CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Certificate of Secondary Level Competence®

SOCIAL STUDIES SYLLABUS

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

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Please check the website www.cxc.org for updates on CXC's syllabuses.

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Caribbean Certificate of Secondary Level Competence

INTRODUCTION

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

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

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

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

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

GENERIC COMPETENCIES

- PROBLEM SOLVING
- CRITICAL THINKING
- INFORMED DECISION MAKING
- MANAGEMENT OF EMOTIONS
- POSITIVE SELF CONCEPT
- WORKING IN GROUPS
- HANDLING CONFLICT
- DEALING WITH DIVERSITY AND CHANGE
- INDEPENDENT LEARNING STRATEGIES
- COMPUTER LITERACY
- TECHNOLOGICAL LITERACY

SUBJECT-SPECIFIC COMPETENCIES

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

COMPETENCIES

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

OUTCOMES OF THE CURRICULUM

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

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

Main Elements of the Curriculum

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

Social Studies Syllabus

♦ RATIONALE

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

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

The syllabus seeks to instil tenets of the Ideal Caribbean Person as articulated by the CARICOM Caribbean Education Task Force (CTF) and adopted by the CARICOM Heads of Government at their 18th Summit. To this end the syllabus contains objectives and content intended to nurture and improve students' social responsibility, personal management skills and foster a positive work ethic.

On completion of the programme, students will have acquired the competencies to deal with issues and challenges faced in their daily lives and are able to function effectively as productive citizens. For those seeking employment immediately on leaving secondary school, the programme provides the necessary marketable social skills for effective participation in the world of work.

♦ AIMS

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

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

♦ GENERAL OBJECTIVES

On completion of this syllabus, students should:

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

♦ COMPETENCIES TO BE ASSESSED

The following skills and abilities are to be assessed:

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

♦ ORGANIZATION OF THE SYLLABUS

The syllabus is arranged in Five Modules, namely:

Module 1 – Dimensions of Self

Module 2 – Community Interaction

Module 3 – Responsibility and Accountability

Module 4 – Regional Perspective

Module 5 – The Global Village

♦ RECOMMENDED APPROACHES TO TEACHING THE SYLLABUS

The syllabus is designed using the philosophy that the acquisition of mastery is a progressive process which requires constant practice and reinforcement. It is envisaged that students will master the stated objectives only after they have been given the opportunity to produce multiple drafts and received corrective feedback from teachers to improve on those drafts.

The syllabus is not intended to be delivered in a strict, didactic lecture format. Rather, teachers are asked to adopt an interactive, experiential learning, student-centred approach. Many topics impact the affective domain and require students to acquire life skills that are influenced by their environment, both at home and at school. Teachers should be cognizant of this and facilitate and encourage students' expressions and perceptions of right and wrong, mores, attitudes and values, while administering socially acceptable behaviours. The suggested teaching and learning activities are neither prescriptive nor exhaustive. Teachers are encouraged to adapt the activities described to their peculiar classroom situations and to add activities as they seek to maximise student engagement in their own learning.

Real-life experiences should be solicited and a problem-solving approach should be employed throughout the delivery of the syllabus. This approach is imperative especially when delivering objectives topics such as conflict resolution, juvenile delinquency, gang violence and the generation gap. It is also recommended that teachers take note of the varied ways in which students learn. Teachers should design lessons to cater for the visual, auditory as well as the tactile/kinesthetic learner. Along with these learning styles, due attention should be made to the multiple intelligences of students in heterogeneous class groups.

It is highly recommended that students maintain a portfolio that records their experiences throughout the programme. An overarching objective of the syllabus is to inculcate in students an appreciation of the peoples, customs and institutions in their immediate and regional environment. This objective can be supported and actualised through the use of the Internet and Information and Communication Technology (ICT). Teachers should therefore monitor and guide students to use communication technologies including social media, blogs and micro blogs, social networking sites (e.g. Facebook) and content communities (e.g. YouTube). Posters, portfolios and PowerPoint presentations should be used to record and share teaching and learning experiences.

Use of formative assessment is an essential part of improving student achievement. These assessments provide teachers with feedback to determine student readiness for the school-based assessment. Teachers should adapt these assessments and design additional ones where necessary. School-based assessment must be done exactly as specified in the generic task at the end of each Module. The examples provided in the syllabus show teachers how to create assessments to meet the specification of the generic task. Teachers may use this assessment but they are also free to design assessments which better suit their local context. However, the specification of the generic task must be reflected in these assessments and the mark scheme and rubrics provided must be used in determining the grades submitted.

♦ ASSESSMENT GUIDELINES

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

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

SCHOOL-BASED* ASSESSMENT *(SBA)

This assessment spans two phases.

Phase 1:- Formative Assessment

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

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

Phase 2:- School-Based Assessment

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

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

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

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

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

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

MODULE SCHOOL-BASED ASSESSMENT TASKS

MODULE 1 - *Case Study*
MODULE 2 - *Research Project and Biography*
MODULE 3 - *Monthly Budget and an Interview*
MODULE 4 - *Scenario Incorporating aspects of Caribbean Culture*
MODULE 5 - *Scenario and completion of table*

MODERATION OF SCHOOL-BASED ASSESSMENT

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

EXTERNAL ASSESSMENT

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

♦ ELIGIBILITY FOR CCSLC

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

1. ***Two compulsory subjects***

Syllabus developed by CXC specifically for this programme

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

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

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

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

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

Home Economics: Management	*Principles of Business*
Clothing and Textiles	*Principles of Accounts*
Food and Nutrition	*Electronic Document Preparation and Management*
Building Technology	*Electrical and Electronic Technology*
Mechanical Engineering Technology	*Office Administration*
Agricultural Science	*Information Technology*
Technical Drawing	*Economics*

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

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

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

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

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

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

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

For example, Citizenship Education and Community Service

3. ***Reporting CCSLC Results***

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

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

4. ***Certification***

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

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

5. ***Grading Scheme***

Candidates who satisfy the requirements as outlined for the CCSLC, will be awarded a certificate that is jointly conferred by CXC and the local Ministry of Education.

♦ FORMAT OF THE ASSESSMENT

School-Based Assessment	Five *school-based* Module Assessments – one per Module.
External Assessment (1 hour 15 minutes)	Fifty multiple-choice items; each item will have four options.

NOTES ON THE EXAMINATION

1. CXC will set and mark the external assessment.
2. The teacher will set and mark the assignments that make up the *School-Based* Assessment of each Module using the Guidelines provided *at the end of each Module*.
3. The teacher will submit marks for each of the five Modules.
4. Samples submitted for moderation must be accompanied by a scoring rubric.
5. The teacher will submit the *marks for each Module* to CXC no later than 31 May .
6. CXC will combine the marks earned on the *school-based* and the external assessment to produce the candidate's overall grade.
7. *All school-based assessment materials must be retained by the school for at least six months after the issuing of results.*
8. The *mark* allocation for this syllabus is shown below:

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

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

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

♦ *REGULATIONS FOR RESIT CANDIDATES*

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

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

♦ MODULE 1: *DIMENSIONS OF SELF*

This Module contains the following topics:

(a) *Personal Characteristics;*

(b) *Stages of Human Development;*

(c) *Understanding Myself;*

(d) *Family and Kinship.*

♦ *GENERAL OBJECTIVES*

On completion of this Module, students should:

1. *demonstrate the ability to make informed decisions on moral and ethical issues;*
2. *develop an appreciation of family and kinship;*
3. *develop and practice social skills and values which create positive personal and interpersonal relationships.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
(a)	***Personal Characteristics***		
1. identify *characteristics* that make each individual different;	Our special characteristics: (a) age; (b) *height;* (c) *weight;* (d) gender; (e) ethnicity; (f) *complexion.*	▪ Student write *at least* 5 sentences about himself or herself, each describing one of the physical features listed in the Content. ▪ Teachers are advised to engage students in discussion on other special characteristics that make each individual different. ▪ *Preparation of personal ID cards using characteristics listed.* ▪ *"Guess who I am" activity.*	▪ *Students make presentations of their work. Students assess each other's representations of self.* ▪ *Students prepare short biography of self.* ▪ *Identify at least 3 similarities and 3 differences among classmates.* ▪ *Students present completed ID.*
(b)	***Stages of Human Development***		
2. describe the stages of human development;	(a) pre-natal; (b) infancy; (c) childhood; (d) adolescence; (e) adulthood; (f) senescence.	Groups of students develop an album or a journal using photographs or drawings in which they create a profile of self. *Items should include aspects of physical and emotional growth.* Each group may choose a different stage of development. *The profile should include (a) physical change (b) emotional (c) what social institutions* could do to cater for the needs of the individual at the selected stage.	▪ *Matching* exercises comprising (a) statements describing the main traits at different stages of development and (b) a list of the different stages of an individual's development. Mastery is achieved when student is able to match each trait with the appropriate level of development. Assessment criteria should include all aspects of the activity.
(c)	***Understanding Myself***		
3. distinguish between moral and immoral behaviour in a variety of situations;	Concepts of: (a) honesty; (b) fairness;	▪ Brainstorming or concept mapping to identify words, ideas, and behaviours associated with the concepts identified under the Content. Many examples should be	▪ A moral dilemma, not discussed in class, is presented and students are asked to identify the dilemma,

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
	(c) sanctity of life; (d) value of work; (e) value of caring for others.	used and class discussion and group work should be encouraged. ▪ A file of case scenarios developed from students' suggestions, depicting moral dilemmas is *created*. Students are taught to identify the dilemma, are shown the ways (negative and positive) by which the dilemmas could be resolved and how the methods used to resolve them could be justified. ▪ *Use of a class Mock trial.* Examples of moral dilemmas: (a) a weak student is offered an examination paper before the date of the examination; (b) a homeless man finds a sizeable sum of money; (c) an unemployed man considers stealing to feed his family; (d) an unemployed woman considers prostitution to feed her family; (e) a witness to murder considers withholding the information from the police; (f) *a gang* member *kills an innocent bystander in a drive by shooting.*	resolve it and justify their decision.
4. discuss the factors that influence a positive self-image;	Concepts of: (a) self-image; (b) self-esteem; (c) ego.	▪ Students are assigned to write 2 paragraphs entitled "What I love about myself?" ▪ *Students create an on-line journal or blog and share perceptions of self*.	▪ Teacher and students develop criteria for marking paragraphs, *journal entries, blog*.

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
5. identify factors that contribute to a negative self-image;	(a) attitude; (b) aptitude; (c) motivation; (d) values; (e) stress; (f) the impact of one's actions on others.	▪ Students discuss case studies in which positive and negative behaviours are displayed. Students are asked to reflect on, and make an oral presentation on the possible consequences of the behaviour.	▪ *Create an observation checklist for student behaviour containing at least 5 points which could include* (a) *taking turns to contribute;* (b) *tolerance/respect of the views of others;* (c) *willingness to participate.*
6. discuss situations that may lead to stress;	(a) causes of stress; (b) consequences of stress; (c) possible solutions to stress.	▪ Brainstorming session on stressful situations in which students identify the causes of the stress and identify coping strategies. ▪ Class discussion on how people cope with stressful situations.	▪ Students select a song, poem or rap on love, ambition or tragedy. Students identify: (a) the factors that cause stress; (b) how the writer or composer deals with stress; (c) how the student would have dealt with the stress; (d) Strategies that could be used to cope with the stress.
7. demonstrate desirable qualities for healthy social interaction;	Concepts of: (a) caring; (b) understanding; (c) loyalty; (d) forgiveness; (e) respect; (f) tolerance; (g) discipline;	▪ Role play scenarios from sports and family endeavours in which cooperation, tolerance, respect and forgiveness are required to accomplish goals.	▪ *Students* will critique each group presentation.

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
	(h) diligence; (i) conformity; (j) compromise.		
8. assess examples of socially acceptable behaviour in a variety of situations;	*Social graces, for example, the use of "excuse me"; "thank you"; "have a nice day"; "sorry", "please".*	▪ Students discuss case studies in which positive and negative behaviours are displayed, for example, the disposal of garbage in drains or the use of derogatory terms to describe persons. Students assess the appropriateness of the behaviours displayed.	▪ Students *on their way to and from school and at home would use the social graces and document reactions. They document reactions they encountered and make presentation to class.* ▪ *Students assess the appropriateness of the behaviours displayed.*
9. differentiate between needs and wants;	Humans as rational beings. Concepts of: (a) needs and wants; (b) steps in decision-making; (c) enabling qualities for proper decision-making; (d) facts and opinions.	▪ Teacher presents class with a family profile and students are assigned to create a family budget in light of the needs and wants of family members. ▪ Students are presented with scenarios on how situations were handled and assigned to critique the appropriateness of decisions made in light of the decision-making process.	▪ Students create pie charts to depict how family resources could be effectively allocated. <u>Criteria for marking</u> (a) analysis of needs and wants based on resource allocation in the budget; (b) accuracy of pie chart
10. outline the steps in making an informed decision; 11. identify factors to be considered in making an	Students are taken through the decision-making process by the teacher: (a) define the problem; (b) gather information; (c) develop alternatives;	▪ Students are presented with scenarios and asked to gather relevant information, determine and weigh alternatives and select best option towards solving a problem. Students respond to the scenarios by referring to the decision-making process and justifying choices.	▪ Class discussion on the steps in problem-solving. Observation checklist developed to assess students' participation and contribution to discussions.

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
informed decision;	(d) weigh alternatives; (e) select best alternative; (f) implement solution; (g) monitor progress; (h) review.		
12. outline *steps in setting and achieving goals;*	(a) *Define the concept goal.* (b) *Identify personal goals.* (c) *Short Term and Long Term Goals.*	▪ *After class discussion, students design an "action plan" for setting personal goals.*	▪ *Students are marked on aspects of a portfolio in progress on career aspirations.*
13. differentiate between facts and opinions in a variety of situations;	(a) *facts;* (b) *opinions.*	▪ Students are presented with scenarios containing facts and opinions and are assigned to select the facts and opinions in the passage. Teacher presents two passages, the original and a rewritten version in which facts and opinions are distorted. Students select the distorted pieces and indicate the causes of the distortion. ▪ Students also discuss the consequences of the distortion. Teacher engages students in discussion on how statistics and opinion polls can be used to disseminate distorted information.	▪ Students peruse a listing of various facts interspersed with opinions. They are asked to identify the statements of fact.
(d) ***Family and Kinship***			
14. explain the concept of family;	Persons related by blood, marriage or adoption, living and sharing a single household.	▪ *Stimulus paragraphs/pictures of family. Discussion*	▪ Students must denote true or false by use of a tick to true and false statements about the family.
15. identify family structures prevalent in the Caribbean;	(a) nuclear; (b) extended; (c) single parent; (d) blended (combined); (e) sibling.	▪ *Students engage in discussion to categorise family types and responsibilities.*	▪ Students conduct a survey to find out the proportion of students in a class (students choose different classes) who belong to different family structures. Findings are

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
			presented in tables and a bar chart.
16. *describe the role and responsibilities of family members in contributing to the well being of the family;*	(a) grandparents; (b) parents; (c) children.	▪ *Teacher facilitates group/whole class discussions on roles and responsibilities of family members.*	▪ Students keep a scrap book in progress of his/her family. Sections in the book should be: (a) family name; (b) family address; (c) my grandfather and grandmother; (d) my father and mother; (e) my brothers and sisters; (f) my relatives; (g) my family tree (4 generations); (h) role of family members; (i) what my family does for me; (j) what I do for my family. ▪ Scrap book is treated as work in progress, developed with guidance from the teacher. Scrap book should contain photographs or drawings of family members.
17. discuss *the relevance of family history;*	(a) *religious;* (b) *medical;* (c) *ancestral.*	▪ *Choose one of the characteristics under Family History and research how families have been affected by that characteristic.*	▪ Presentation *of the Research.*
18. explain the concept of the generation gap;	*Concept – generation gap.*		▪ *Role play* instances *reflecting a generation gap and students critique the performances.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
19. discuss *possible reasons for the generation gap;*	Reasons for the gap and what could be done to minimise its effects.	▪ *Scenarios or pictures depicting generation gap.*	
20. *propose ways in which the* generation *gap scenarios can be minimised;*	(a) *family gatherings;* (b) *storytelling;* (c) *Heritage Day (Observation of).*	▪ *Panel discussion – sharing of experiences of older and younger people from the community.*	
21. *describe the relationships among members shown in a family tree.*	The reasons for drawing a family tree: (a) to trace your family history; (b) to examine your family relationships; (c) *Examine relationships among members of the extended family.*	▪ Students design a family tree of four generations: great-grand parents, grandparents, parents and children. Students make oral presentations on the relationship between members on the family tree.	*Students work in groups to construct imagined family trees extending to five generations.*

SCHOOL-BASED ASSESSMENT

GENERIC TASK

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

1. *A moral dilemma*.
2. Interpretation of information on a family tree as described below.

Task 1

Mr. Smith's Mobile Phone

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

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

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

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

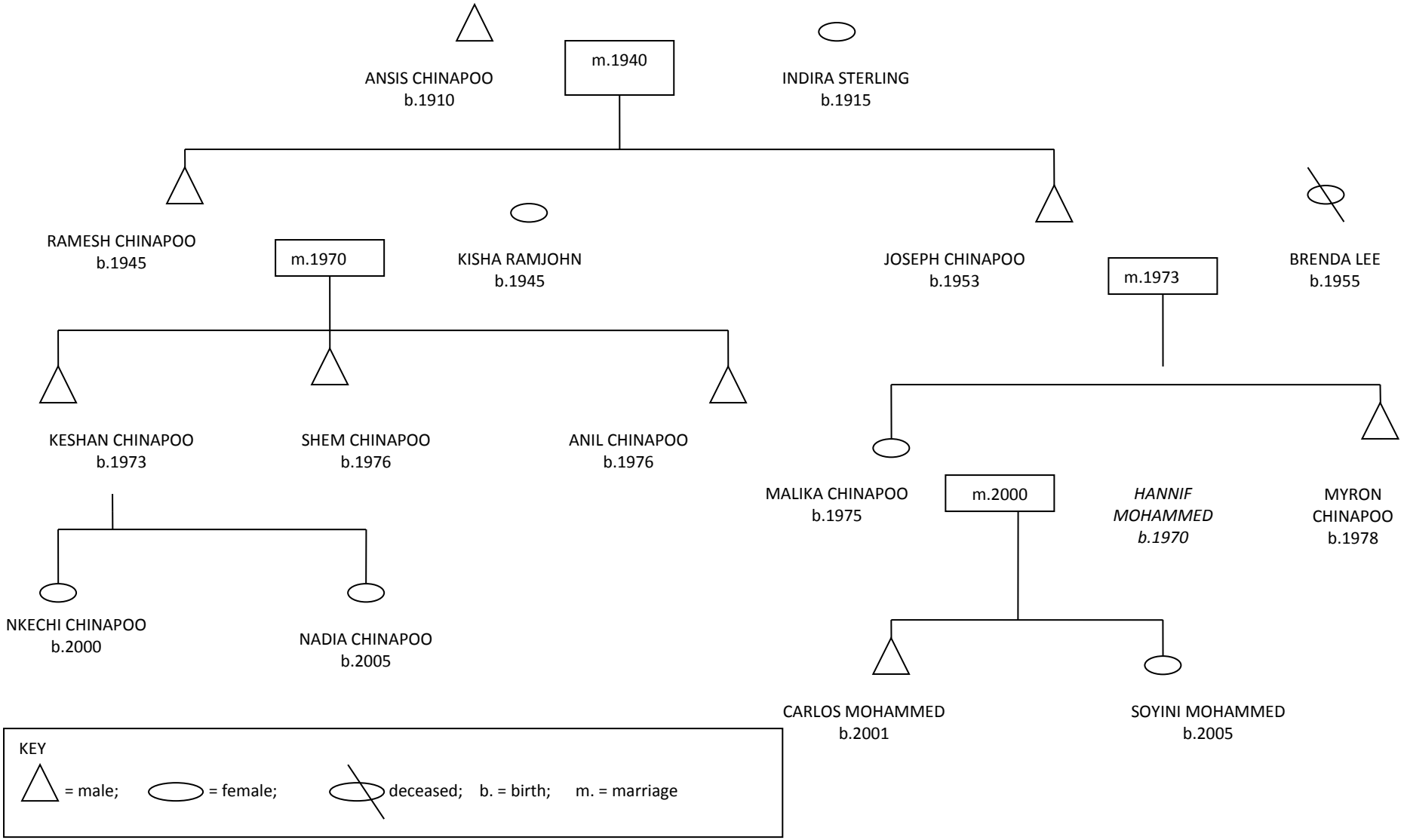
1.	*Imagine you are Hayden. Give 2 possible courses of action that you can take in the given situation.*	*(4 marks)*
2.	*Which one of the two possible courses of action would you choose?*	*(1 mark)*
3.	*Give 2 reasons to justify your choice.*	*(4 marks)*
4.	*Explain one long term consequence of Miguel's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

(Total marks for Task 1: 12 marks)

Guidelines for Task 2: The Family Tree

(a) The tree should consist of four generations.
(b) Two family structures should be represented in the family tree.

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


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

Students must answer the following questions on the family tree.

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

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

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

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

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

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

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

TOTAL: 8 MARKS

Key to Task 1

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

♦ MODULE 2: *COMMUNITY INTERACTION*

This Module contains the following topics:

(a) *Social Interaction;*

(b) *Social Problems and Issues;*

(c) *National Identity;*

(d) *Civic Competences;*

♦ *GENERAL OBJECTIVES*

On completion of this Module, students should:

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

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

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

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
2. distinguish between formal and informal groups; 3. state the benefits to an individual joining groups; 4. describe the roles of individuals within formal groups in the school;	(a) characteristics of each type; (b) purposes of formation; (c) benefits to group members; (d) social interaction within the groups; (e) factors that promote group cohesion.	▪ Students classify groups *into categories*, formal and informal.	▪ Matching exercises in which students categorise list into formal and informal groups.
5. identify the factors that promote group cohesion; 6. *distinguish among* norms, laws and values; 7. outline reasons for creating and maintaining laws in a society;	(a) norms; (b) mores; (c) folkways; (d) laws. Reasons for laws.	▪ *In* groups*, students enact scenarios to depict conformity to (i) laws (ii) norm (iii) values*	▪ Observation *checklist developed by teacher to assess students' participation and contribution to discussions.* ▪ *Present scenarios and ask students to identify instances of norms, laws and values.*
8. identify the factors that lead to indiscipline among group members; 9. *suggest solutions to problems of indiscipline;*	(a) lack of respect; (b) favouritism; (c) laissez-*faire leaders.*	▪ *Scenarios at school that bring out indiscipline.*	▪ Analysis *of scenarios where students give alternative endings to scenarios presented.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
10. identify the essential qualities of a good leader;	Leadership qualities.	▪ Students discuss their favourite hero or heroine and explain, by oral presentation, how he or she exhibits good leadership qualities.	▪ Teachers and students may develop a checklist and enter marks for students' contribution to discussions.
11. identify potential sources of conflict in different contexts; 12. outline strategies to reduce conflict; 13. outline strategies to resolve conflict in given situations;	(a) potential causes and consequences; (b) strategies to reduce conflict; (c) strategies to resolve conflict, including mediation and reconciliation.	▪ **Under the guidance of the teacher,** students create a skit highlighting sources of conflict and make suggestions on how to resolve them.	▪ Checklist developed by teachers and students on individual contributions. ▪ *Role play of scenarios with conflict and how the scenarios are resolved.* ▪ *Observation checklist.*
14. *identify the positive traits of a role model;*	(a) fairness; (b) flexibility; (c) honesty.	▪ *Identify positive role models in the society and explain why these are chosen.* ▪ *Role play role models while others guess.*	▪ *Ask students individually to justify selection of their role models.*
15. explain the concept of an institution;	Organisations or arrangements created to meet the basic needs of society, for example, the family and schools.	▪ *Conduct field trips to various institutions using prepared questionnaires/worksheets.* ▪ Students report on the social activities in which the institutions are engaged	▪ Peer evaluation in which teacher and student develop marking criteria for the oral presentations. **<u>Field trips</u>** ▪ Criteria and answers to prepared questions given to students prior to the trip.

<table>
<tr><th colspan="2">SPECIFIC OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED TEACHING AND LEARNING ACTIVITIES</th><th>ASSESSMENT</th></tr>
<tr><td colspan="5">Students should be able to:</td></tr>
<tr><td>16.</td><td>identify institutions and their responsibilities;</td><td>(a) economic;
(b) political;
(c) legal;
(d) cultural;
(e) religious;
(f) educational.</td><td>▪ Invite resource persons to discuss benefits granted by their organisations. Teacher prepares students by advising that they jot down notes since a summary statement will be required of them based on the discussions. Alternatively, the teacher may give students questions beforehand that they need to answer at the end of the discussion.

▪ Group activity: Students find out about the offerings of various social institutions, for instance, the YMCA.</td><td>▪ Observation checklist on students' participation in discussions.</td></tr>
<tr><td>(b)</td><td colspan="4">Social Problems and Issues</td></tr>
<tr><td>17.</td><td>explain the concept of a social problem;</td><td>A pattern of undesirable behaviours affecting a large number of people.</td><td rowspan="2">▪ Brainstorming; students develop a list of social problems, causes, consequences and solutions. For example:

<table><tr><th>Social Problems</th><th>Causes</th><th>Consequences</th><th>Solutions</th></tr><tr><td>Tardiness</td><td>• Waking up late.
• Watching Television in the morning.</td><td>• Missed classes.
• Detention.</td><td>1. Improved parental super-vision.

2. Students taking responsi-bilities for their actions.</td></tr></table></td><td rowspan="2">▪ Group research and presentation of an identified social problem that affects their community. Teacher guided discussion. Assess for accuracy and creativity.</td></tr>
<tr><td>18.</td><td>identify causes of social problems;</td><td>(a) ignorance;
(b) unemployment;
(c) lack of parental supervision.</td></tr>
<tr><td>19.</td><td>explain the possible consequences of social problems;</td><td>(a) juvenile delinquency;
(b) teenage pregnancy;
(c) gang violence;
(d) prostitution.</td><td></td><td></td></tr>
<tr><td>20.</td><td>propose possible solutions to social problems;</td><td>(a) counselling;
(b) peer mentoring;
(c) big brother/sister</td><td></td><td></td></tr>
</table>

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

(a) Role play.

(b) Field trips to visit various institutions that assist in handling social problems.</td><td>Teacher provides a list of social problems and students identify the agencies that could provide assistance. Mastery achieved when student matches agencies on the list with corresponding social problems.

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

23. identify national flora and fauna;</td><td>(a) The cardinal points. (8 point)
(b) Location of landmarks in relation to other landmarks.</td><td>▪ Students locate important landmarks in their country on a territorial map, or by using an application such as Google Earth.

(a) Draw and interpret community and national maps.</td><td>▪ Students are given a blank map to identify local landmarks which must be accurately identified in terms of the cardinal points</td></tr>
</table>

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
24. *state* national symbols; 25. *name* outstanding local personalities; 26. *list* the different ethnic groups in their country;	National cultural heritage: (a) *nation builders;* (b) *political;* (c) *educational;* (d) *sports;* (e) *cultural;* (f) *national events;* (g) *national flag;* (h) *anthem;* (i) *coat of arms;* (j) *motto or watchwords;* (k) *flora;* (l) *fauna*.	(b) *Field trips.* ▪ Students develop a scrap book that must include the national anthem, national symbols, flora, fauna, national songs, national awards, and heroes. The scrap book should include the content of Module 4, Objectives 5-7. ▪ *Students create an electronic portfolio using available software.*	▪ *Scrap* book is treated as work in progress, developed with guidance from the teacher.
(d) *Civic Competences*			
27. *explain how Government works;*	*Choosing a Government.* *Three functions of each Arm:* (a) *Legislature;* (b) *Judiciary;* (c) *Executive.*	▪ *Mock election for student Leader:* *Group project whereby students give their group a party name, campaign promises (manifesto) and simulate the election process.* ▪ *Create posters and design forms for gathering data.*	▪ Critique election process. ▪ Design assessment using a checklist prepared by teacher and student.
28. *outline duties and obligations of citizens.*	(a) *obeying the law;* (b) *paying taxes;* (c) *voting;* (d) *respect for law and order.*	▪ *Design a set of laws for classroom behaviour.* ▪ *Design a set of laws for a group/organisation they are involved in. These laws are displayed in the class and teacher marks the assessment.*	▪ Students make entries in portfolio on duties of citizens.

***SCHOOL-BASED* ASSESSMENT**

GENERIC TASK

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

Guidelines for Task *1*: The research project

Students are to select a formal group within their school or community and conduct research on that group.

In order to collect information on the group, students will interview at least 2 members of the group (an officer and a regular member).

Information collected (data) must be presented in an appropriate format.

The following criteria will be used to mark the project:

Summary Skills	*(4 marks)*
Presentation	*(4 marks)*
Organisation	*(2 marks)*
Relevance	*(2 marks)*

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

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

Key to Task 1

(a) Reason for group formation

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

(b) Benefits of belonging to the group

(i) help to promote similar interests
(ii) education in special interest areas
(iii) develop skills/potential
(iv) sense of belonging/togetherness
(v) social benefits
(vi) leadership skills (4 marks)

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

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

(d) Disciplinary measures

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

(Total marks for task 1: 12)

Task 2:

Biography of an Outstanding Personality/National Hero

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

GUIDELINES:

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

♦ MODULE 3: *RESPONSIBILITY AND ACCOUNTABILITY*

This Module contains the following topics:

(a) A Healthy Lifestyle;

(b) The World of Work;

(c) Constitutional Rights and Responsibilities;

(d) The Informed Consumer.

♦ *GENERAL OBJECTIVES*

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

1. *accept responsibility and be accountable for the effects of their actions on their own lives and the lives of others;*

2. *appreciate the value of good work ethics for employer and employee.*

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

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
2. *discuss* the possible consequences of living an unhealthy lifestyle;	(a) some types of cancer; (b) diabetes; (c) hypertension; (d) obesity; (e) sexually transmitted; infections (STIs); (f) anorexia; (g) malnutrition.	▪ Resource persons are invited to discuss the consequences of living unhealthy lifestyles. ▪ Students develop personal guidelines for living a healthy lifestyle. ▪ Students prepare a menu for a balanced meal.	▪ Students develop a collage depicting healthy and unhealthy lifestyle practices. ▪ Criteria *for making the collage developed by students but must include relevance of items and presentation.*
(b) ***The* World *of Work***			
3. identify reasons people seek employment;	(a) providing for self and family; (b) achieving better status; (c) seeking independence; (d) helping others; (e) learning new skills; (f) developing the country; (g) *use existing skills/qualifications.*	▪ *Students (in groups) engage in discussions to identify reasons people seek employment.*	▪ *Students write 5 sentences on why they would like to be employed.*

<table>
<tr><th>SPECIFIC OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED TEACHING AND LEARNING ACTIVITIES</th><th>ASSESSMENT</th></tr>
<tr><td colspan="4">Students should be able to:</td></tr>
<tr><td>4. Classify jobs in the three sectors of the economy;</td><td>(a) primary;
(b) secondary;
(c) tertiary.</td><td>▪ After explanation and examples of the three sectors, students complete a table as shown in the table below.
<table><tr><th>Primary sector jobs</th><th>Secondary sector jobs</th><th>Tertiary sector jobs</th></tr><tr><td>Farmer</td><td>Assembly-line worker</td><td>Lifeguard</td></tr><tr><td>Fisherman</td><td>Chemist</td><td>Policeman</td></tr></table></td><td>▪ Complete a table which classifies jobs in each sector of the economy.</td></tr>
<tr><td>5. outline steps to be taken in seeking employment;</td><td>(a) career planning;
(b) research of job opportunities;
(c) the value of continuing education;
(d) opportunities for self-employment.</td><td>▪ Students are assigned to apply for a job as advertised.
▪ Students complete job application form provided by the teacher
▪ Working in groups students will select a specific career and identify steps they should take, according to the headings listed, if seeking employment in that field. Group leaders will present steps listed according to headings.</td><td>▪ The class will critique the presentations.</td></tr>
<tr><td>6. identify desirable attitudes and values for the job market;</td><td>(a) good grooming;
(b) good attitude;
(c) good articulation;
(d) willingness to use initiative;
(e) punctuality;
(f) flexibility.</td><td>▪ After discussion, class is assigned to develop two lists, one containing six desirable attitudes and values for the job market and the other consisting of six undesirable attitudes for the job market.</td><td>▪ Students present their list, orally, and is marked based on criteria developed by teacher and student.</td></tr>
</table>

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
7. prepare a letter of application for a job and a resumé;	(a) *biographical data;* (b) *education and training;* (c) *personal interests;* (d) *career goals;* (e) *experiences*.	▪ Students practise writing resumés.	▪ Marking criteria based on inclusion of all characteristics.
8. complete a job application form;	The type of information usually requested in job application letters and job application forms.	▪ Students collect application forms from a number of sources or use forms designed by the teacher. ▪ Students practise completing different job application forms.	▪ Marking criteria based on quality and accuracy of information provided.
9. list guidelines for preparing for a job interview;	(a) *research on organisation;* (b) *deportment and grooming;* (c) *types of questions that may be asked;* (d) *types of questions one should ask;* (e) *behaviour at the interview session*.	▪ Students role-play a job interview. Three groups are formed. Group 1 prepares advertisement for the job; group 2 prepares to conduct the interview; and members of Group 3 present themselves for the interview. ▪ Group 1 members should include all aspects of the job advertised including the attitudes and attributes required for the job.	▪ A checklist developed that identifies components of the interview process. Teacher awards marks based on each student's delivery. Non-participating members of the class may present an analysis of the role-players explaining why the job should or should not be awarded to respective applicants.
		▪ Group 2 members should develop a checklist to interview persons for the job. The checklist should consist of at least 6 areas to be considered to determine suitability of the person for the job, for example: (a) punctuality; (b) appropriateness of dress; (c) politeness/courtesy; (d) confidence exhibited;	

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
		(e) qualifications; (f) knowledge of the job. ▪ Group 3 members must be appropriately dressed for the interview and assessed on content, fluency, attitude and knowledge of the job.	
10. explain the concept of self-employment and entrepreneurship; 11. list factors to be considered in preparation for self-employment;	Concept and characteristics. (a) *competencies and qualities for success;* (b) *advantages and challenges of self-employment;* (c) *basic elements of a business plan:* *(i) type of business;* *(ii) who is buying the product/service;* *(iii) what exactly is the product/service;* *(iv) funding.*	▪ *Students identify role models of successful entrepreneurs engaged in legal businesses. A local entrepreneur is invited to discuss all aspects of entrepreneurship and self employment. Class discussion on factors to be considered for self-employment.* ▪ *Brainstorming session on the qualities of a typical entrepreneur.* ***Profile of an entrepreneur*** ▪ *high level of risk tolerance;* ▪ *strong motivation to achieve;* ▪ *high level of self-sufficiency;* ▪ *reliable decision maker;* ▪ *commitment to long hours of work.* ▪ *Whole class discussion of the basic elements of a business plan.*	*Using the concepts of entrepreneurship that they have learned from the lesson students will make a list of 6 questions they would ask the entrepreneur.* *Students will choose a simple business venture and apply the basic elements to create a business plan.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
12. *discuss* the rights and responsibilities of workers;	Rights (a) safety; (b) good working conditions; (c) fair wage; (d) to join a trade union of choice. Responsibilities (a) a fair day's work; (b) payment of taxes.	▪ Invite resource persons from the labour department or trade union movement to discuss workers' rights and responsibilities. Teacher prepares students by advising that they jot down notes since a summary statement will be required of them based on the discussions. Alternatively, teacher may give students questions beforehand that they need to answer at the end of the discussion. ▪ Teacher presents the class with a case study depicting an industrial relations dispute. ▪ Class is divided into three groups. Group 1 plays the role of management, Group 2 plays the role of the workers and *Group 3* the *role of* trade union. ▪ Both groups present views of the conflict and Group 3 develops a proposal for a resolution of the conflict.	▪ Marks awarded based on answers to the questions asked. ▪ Oral presentation and marking criteria developed by teacher and students. ▪ Role play by students. Teacher uses a checklist to assess student's level of good work ethic. ▪ Display of pictures showing varying situations in the workplace. Students comment on these pictures while teacher grades/assesses students' presentations.
13. *suggest* qualities that contribute to a good work ethic;	(a) maximum use of skills; (b) efficiency in the performance of duties; (c) obedience to lawful orders ; (d) service to employer in good faith; (e) non-disclosure of confidential information and material; (f) rejections of bribes and secret profiteering; (g) respect for employer's property; (h) recognition of the		

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
	importance of the customers to the enterprise.		
(c)	***Constitutional Rights and Responsibilities***		
14. list rights and responsibilities of individuals;	<u>*Rights*</u> (a) right to life, liberty and the pursuit of happiness; (b) right of the child; (c) right to equal opportunity for education and other public services; (d) freedom from abuse; (e) right to vote; (f) right to a fair trial; (g) freedom of association; (h) freedom *of expression.* <u>Responsibilities</u> (a) respect for the rights of others; (b) respect for parents, elders, teachers and fellow students; (c) respect for laws of the country; (d) respect for civic duties, responsibilities and liberties, including ethical practices in the conduct of	▪ Research activity in which students search for information available on websites (UNESCO, UNICEF) pertaining to the *rights and freedoms of individuals (children).* ▪ Students and teacher discuss incidents that occur worldwide where human rights are abused and the implications of the abuse. ▪ Teacher arranges a poster competition. Students compete by developing posters depicting human rights abuses, such as, child labour, domestic abuse, street children and other incidences of abuse prevalent in the territory.	▪ Posters should be displayed in a prominent location and undergo peer *review* based on criteria developed by students and teachers.

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
	elections (fraudulent voting practices); (e) ethical practices in the pursuit of public business (corruption, nepotism and cronyism).		
(d) ***The Informed Consumer***			
15. *define the concept consumer;* 16. *evaluate* the desirable practices of a wise consumer; 17. *identify the agencies responsible for consumer protection;*	***Concept-consumer*** (a) concept of thrift; (b) budgeting; (c) money management; (d) wise shopping practices; (e) the concepts of frills; (f) practising the three "R's" (reduce, recycle and reuse); (g) use and care of possessions; (h) organisations which promote thrift.	Teacher: ▪ discuss the characteristics of a consumer ▪ consumer behaviour ▪ Using the concept of thrift, students will suggest guidelines for thrifty behaviour in relation to: (a) (i) use of income; (ii) care and use of possessions; (iii) shopping. (b) Identify organisations which assist consumers in practising thrift. (c) Students list items around the home which can be recycled or reused and describe how they may be recycled or reused. * *Class display/class exhibitions of products that can be recycled.*	▪ A scenario of two individuals where one budgets and the other does not. Students describe two ways in which each is likely to be affected *by the action taken*. ▪ Students undertake project of recycling materials within the school context. ▪ Students outline two ways of how recycling benefits: (a) the individual; (b) the country.

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

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
20. explain how *Information and Communication* Technology (ICT) can be used to conduct consumer transactions.	(a) Internet banking; (b) Internet shopping; (c) ABM/ATM machines; (d) credit cards; (e) debit cards; (f) tele-banking; (g) cellular phones.	▪ Students compare traditional ways of conducting consumer transactions with the utility and efficiency of methods using ICT.	▪ Advise an individual who is unfamiliar with using modern technology to conduct consumer transactions of the following: (a) two consumer transactions that may be conducted using modern technology; (b) two benefits of using modern technology; (c) two precautions to be taken when using modern technology for consumer transactions.

***SCHOOL-BASED* ASSESSMENT**

GENERIC TASKS

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

1. Questions to be answered on a monthly budget with information provided in a graph or pictorially.
2. Questions to be answered on steps to be taken in preparing for an interview.

Guidelines for Task 1: the monthly budget

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

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

Type of Questions

Type of Questions to Be Asked On the Budget

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

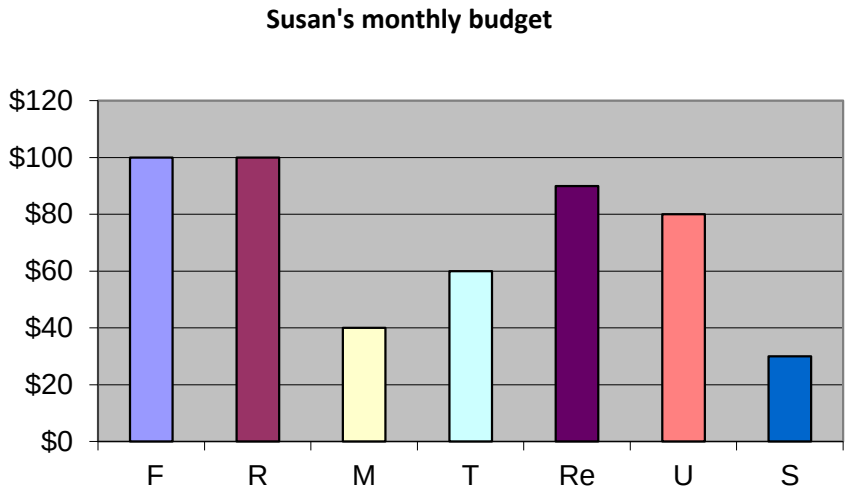
(Total marks for Task 1: 8 marks)

An example of a task for Module 3

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

Task 1

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



KEY TO CHART:

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

Answer the following questions.

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

(Total: 8 marks)

Key to Task 1

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

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

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

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

(d) Any two measures:

(i) reallocation of financial resources;

(ii) saving more money;

(iii) spending less on entertainment;

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

(Total: 8 marks)

Guidelines for Task 2: The Interview

Students will participate in mock interview where they will present their job portfolio (compiled over the term).

Marks will be awarded as follows:

(a) Deportment *(4 marks)*

(b) Portfolio Presentations *(8 marks)*

(Total marks for Task 2: 12 marks)

♦ MODULE 4: *REGIONAL PERSPECTIVE*

This Module contains the following topics:

(a) *My Country and My Region;*

(b) *Caribbean Diversity;*

(c) *Main Challenges Facing My Region;*

(d) *Benefits of Caribbean Integration.*

♦ *GENERAL OBJECTIVES*

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

1. *Develop a sense of belonging to their local and regional space;*

2. *Appreciate the benefits of Caribbean integration to the peoples of the region.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
(a) My Country and My Region			
1. *locate countries on a Caribbean map;*	(a) *Locate countries on a map of the Caribbean.*	▪ Students use their Atlas and are assigned to find different Caribbean countries. ▪ *Use an application, for example Google Earth, to find Caribbean Countries.*	Students given a blank map to identify: (a) ten Caribbean territories named by teacher; (b) two bodies of water *located in* the Caribbean. (c)

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
	(b) *Location of various Caribbean countries in relation to other Caribbean countries* (c) *Location of the Caribbean in terms of continents, water bodies and cardinal points.* (d) *Islands form an archipelago, that is, a chain of islands surrounded by water.* (e) *Caribbean Region includes all the countries that have a coast line on the Caribbean Sea.*	▪ Students are given a blank map of the Caribbean to insert at least 10 Caribbean territories and their capitals. The territories should including Guyana and Belize. ▪ Teacher quizzes students on location of Caribbean territories. ▪ Students draw a three-column table depicting country and resources and use, respectively. Students conduct research and complete the table, as shown below. ▪ Identify *the Caribbean countries using the letters of the alphabet.*	▪ *On a given map, use a compass rose to locate the following countries in relation to the other(s).* ▪ *Using a compass and a map of the world find:* (a) *a land mass north of the Caribbean;* (b) *a country south of the Caribbean;* (c) *a continent east of the Caribbean;* (d) *an ocean west of the Caribbean.*
2. *identify the bodies of water in the Caribbean region;*	*The Atlantic Ocean, the Caribbean Sea.*		▪ *Students state the names of bodies of water as required on a line map of the Caribbean.*
3. *group the territories in different ways;*	*Caribbean territories can be grouped in several ways:* *Islands: The Greater Antilles, Lesser Antilles, Netherland Antilles, the Bahamas, Turks and Caicos Islands, US and British Virgin Islands and the Cayman Islands.*	▪ *For each group identified, draw a grid with three columns. For each country, add the name of the Capital city, the language spoken and the territorial group to which it belongs.* ▪ *Using these same groupings, trace/draw a map of the Caribbean and label the countries. Remember to do a key with a specific colour for each country according to the language spoken and symbols*	

<table>
<tr><th>SPECIFIC OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED TEACHING AND LEARNING ACTIVITIES</th><th>ASSESSMENT</th></tr>
<tr><td colspan="4">Students should be able to:</td></tr>
<tr><td></td><td>Mainland countries.
Belize and Guyana are considered part of the Commonwealth Caribbean because they share a common history and language.</td><td>identifying the Lesser Antilles and the mainland countries.</td><td></td></tr>
<tr><td>4. identify flags of Caribbean countries;</td><td>Flags of Caribbean countries.</td><td>▪ A game where flags are matched with respective countries.
▪ Poster of various flags of the Caribbean.</td><td>▪ Use map of the Caribbean to insert main resources found in each and their usage ensuring that the different names of the product and its use in each of the territories are noted.</td></tr>
<tr><td>5. list the main resources of Caribbean countries;

6. describe how resources in the Caribbean are used;</td><td>(a) definition of resources;
(b) human;
(c) physical/natural;
(d) sea, land, water, forest.</td><td>▪ Students draw a three-column table depicting country and resources and use, respectively. Students conduct research and complete the table, as shown below.

<table><tr><td>Country</td><td>Resource</td><td>Use</td></tr><tr><td>Grenada</td><td>Nutmeg</td><td>Seasoning of foods in beverages and cooking. Some exported to earn foreign exchange</td></tr></table>
▪ Collage of resources of the Caribbean.
▪ Field trip to view resources.</td><td>▪ Use map of the Caribbean to insert main resources found in each and their usage ensuring that the different names of the product and its use in each of the territories are noted.

▪ Teacher prepares an incomplete table and assigns students to complete the column by inserting the main resource found in each with a comment on its usage.</td></tr>
</table>

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
7. *explain the presence of different ethnic groups in the Caribbean;*	***Ethnic Groups*** (a) *Tainos;* (b) *Kalinagos;* (c) *Europeans;* (d) *Africans;* (e) *Asians.* *Contributions to Caribbean Culture.*	▪ *Create timeline which depicts the ethnic groups, their sequence of Arrival, reasons for coming and their contribution to Caribbean Society.*	▪ *Students work in groups to create a portfolio which illustrates the timeline of when the ethnic groups came to the Caribbean. At least one contribution of each ethnic group should be included.*
(b) ***Caribbean Diversity***			
8. explain why different ethnic groups came to the Caribbean;		▪ *Use of timeline indicating places they came from, main reason and sequence.* ▪ Teacher uses a timeline to indicate sequence of arrival of different groups.	▪ *Students continue production of portfolio of ethnic groups.*
9. outline the contribution of the groups to the culture of the Caribbean;	(a) Tainos; (b) Kalinago; (c) Europeans; (d) Africans; (e) Asians.	▪ Divide the class into groups and allow each group to research the contribution of one ethnic group. Present research to the class. Teachers prepare a two-column table using headings as shown below for the Tainos. ▪ Interviews of the older persons.	

<table>
<tr><th>SPECIFIC OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED TEACHING AND LEARNING ACTIVITIES</th><th>ASSESSMENT</th></tr>
<tr><td colspan="4">Students should be able to:</td></tr>
<tr><td></td><td></td><td><table><tr><td>Item</td><td>Description</td></tr><tr><td>Food</td><td>Cassava and corn were their main food, although they ate wild fruits such as the sugar apple.</td></tr></table>
Students fill in the information from the presentation noting that names of the same food may differ from territory to territory.</td><td></td></tr>
<tr><td>10. Discuss the similarities and differences among Caribbean countries;</td><td>(a) food;
(b) music;
(c) dance;
(d) festivals;
(e) dress;
(f) language;
(g) racial composition;
(h) main religions;
(i) weather;
(j) climate;
(k) history.</td><td>Class discussion on differences and similarities in various countries of the Caribbean.</td><td>Teacher develops observation checklist to be used to allocate marks to students based on their contribution to the group.
Students work in groups, depicting each Caribbean country and use dance/music/poster, to show similarities and differences.

Award group marks for presentations.</td></tr>
<tr><td>(c)</td><td colspan="3">Main Challenges Facing My Region</td></tr>
<tr><td>11. outline the challenges facing the region;</td><td><u>Social</u>
(a) crime and violence;
(b) brain drain;
(c) pollution.

<u>Physical</u>
(a) small size;
(b) distance apart;</td><td>If necessary, invite the Economics or Principles of Business teacher to engage the class in discussion on the challenges facing the region.
Teacher makes use of resource persons, websites, relevant ministries, calypsos and newspaper clippings to enable class discussion on the challenges.</td><td>You are representing your country at a youth conference abroad. In one paragraph identify two challenges and suggest two ways to minimise the effects of the challenges.
Students make Poster presentations
Students maintain an online journal.</td></tr>
</table>

<table>
<tr><th>SPECIFIC OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED TEACHING AND LEARNING ACTIVITIES</th><th>ASSESSMENT</th></tr>
<tr><td colspan="4">Students should be able to:</td></tr>
<tr><td>12. identify ways used to minimise the effects of the challenges facing the region;</td><td>(c) proneness to natural disasters.

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

<u>Political</u>
Insularity.</td><td>▪ Students complete a three-column table as shown below.

<table><tr><th>Challenges</th><th>Coping Strategies</th><th>Other solutions</th></tr><tr><td>Hurricanes</td><td>Disaster preparedness</td><td>Early evacuation</td></tr><tr><td>Small size</td><td>Common Market</td><td>Bilateral Agreements</td></tr></table>
▪ Students fill in possible solutions. Teacher provides information on solutions which have already been implemented.</td><td></td></tr>
<tr><td>(d)</td><td colspan="3">Benefits of Caribbean Integration</td></tr>
<tr><td>13. debate the benefits of Caribbean integration.</td><td>(a) CARICOM Single Market and Economy (CSME);
(b) Caribbean Community (CARICOM);
(c) Organisation of Eastern Caribbean States (OECS);
(d) education;
(e) trade;
(f) health;
(g) emergency management and disaster preparedness.</td><td>▪ If necessary, invite the Economics or Principles of Business teacher to engage the class in discussion on the concept of Caribbean Integration.

(a) Debates on Caribbean Integration.
(b) Benefits or integration. Use of concept map (for example, tree or flowers) with the Caribbean as the focal point (centre).</td><td>▪ Debate benefits of integration.

▪ Class divided into groups. Groups debate the benefits of Caribbean integration. Assess debate for relevance,</td></tr>
</table>

***SCHOOL-BASED* ASSESSMENT**

GENERIC TASK

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

Type of Questions

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

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

You are a sports personality representing a Caribbean team in Africa. You are asked to make an oral presentation. Write out your speech in which you address the following.

(a)	The location of the Caribbean.	(2 marks)
(b)	Three main physical resources and an example of how each is utilised.	(6 marks)
(c)	Two different aspects of Caribbean culture.	(4 marks)
(d)	Two challenges faced by the Caribbean.	(2 marks)
(e)	Two ways by which the Caribbean could cope with the challenges.	(4 marks)

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

Total: 20 marks

Key

Question (a) any one of the following

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

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

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

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

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

Question (d) any one of the following

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

Question (e) any two with an explanation

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

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

♦ MODULE 5: *THE GLOBAL VILLAGE*

This Module contains the following topics:

(a) Understanding the Global Village;

(b) Doing Business in the Global Village;

(c) Tourism in the Global Village;

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

♦ GENERAL OBJECTIVES

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

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

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

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

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
	(a) Internet; (b) Worldwide web; (c) Electronic mail; (d) E-*commerce;* (e) *Social media.*		
2. *explain the positive and negative impacts of ICT on everyday life;*	(a) *electronic transfer of remittances;* (b) *reduction in time and distance;* (c) *increase in speed;* (d) *improved efficiency;* (e) *impact on privacy;* (f) *impact on security.*	▪ *Class discussion on specific types of ICT and how they have impacted on everyday life.* ▪ *Follow-up visit to the computer laboratory.*	▪ *Students will state how the absence and availability of any of these technologies affect their lives.*
(b) ***Doing Business in the Global Village***			
3. *explain various ways of conducting business in the global village;*	*Means of conducting business:* (a) *E-Commerce:* *(i) online banking;* *(ii) online shopping.* (b) *credit and debit cards;* (c) *schools' cash cards.*	*Collection of:* ▪ *posters;* ▪ *ATM receipts from banks and other financial institutions (display and discussions);* ▪ *students will share experiences on use of the methods identified in content.*	▪ *Imagine you have taken a time capsule to the 1960's. Explain to the group of persons there, how business is conducted in the global village.*
(c) ***Tourism in the Global Village***			
4. *outline global factors that affect the tourism industry in the region;*	(a) *cost of travel;* (b) *ease of making reservations;* (c) *crime and violence;* (d) *natural disasters;* (e) *visa restrictions;* (f) *travel advisories;*	▪ *Use of resource persons.* ▪ *Collage/poster on threat/challenges.* ▪ *Panel discussions on challenges to industry.* ▪ *Video presentation on certain challenges (for example, USA – 911, Volcanic eruption in Montserrat).* ▪ *Use of newspaper clippings.*	▪ *Working in groups* (a) *Students will prepare posters either on reasons for attracting tourists to the Caribbean or reasons deterring tourists from visiting the Caribbean.*

SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
	(g) *terrorism;* (h) *recession;* (i) *pollution.*		
(d)	***Impact of Climate Changes on the Global Village***		
5. *explain how climate change affects the global village;*	(a) *air pollution;* (b) *rising sea levels;* (c) *intensity of hurricanes;* (d) *El Nino.*	*Data from the Meteorological Office indicating changes in rain fall patterns over a period of time.* ▪ *Use of resource persons.* ▪ *Visit to selected coastal areas to observe changes along coastline.* ▪ *Utilisation of video/documentaries on climate change.*	▪ *Students creatively depict how global warming affects their Country (music/dance/drama/painting/ PowerPoint presentation).*
6. *identify possible solutions to effects of climate change.*	(a) *solid waste management;* (b) *living green;* (c) *alternative sources of energy.*	▪ *Conduct group research using any one of the sub-topics to present and exhibit project work.*	▪ *Students will present all solutions considered.*

***SCHOOL-BASED* ASSESSMENT**

GENERIC TASK

There are two tasks to be completed for *School-Based* Assessment 5. These are listed below.

1. Questions to be answered on a scenario presented by the teacher as script or pictorially.
2. Completion of a table containing information on aspects of the Module.

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

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

Students will be assessed using the following criteria:

1.	*Identification of Problem*	*(2 marks)*
2.	*Plan of Action*	*(4 marks)*
3.	*Implementation of Action Plan*	*(8 marks)*
4.	*Evaluation and Reflection*	*(4 marks)*

This should include:

(a) pictures before and after;
(b) experiences gained.

5.	*Evidence of group participation*	*(2 marks)*

♦ LEARNING GRID

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

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

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

KEY TO GRID

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

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

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

Western Zone Office

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