artistes - Mass Media including social media, television, radio, print - Government (example Tourism Associations) - Religious institutions - Emigrants <p>One mark for each of any TWO agents (2 marks)</p>	2	
	<p>Instances where culture has been showcased to persons from outside the region:</p> <ul style="list-style-type: none"> - Caribbean cultural heritage sites, for example, museums give visitors access to information about Caribbean heritage and culture. - Sporting activities, for example, athletic championships, cricket, netball and football matches, provide spectators from outside the region with an opportunity to experience our culture. - Cultural events in and outside the region such as festivals, carnivals and concerts allow patrons to the events to become immersed in our culture. - Participants from the Caribbean in coronation events such as the Miss Universe and Miss World pageants have the opportunity to showcase Caribbean culture to an international audience. - Caribbean cultural traditions are being showcased outside the region to brand and market products, for example, restaurants, music, fashion, hair trends among other things. - Cultural forms such as plays, paintings and sculptures are being produced and marketed globally. <p>One mark each for any TWO instances (2 marks)</p>	2	

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 5. (cont'd)

Question	Expected Response	Profile	
		KC	UK
	<p>Ways in which Caribbean culture forms have impacted the world:</p> <ul style="list-style-type: none"> - Caribbean artistes (singers, DJs, dub poets, playwrights) and authors are social commentators. They often bring awareness to social issues affecting the society through their work be it scripts, songs or poems. In some cases, there may even be changes that result. For example, Bob Marley through his music denounced discrimination and the "Babylon" system that has promoted inequalities and disparities between upper and lower classes. - Caribbean athletes such as Usain Bolt, Brian Lara and Shelly Ann Fraser-Pryce have contributed significantly to sports on a global stage. Their successes have attracted large number of spectators and made their respective sport attractive. - Caribbean food is available in most areas of the world. Migration resulting in cultural exchange promotes cultural assimilation thus making Caribbean cuisine a popular choice. For this reason, there are even many Caribbean restaurants worldwide. The delectable taste of Caribbean food has paved the way for non-nationals copying our cooking methods and use of spices to create menus that reflect the Caribbean taste. - Herbs found in the Caribbean are now being used for medicinal purposes and hair products. This trend has taken off in the world in recent years. - Religious practices such as locking one's hair is now a global trend which had its origin in Jamaica from the Rastafarian religion. Persons wear styles for convenience and their own personal convictions. <p>Two marks each for any TWO ways clearly explained (2 marks) One mark for partial response</p>	4	

SOCIAL STUDIES

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KEY AND MARK SCHEME

Question 5. (cont'd)

Question	Expected Response	Profile	
		KC	UK
	<p>Strategies a country's Ministry of Culture might use to market Caribbean Cultural forms on the global stage:</p> <ul style="list-style-type: none"> - Tourism advertisements can disseminate information on the various cultural forms globally. These advertisements can be placed in both the print or electronic media, social media or displayed at public events using banners and flyers. - Personnel from the ministry can host and attend global events. There can be expos with booths or Caribbean villages that give viewers information about various cultural forms. Many countries do this for the Olympics and World Championship games. Recently there was a Caribbean Dubai Expo. - Cultural competitions will market Caribbean culture if they can be accessed on the world stage with technology. The winners can go outside the region to showcase their talent. Posting a challenge competition on social media platforms can leverage the marketing of Caribbean culture. - The Ministry of Culture can appoint cultural ambassadors who are well-known (artistes, social influencers, public figures) to promote Caribbean cultural forms. - Educate citizens on marketing Caribbean cultural forms when they go abroad or even while using social media. The Ministry of Culture can collaborate with the Ministries of Education, Tourism and Foreign Affairs. Trained personnel can educate Caribbean nationals on the ways to market Caribbean culture. <p>Two marks each for any THREE strategies that are feasible and clearly explained (2 × 3) (6 marks)</p> <p>One mark if feasible but not well explained</p>		6

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 5. (cont'd)

Question	Expected Response	Profile	
		KC	UK
	<p>Explanation of why these strategies are likely to be successful</p> <ul style="list-style-type: none"> - Advertisements are used to attract persons to the Caribbean region so if the cultural forms are incorporated then it is likely it can make tourists and visitors aware of the culture. - Caribbean expositions will attract persons who are curious about cultural forms being displayed. If it is something viewers fancy, then it can lead to questioning and even spurring cultural immersion visits to the Caribbean region. - Competitions gain much traction as people often prefer to watch same. Access to competitions can be on a global level. Viewers may also join in the competitions as well. When this is done then it is likely cultural forms will be marketed globally. - This is likely to be successful because fame is a magnet that pulls persons together. People are keen and enthusiastic about the well-known and famous. Cultural ambassadors will then endorse cultural forms. There will be greater recognition and awareness, thereby promulgating Caribbean cultural forms on the world stage. - In this 21st century, the fastest way to disseminate and market information is by using social media. There is the need for persons to be informed and aware of the latest trends on social media platforms. With this technological innovation, Caribbean cultural forms can be marketed all over the world to billions of people instantly. - This is more likely to work because when persons are educated, usually a change in behaviour follows. Recipients of the marketing class will be more confident to market the culture whenever opportunities arise abroad face to face or virtually. Word of mouth is one of the best marketing strategies of all time. <p>Two marks each for any TWO explanations that are relevant and clearly explained (2 × 2) (4 marks) One mark if relevant but not well explained</p>		4
		8	10
	Language		4
	Total Marks	8	14

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 6

Question	Expected Response	Profile	
		KC	UK
6	<p>Agencies that attempted regional integration:</p> <ul style="list-style-type: none"> - West Indies Federation - West Indies Associated States Council of Ministers - CARIFTA - CARICOM - OECS - ACS - CSME <p>One mark each for any TWO correct responses</p>	2	
	<p>Two factors that hinder the attempts at regional integration:</p> <ul style="list-style-type: none"> - Geography of region: Some member countries are separated by the Caribbean sea and by long distances, making it difficult and time consuming to travel and transport products within the region. - Unequal distribution of resources in the region: Countries with limited resources feel that they would be at a disadvantage when trading with countries with greater resources. - Absence of a common model or strategy for development. - Differences in stages of growth and development of Caribbean economies. - Competition for foreign investment among member states. - Conflict between territorial and regional demands and loyalties. Countries tend to prioritize territorial needs and demands rather than objectives of regional integration. - Lack of/high cost of interregional transport: It is expensive, difficult and time consuming to travel or transport products within the region. - Absence of common currency: This presents challenges for Caribbean travellers and traders. - Lack of diversification in production: Countries produce similar products which reduces opportunities for trade within the region. <p>One mark each for any TWO correct factors. (2 marks)</p>	2	

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 6. (cont'd)

Question	Expected Response	Profile	
		KC	UK
	<p>Benefits of regional integration to CARICOM member states:</p> <ul style="list-style-type: none"> - Reduction in unemployment and underemployment in the region: For example, citizens are able to move to Caricom member states to seek employment without a work permit using their CSME certificate; this reduces unemployment/underemployment. - Better response to economic implications of globalization and trade liberalization by creating joint ventures and regional businesses. Operating as a group gives the region greater bargaining power, and the region is better able to represent their interests and concerns. - Improvement in the quality of life for citizens and increased employment opportunities: Citizens benefit from services which their respective governments may not have been able to provide alone. For example, access to tertiary education at the University of the West Indies, the opportunity to write examinations set by a regional examining body, Caribbean Examinations Council. - Free movement of goods, labour and capital: For example, citizens are able to transfer money to any member state with greater ease and citizens can travel without hindrances. This gives citizens greater access to goods and services throughout the region. - Increased market size: By creating one large market, it makes it possible for the region to benefit more from trade since they have better bargaining power as a region than as individual countries. - Improved levels of international competitiveness: The regional bodies/trading blocs make it easier to compete on an international scale. 	4	

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 6. (cont'd)

Question	Expected Response	Profile	
		KC	UK
	<p>- Greater political voice as a region: Highlighting critical issues/concerns affecting the region, for example, issues such as climate change which have implications for the region.</p> <p>Two marks each for any TWO benefits explained. (4 marks) One mark for each benefit stated, without development</p>		

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 6. (cont'd)

Question	Expected Response	Profile	
		KC	UK
	<p>Strategies that governments in the region might use to help citizens benefit from the success of regional integration:</p> <ul style="list-style-type: none"> - Educate citizens through the mass/social media about the objectives, opportunities and benefits of regional integration available to them in the region. For example, the CSME certificate can guarantee a job in any CARICOM member state. - Organize Caribbean link-up programmes where citizens from the various countries can call in and seek clarity on ways they can benefit from the successes of the integration efforts and regional activities. - Promote campaigns encouraging citizens to "Buy regional/Caribbean products" produced in the different countries. Caribbean entrepreneurs could also be encouraged to invest in CARICOM countries. - Grant athletes access to regional sport facilities/training centres. Promote Caribbean athletes through regional sporting competitions and offer sponsorship through the ministries for athletes to participate in CARIFTA games, regional cricket competitions and so on. Other students across the region could be awarded scholarships to regional universities to complete studies in various programmes. - Facilitate regular competitions, debates for secondary school students across the region which focus on the benefits that Caribbean people can obtain from their support of regional integration. Winners can be given tours to a neighbouring country in the region. - Collaborate and organize regional cultural events, festivals and so on to bring people together or give citizens opportunities to support these events. The events should feature local and regional artistes. <p>Two marks each for any THREE strategies that are feasible and clearly explained (2 × 3) (6 marks)</p> <p>One mark if feasible but not well explained</p>		6

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 6. (cont'd)

Question	Expected Response	Profile	
		KC	UK
	<p>Explanation of why these strategies are likely to be successful:</p> <ul style="list-style-type: none"> - Citizens will become aware of the benefits of regional integration and how they can access various opportunities in the region. This will aid in large numbers of citizens capitalizing on various opportunities in the region. - Citizens are more likely to enjoy/benefit from the successes of regional integration when they understand what these are and how they can obtain benefits for themselves. - Citizens will be more aware of the Caribbean products available and therefore be able to enjoy better access to/buy more Caribbean products. This will help increase support for our Caribbean entrepreneurs/regional businesses. - If Caribbean athletes are sponsored or exposed to regional sporting competitions, they will feel a sense of pride. It will also create a feeling of togetherness and unity among Caribbean people. Youth who are granted scholarships to attend the UWI will be able to benefit from education at the highest tertiary institution in the region. They will be more appreciative of the accomplishments of regional integration. - In preparation for the competitions, students will be exposed to the history of the region and the attempts at regional integration. This will help citizens from a young age to be more appreciative of regional integration and all it has to offer the people in the region. 		4

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Question 6. (cont'd)

Question	Expected Response	Profile	
		KC	UK
	<p>- When governments organize regional cultural events, citizens will be able to attend and support these events. They will also be more appreciative of the rich cultural heritage of the region which could help to develop a sense of unity. By featuring local/regional artistes at these events, citizens will be more inclined to support our regional artistes. Therefore, the artistes will benefit from career boosts and eventually higher income levels.</p> <p>Two marks each for any TWO explanations that are relevant and clearly explained (2 × 2) (4 marks)</p> <p>One mark if relevant but not well explained</p>		
		8	10
	Language		4
	Total Marks	8	14

SOCIAL STUDIES

Paper 02 - General Proficiency

KEY AND MARK SCHEME

Language component - Questions 5 & 6

Score	Criteria
4	Demonstrates excellent organizing skills. Uses an essay format with coherent presentation of points, effective linkages, well executed introduction and paragraphs.
3	Demonstrates good organizing skills. Uses an essay format where points are clear; uses an introduction and coherent paragraphs.
2	Organization is evident but the essay is not cohesive; some paragraphing.
1	Weak organizing skills with limited demonstration of essay format and no understanding of paragraphing.
0	No organizing skills; no essay format.

SPECIFICATIONS FOR PAPER 032

Questions on the Paper 032 will assess the candidate's ability to

1. state the purpose of a study;
2. write a research question;
3. identify key terms;
4. select appropriate research instruments;
5. describe procedures to collect data;
6. identify sources of information;
7. suggest appropriate sampling methods;
8. state limitations to the study;
9. suggest an appropriate method of investigation;
10. design a simple instrument to collect data;
11. present data in graphical form;
12. interpret data presented;
13. state findings; and,
14. make recommendations based on findings.

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

“*”Barcode Area”
Front Page Bar Code

SPECIMEN PAPER

FILL IN ALL THE INFORMATION REQUESTED CLEARLY IN CAPITAL LETTERS.

TEST CODE

0	1	2	4	3	0	3	2
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SUBJECT SOCIAL STUDIES – Paper 032

PROFICIENCY GENERAL

REGISTRATION NUMBER

--	--	--	--	--	--	--	--	--	--

SCHOOL/CENTRE NUMBER

--	--	--	--	--	--

NAME OF SCHOOL/CENTRE

--

CANDIDATE’S FULL NAME (FIRST, MIDDLE, LAST)

--

DATE OF BIRTH

D	D	M	M	Y	Y	Y	Y
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SIGNATURE _____

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Current Bar Code

“*”Barcode Area”
Sequential Bar Code

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SPECIMEN 2023



TEST CODE **01243032**

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

**C A R I B B E A N S E C O N D A R Y E D U C A T I O N C E R T I F I C A T E[®]
E X A M I N A T I O N**

S O C I A L S T U D I E S

Paper 032 – General Proficiency

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. You **MUST** use this answer booklet when responding to the questions. For **EACH** question, write your answer in the space provided.
2. Use the **CASE STUDY** to answer the questions.
3. Do **NOT** write in the margins.
4. You are advised to take some time to read through the paper and plan your answers.
5. You may use a silent, non-programmable calculator to answer questions.
6. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
7. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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01243032/CSEC/SPEC 2023

“*”Barcode Area”*
Sequential Bar Code

Questions 1–3 are based on the paragraph below.

You are a guidance officer at the Ministry of Education. You have been informed that students in the school district might be skipping meals to lose weight. The Ministry of Education has asked you to investigate the issue.

1. (a) Suggest an appropriate topic for this investigation.

.....
.....
(1 mark)

(b) Outline the purpose of the study.

The purpose of the study is to

.....
.....
.....
(2 marks)

(c) Write ONE research question that will guide your investigation.

.....
.....
.....
(2 marks)

(d) Identity TWO key terms from the topic chosen in (a) that you, as the researcher, will clearly define in your research report.

1.
2.
(2 marks)

Total 7 marks

GO ON TO THE NEXT PAGE

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

2. (a) State TWO reasons why an interview schedule would be suitable for the research.

- 1.
.....
- 2.
.....

(2 marks)

(b) State TWO problems a researcher might experience using an interview schedule to collect data for the study.

- 1.
.....
.....
- 2.
.....
.....

(2 marks)

(c) Write TWO questions, other than personal information, that you would ask during the interview.

- 1.
.....
- 2.
.....

(2 marks)

Total 6 marks

GO ON TO THE NEXT PAGE



3. (a) State TWO sources that may be used to obtain information on the research topic.

.....
.....

(2 marks)

(b) (i) Suggest ONE appropriate sampling method that may be used to select the participants for the research.

.....

(1 mark)

(ii) Explain why the sampling method suggested in (b) (i) is appropriate for the research.

.....
.....
.....

(2 marks)

(c) Confidentiality is important in research.

State TWO ways in which the identity of the participants in this study may be protected.

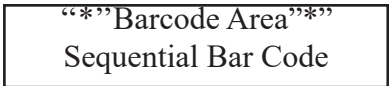
1.
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2.
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(2 marks)

Total 7 marks

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Questions 4 and 5 are based on the case study presented below. Read the case carefully and then answer both questions.

The Impact of Industrial Development in the Danville Community

Danville is an agricultural community in a large valley on the island of Hovash. Danville has a population of 1200 persons most of whom depend on farming for a livelihood. Within the last year, a manufacturing company purchased a large piece of forested land near Danville with the intention of constructing a glass bottle factory. The residents of Danville have complained about the potential impact of the factory on their crops and the ecosystem.

Given the residents' concerns, the Ministry of Agriculture hired researchers to investigate the possible impact of the proposed project on Danville and the forested area. Questionnaires were distributed to 180 residents of Danville. The sample was generated using the registration numbers from the voters' list.

The results of the survey revealed the following: 40 per cent of the respondents believed that during construction, soil erosion would affect the irrigation provided by a nearby river; 20 per cent felt that the operations of the factory would cause noise pollution; 10 per cent were concerned about the decline in the natural habitat; 30 per cent thought that deforestation would negatively impact climate change.

4. (a) Write TWO statements of fact which can be made about the Danville community.

1.
.....
2.
.....

(2 marks)

(b) State the sample size for the study.

.....

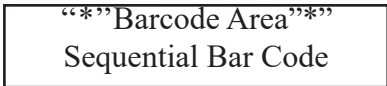
(1 mark)

(c) Identify the sampling method for the study.

.....

(1 mark)

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DO NOT WRITE IN THIS AREA

- (d) (i) Suggest TWO reasons why a questionnaire may be an appropriate method for collecting data in this study.

1.

.....

2.

.....

(4 marks)

- (ii) Suggest ONE limitation of using a questionnaire as the only data collection instrument in this study.

.....

.....

(1 mark)

Total 9 marks

5. (a) The table below gives the findings from the research. Complete the table by filling in the missing information.

Issue	Percentage of Respondents	Number of Responses
Soil erosion	40
Noise pollution	20	36
Loss of habitat	10
Deforestation	30	54

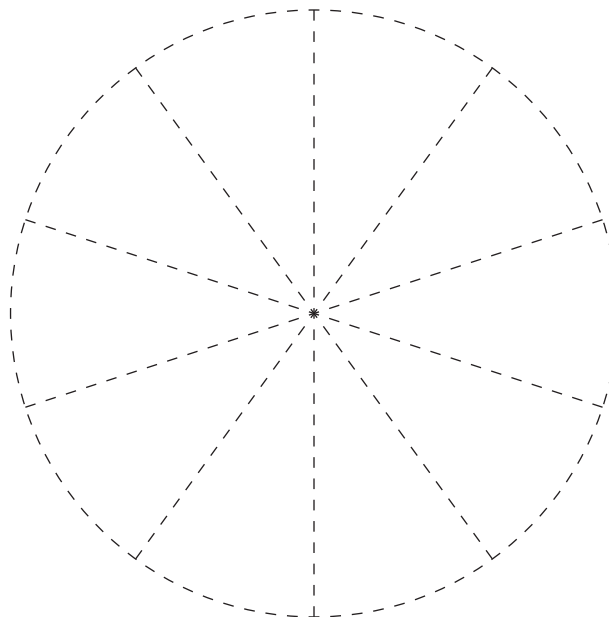
(2 marks)

- (b) Using the gridlines provided, complete the pie chart below to show the percentage of residents who provided each response.

You will be awarded marks for accurately

- stating the title (1 mark)
- shading the sector representing each issue (3 marks)
- labelling the sectors. (1 mark)

Title:.....



GO ON TO THE NEXT PAGE

(c) Suggest TWO ways the Ministry of Agriculture can reduce the negative impact of the construction of the factory.

1.
.....
2.
.....

(4 marks)

Total 11 marks

END OF TEST

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

“*”Barcode Area”
Sequential Bar Code

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**DO NOT
WRITE ON
THIS PAGE**

CANDIDATE'S RECEIPT

INSTRUCTIONS TO CANDIDATE

1. Fill in all the information requested clearly in capital letters.

TEST CODE

0	1	2	4	3	0	3	2
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SUBJECT

SOCIAL STUDIES – Paper 032

PROFICIENCY

GENERAL

REGISTRATION NUMBER

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FULL NAME

(BLOCK LETTERS)

SIGNATURE

DATE

2. Ensure that this slip is detached by the Supervisor or Invigilator and given to you when you hand in this booklet.
3. Keep it in a safe place until you have received your results.

INSTRUCTION TO SUPERVISOR/INVIGILATOR

Sign the declaration below, detach this slip and hand it to the candidate as his/her receipt for this booklet collected by you.

I hereby acknowledge receipt of the candidate's booklet for the examination stated above.

Signature

Supervisor/Invigilator

Date

01243032/CSEC/KMS/SPEC 2023

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 SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

SOCIAL STUDIES

Paper 032 - GENERAL PROFICIENCY

KEY & MARK SCHEME

SPECIMEN PAPER

2023

SOCIAL STUDIES

Paper 032 - General Proficiency

KEY AND MARK SCHEME

Question 1

(a) **Suggest an appropriate topic for this investigation.**

- Reasons why students are starving themselves to lose weight
- The effects of eating disorders among students
- The extent of eating disorders among students

One mark for an acceptable topic

(1 mark)

(b) **Purpose of the study**

The purpose of the study is to

- investigate the reasons why students in District X are starving themselves to lose weight.
- determine the effects of eating disorders on students in District X
- investigate the level of eating disorders among students in District X

Two marks for a purpose which is relevant (1) and appropriately stated (1)

(2 marks)

(c) **ONE research question to guide the study**

- What are the reasons why students in District X want to lose weight?
- What are the effects of eating disorders on students in District X?
- What are the factors that cause eating disorders among students in District X?

Two marks for a research question which includes the problem (1) and the specific target audience (1)

(2 marks)

(d) **Two key terms:**

- Students
- Starving
- Weight loss
- Eating disorder

One mark each for any TWO terms

(2 marks)

SOCIAL STUDIES

Paper 032 - General Proficiency

KEY AND MARK SCHEME

Question 2

(a) **State TWO reasons why an interview schedule would be suitable for the research.**

- An interview allows the interviewer to get information from non-verbal cues.
- The interview allows the interviewer to focus on the topic.
- With an interview the responses are more immediate.
- The interview allows for in-depth responses.
- The questions in an interview can be rephrased, follow-up questions can be asked or misconceptions clarified.

One mark each for any TWO plausible reasons (2 marks)

(b) **State TWO problems a researcher might experience using an interview schedule to collect data for the study.**

- Interviews can be time consuming.
- The respondents might not provide honest responses.
- The interviewer can influence the responses with leading information, questions or body language.
- The interviewer might not be sensitive to the feelings of the interviewee.
- Interviews can be costly to conduct especially if face to face.
- Interviews can be difficult to schedule.

One mark each for any TWO acceptable problems (2 marks)

(c) **Write TWO questions, other than personal information, that you would ask during the interview.**

- How long do you go without eating?
- How frequently do you eat meals during the day?
- Do you use weight loss medication?
- What do you consider to be your ideal weight?
- How do you feel when you miss a meal?
- What are some of the consequences of not eating regularly?
- How many of your friends are also trying to lose weight?
- Why have you been missing meals?

One mark each for any TWO suitable questions (2 marks)

SOCIAL STUDIES
Paper 032 - General Proficiency
KEY AND MARK SCHEME

Question 3

(a) **State TWO sources that may be used to obtain information on the research topic.**

- Students (through questionnaires/interviews)
- Parents (through questionnaires/interviews)
- Books/Magazines/Newspapers/Journals
- Internet research
- Teachers and other staff at the school

One mark each for any TWO suitable sources (2 marks)

(b) (i) **Suggest ONE appropriate sampling method that might be used to select the participants for the research.**

- Random sampling
- Convenience sampling
- Purposive sampling

One mark for any acceptable method (1 mark)

(ii) **Explain why the sampling method suggested in (b) (i) is appropriate for the research.**

Random sampling

- Guarantees a variety of responses
- Allows for wider representation of the population
- Individuals are chosen randomly hence all members of the population have an equal chance of being selected

Convenience sampling

- Allows for utilizing those students who are present within the community at the time of the survey
- Saves time
- Is cost effective

Purposive sampling

- Allows the collection of data directly from the persons affected by the problem
- Responses are relevant to the research
- Allows for comparison based on specific community variables (such as a specific low performing school versus a high performing school)

Two marks for a clearly written explanation (2 marks)
One mark for a partial response

SOCIAL STUDIES

Paper 032 - General Proficiency

KEY AND MARK SCHEME

Question 3.cont'd

(c) **State TWO ways in which the identity of the participants in this study may be protected.**

- Storing the data collected securely
- Removing personal identifiers such as the name and address
- Disposing data in a secure manner after it has been used
- Not disclosing responses without the consent of the participants

One mark each for any TWO suitable ways

(2 marks)

SOCIAL STUDIES
Paper 032 - General Proficiency
KEY AND MARK SCHEME

Question 4

(a) **Two statements of fact:**

- Danville is an agricultural community.
- Danville has a population of 1200 persons.
- Danville is located in a valley.
- Danville is located near a forested region.

One mark each for any TWO facts (2 marks)

(b) There were 180 participants in the sample. **(1 mark)**

(c) The sampling method used for the study was random sampling. **(1 mark)**

(d) (i) **Suggest TWO reasons why a questionnaire may be an appropriate method for collecting data in this study.**

- A questionnaire can give a high level of accuracy in terms of the views of a population as respondents tend to be honest.
- A questionnaire generally does not cost a lot to be prepared and distributed and, hence, would be a suitable approach for the government to use.
- A questionnaire can be filled out by participants quickly. This would ensure a timely presentation of the findings and also a timely decision on the next course of action.
- A questionnaire is convenient as it can be easily distributed in person or electronically. This easy distribution would increase the likelihood of all participants being given the opportunity to provide their views on the issue.
- The responses on a questionnaire tend to be standardized therefore minimizing or eliminating the subjectivity associated with other methods of data collection.

Two marks for a clear, detailed explanation (2 marks)
One mark for a partial response

SOCIAL STUDIES

Paper 032 - General Proficiency

KEY AND MARK SCHEME

Question 4.cont'd

(ii) **Suggest ONE limitation of using a questionnaire as the only data collection instrument in this study.**

- Participants may not respond to or return the questionnaire.
- A questionnaire is fixed at the start of a study and cannot be altered in case other factors related to the issue emerge.
- Participants might not feel comfortable giving responses they might consider to be inappropriate.
- There is no opportunity to clarify misconceptions.
- A questionnaire can exclude some categories of the population, such as illiterate persons.

One mark for any suitable limitation

(1 mark)

SOCIAL STUDIES
Paper 032 - General Proficiency
KEY AND MARK SCHEME

Question 5

(a) Complete the table by filling in the missing information.

Issue	Percentage of Respondents	Number of responses
Soil erosion	40	<u>72</u>
Noise Pollution	20	36
Loss of habitat	10	<u>18</u>
Deforestation	30	54

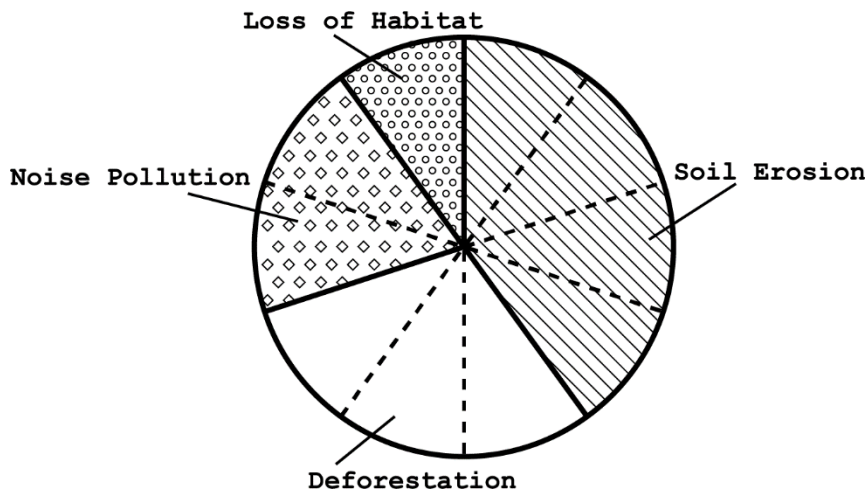
One mark for each correct entry (2 marks)

(e) Complete the pie chart to show the percentage of residents who provided each response.

Marks will be awarded for accurately

- stating the title (1 mark)
- shading the sector representing each issue (3 marks)
 - 3 to 4 sectors correct: 3 marks
 - 2 sectors correct: 2 marks
 - 1 sector correct: 1 mark
- labelling the sectors correctly (1 mark)

Concerns of Residents of Danville



SOCIAL STUDIES

Paper 032 - General Proficiency

KEY AND MARK SCHEME

Question 5.cont'd

(c) **Suggest TWO ways the Ministry of Agriculture can reduce the negative impact of the construction of the factory.**

1. Conduct an impact assessment of the project. Such a study would inform all stakeholders of the possible challenges involved in building the factory and thus provide important information to reduce the adverse effects of the factory on the community.
2. Insist that the manufacturing company embarks on a reforestation drive on the island as part of their development plans. This drive would reduce the possible long-term impact of climate change on the community and the region as a whole.
3. Inform the manufacturing company that the farmers must be compensated should there be any damage to crops. Such an arrangement would guarantee that the farmers are not placed in economic peril because of the negative effects of soil erosion.
4. Formulate and enforce strict laws to discourage pollution and other negative environmental consequences. The laws and their enforcement would discourage the manufacturing company from indulging in improper practices related to the construction and operation of the factory.
5. Insist that the manufacturing company implements noise cancellation measures in the factory. This would reduce the negative effects of excess noise associated with the construction and operations of the factory.

**Two marks each for any TWO detailed explanations
One mark for a partial response**

(4 marks)



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