The Gleaner's
youthlink
CSEC STUDY GUIDE

Students from Merl Grove High School were caught in full flight as they danced to Ding Dong's 'Fling' during the break session at the FLOW Foundation's Safer Internet Day Youth Seminar, held at the school on February 6. AnnMarie Burrell (left), FLOW customer experience executive, gets some lessons.

The human resources office – Part 2

HYACINTH TUGMAN
Contributor

HI, STUDENTS! I hope you have been making notes on the lessons we have done so far. I will continue to look at other functions and the importance of the human resources office.

STAFF WELFARE

Staff welfare is concerned with the maintenance of safe working conditions and the provision of services for employees. These services include pension scheme, superannuation schemes, medical scheme and safety regulations.

PROMOTION, TRANSFER, LAYOFF AND DISMISSAL

As organisations change, they have different labour requirements. If a firm is expanding, new jobs are created. On the other hand, if the volume of work is reduced, the workforce declines. These factors usually influence promotion, transfer, layoff and dismissal.

DISCIPLINARY PROCEDURES

It is the employees' responsibility to familiarise themselves with the organisation's rules and regulations. Organisations often provide employees with a staff handbook, code of regulations, or other written document indicating the company's disciplinary procedures.

This department, at times, may find it necessary to discipline employees on matters relating to poor performance, absence or not being punctual, gross misconduct, harassment, and misuse of the organisation's facilities.

STATUTORY PROVISIONS FOR EMPLOYEE PROTECTION

There are statutory provisions for employee protection. Such provisions are legislated and outline such protection conditions as:

- Employee's leave rights.
- Public holidays leave/pay.
- Sick leave.
- National minimum wage rate.
- Maximum work hours.

DUTIES AND RESPONSIBILITIES OF A CLERK IN A HUMAN RESOURCES OFFICE

The clerk in this office usually carries out duties under the supervision of the human resources manager/officer. Very strict confidentiality should be observed by this person in dealing with personnel matters. The duties include:

- Writing routine letters, e.g., a letter in response to a request for information on a vacancy; a letter inviting an applicant to an interview; a letter to successful applicant.
- Arranging meetings for interviews.
- Maintaining files and records, including confidential records.
- Sorting various forms, including application, appraisal, etc.
- Providing information regarding job vacancies, leave, insurance, etc.

CONTRACTS OF EMPLOYMENT

A contract of employment is a document which gives the employee certain particulars pertaining to the conditions of the service. It usually indicates:

- Date of commencement.
- Remuneration.
- Times of payment.
- Hours of work.
- Length of holidays.
- Welfare services and conditions.
- Name of department in which employee will be located.
- Length of notice to be given by employer and employee for termination of employment.

SERVICE RECORD

A service record indicates the date of the employee's first appointment to the particular organisation, the position held, and the length of time served in each post.

LEAVE

Leave may be granted with pay or without pay. The different categories of leave include study leave, vacation leave, sick leave, special leave, compassionate leave, maternity leave, and no-pay leave. Again, I am going to require of you to make notes on the different categories of leave.

PERSONAL HISTORY

This is usually recorded from the employee's résumé. When the human resources office receives additional information pertaining to qualifications, training, promotion, marriage, change of address, etc, these details are added to the employee's personal history.

APPRAISAL FORM

An employee appraisal form is a record of performance evaluation. The appraisal form allows organisations to compare employees using the same criteria and becomes part of each employee's personal file. The completion of the employee appraisal form must be both impersonal and impartial.

See you next week.

Hyacinth Tugman is an independent contributor. Send questions and comments to ***kerry-ann.hepburn@gleanerjm.com***

Savings and investment

YVONNE HARVEY
Contributor

GREETINGS TO everyone. This is our last lesson on this section of the syllabus. Next week, I will present a test so that you can have an idea of how much you have understood and learnt the information that was presented to you over the last few weeks.

You will remember that one of the topics we considered was the reasons people save and we looked at the various methods of saving. Now, we are going to cover the link between savings and investment.

Individuals, businesses and governments save. To save means to refrain from consumption; that is, not spending a part or all of one's income. The greater the saving, the less the demand for goods and services. When individuals, businesses and governments save, it makes possible the accumulation of funds for investment purposes. This means that one of the most important determinants of investment is the level of accumulated savings.

Since individuals, firms and the government require investment, the funds that are available must be shared among the three. Therefore, there will be competition for investment funds.

Investment refers to using money to produce capital goods. Capital goods are goods that are not consumed for their own sake, but are used to produce other goods and services. Examples of capital goods are plant, machinery, equipment, tools and partly finished goods, anything that is used to produce further capital and consumer goods and services.

There are a number of factors that affect the level of investment within a firm or within a country. Included are the following factors:

- The level of savings.
- The rate of interest on loans.
- The level of confidence in the future state of the economy that businessmen have.
- The short-term and long-term goals of the business/country.

Early Man Dug and his tribe of misfits in the animated film 'Early Man'.

- Political stability or instability.
- The expectations of investors.
- Rules and regulations of government.
- Whether suppliers are able or not to meet the orders of investors.
- The marginal efficiency of capital.
- The level of economic activity in the economy.

See if you are able to link the factors above with the level of investment.

Governments play an important role in determining the level of savings and investment. If they increase the rate of interest on deposits, the level of saving would be expected to rise and more investment is likely to take place. However, if borrowers' interest is increased, borrowers will be expected to decrease their borrowing and, in turn, their investments. Therefore, the increased saving has only made funds available for investments; it does not guarantee that investment will take place.

Being the largest buyer of capital goods, governments are the largest and most important investors in any country. Since this is so, they have the greatest need for investment funds. If there is a shortage of these funds, they may have to borrow from within the country or from outside the country.

That's it for this lesson. Do have yourselves a wonderful week. Remember to study the entire Section 7: Business Finance for the test next week. Studying involves not just the lesson notes I have presented, but also reading material related to the topics. In the following weeks, we will be going through Section 8: Role of Government in an Economy. Bye for now.

Yvonne Harvey is an independent contributor. Send questions and comments to ***kerry-ann.hepburn@gleanerjm.com***

Trial balance errors and suspense account

ROXANNE WRIGHT
Contributor

AS WE get close to the examination date, I am sending out special encouragement to those of you who are sitting the May/June 2018 examination to start in earnest to make sure that you are fully prepared. This can be done by you covering your syllabus, getting familiar with the style of questions expected, and reviewing these presentations. This week's presentation is another worked example. As you go through, be sure to match question with answer. It is your responsibility to retain the principles applied.

WORKED EXAMPLE

QUESTION

The following trial balance was extracted from the book of Percy on August 31, 2015:

PERCY TRIAL BALANCE AS AT AUGUST 31, 2015

	Dr.	Cr.
	$	$
Capital	36480	
Bank overdraft	6000	
Fixtures and fittings	28200	
Provision for depreciation-fixtures and fittings		17600
Inventory	28400	
Trade receivables	24600	
Trade payables	19800	
Revenue	220000	
Purchases		102000
Discount received	3600	
Wages and salaries		52000
Sundry expenses	68000	
Discount allowed		1240
	435080	172840

You are required to:

a. Use the blank trial balance form to prepare the corrected trial balance as at August 31, 2015. Show ANY differences you find as a balance on an appropriate account. [>1]

PERCY TRIAL BALANCE AS AT AUGUST 31, 2015

	Dr.	Cr.
	$	$
Capital		
Bank overdraft		
Fixtures and fittings		
Provision for depreciation-fixtures and fittings		
Inventory		
Trade receivables		
Trade payables		
Revenue		
Purchases		
Discount received		
Wages and salaries		
Sundry expenses		
Discount allowed		

Additional information:

The following errors were later discovered:

1. A sale of goods, $400, to A. Winston had been posted to the account of W. Winsome.

2. A purchase of fixtures, $1800, had been posted to the purchases account.

3. Wages, $30,000, had been debited to the bank account and credited to the wages account.

4. Discount received, $480, had been correctly entered in the cash book and had been debited to the discount received account.

b. Name the type of errors in 1 to 3 above.

c. Prepare journal entries to correct the errors in 1 to 4 above.

REASONING

The appropriate account to record the difference in the trial balance is the suspense account.

SOLUTION

PERCY TRIAL BALANCE AS AT AUGUST 31, 2015

	Dr.	Cr.
	$	$
Capital		36480
Bank overdraft		6000
Fixtures and fittings	24200	
Provision for depreciation-fixtures and fittings		17600
Inventory	28400	
Trade receivables	24600	
Trade payables		19800
Revenue		220000
Purchases	10200	
Discount received		3600
Wages and salaries	52000	
Sundry expenses	68000	
Discount allowed	1240	
Suspense Account		960
	304440	3044440

b) Types of errors:

1. Error of commission
2. Error of principle
3. Complete reversal of entry

JOURNAL

		Dr.	Cr.
		$	$
1.	A. Winston	400	
	W. Winsome		400
2.	Fixtures	1800	
	Purchases		1800
3.	Wages	6000	
	Bank		6000
4.	Suspense Account	960	
	Discount received		960

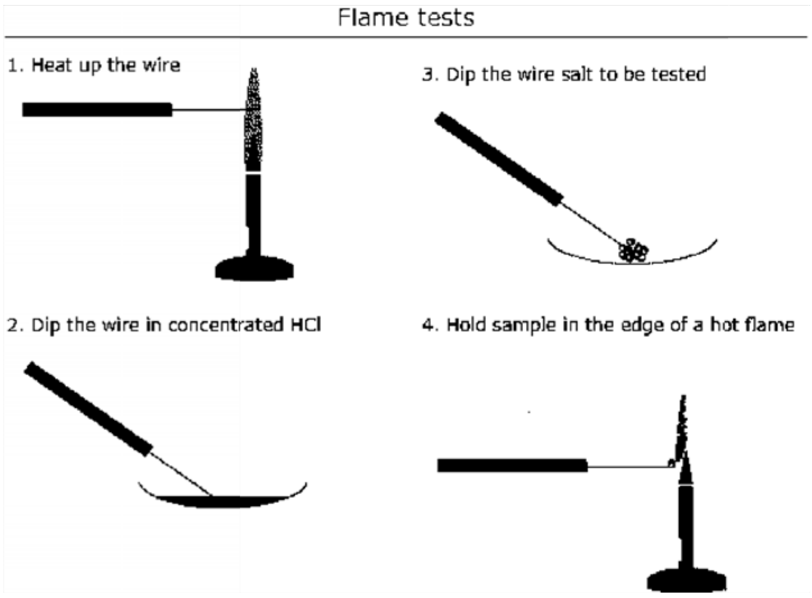
This is where we will end for this week. Join us next week as we continue to complete the syllabus. Grasp the concepts and retain them. You will need them as you progress to excellence. See you next week.

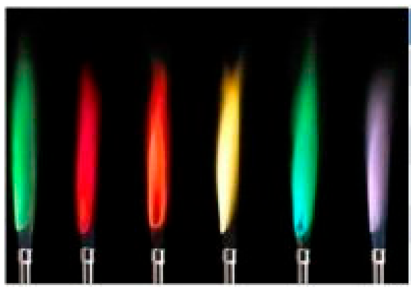
*Roxanne Wright teaches at Immaculate Academy. Send questions and comments to **kerry-ann.hepburn@gleanerjm.com***

Identification of metallic ions

FRANCINE TAYLOR-CAMPBELL
Contributor

METAL IONS can be differentiated using two different methods. In the first method, metal ions can be identified based on the colour of the flame produced in a Bunsen flame. This method is called the flame test. The steps are outlined below. A clean flame test rod or nichrome wire is used to take a sample of the metal compound, usually a solid. The metal ion is identified by its characteristic flame colour.



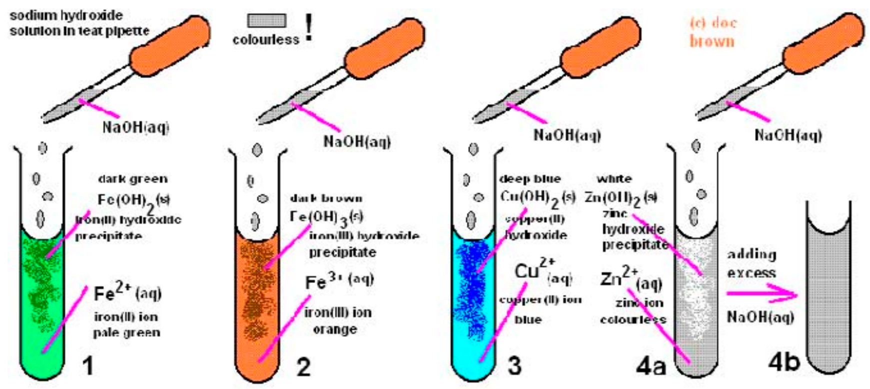


Metal Ion	Colour of Flame
Lithium	Red
Sodium	Yellow
Potassium	Lilac
Calcium	Brick-red
Copper	Green-blue
Barium	Green

In the second method, metallic ions (cations) are identified based on the colour and solubility of the hydroxides formed from their reaction with aqueous ammonia and sodium hydroxide. Metal ions react with hydroxide ions (OH^-) forming metal hydroxides as insoluble solids or precipitates. The solubility of the precipitates in excess of the hydroxide solution is noted. Different metal ions give different colour precipitates.

Fe^{2+} produces a dirty green precipitate, which is insoluble in excess NH_3 (aq) and NaOH (aq).
Fe^{3+} produces a rusty brown precipitate, which is insoluble in excess aq NH_3 and NaOH.
Cu^{2+} forms a blue precipitate, which is insoluble in excess aq NaOH, but soluble in excess aq NH_3.

These cations can clearly be identified based on their colours alone.



From the table shown below, four cations produce white precipitates when reacted with hydroxides. To distinguish between these ions, the solubility of the precipitates must be noted.

Cation	NaOH(aq)		NH_3(aq)	
Al^{3+}	White ppt	Soluble in excess to give colourless Solution	White ppt	Insoluble in excess
Pb^{2+}	White ppt	Soluble in excess to give colourless solution	White ppt	Insoluble in excess
Zn^{2+}	White ppt	Soluble in excess to give colourless solution	White ppt	Soluble in excess to give colourless solution
Ca^{2+}	White ppt	Insoluble in excess	No ppt (solution remained colourless)	

Note: How do you distinguish between Pb^{2+} ions and Al^{3+} ions?

Al^{3+} and Pb^{2+} both form white precipitates when reacted with aq NaOH and NH_3. In aq NaOH, the precipitates are soluble in excess while in aq NH_3, they are insoluble in excess. As can be seen, Al^{3+} and Pb^{2+} give the same results so, to differentiate between them, other reactions must be taken into consideration. Pb^{2+} will also form precipitates with I^-, Cl^- and SO_4^{2-} ions (PbI_2 (yellow), $PbCl_2$ (white), and $PbSO_4$ (white), while Al^{3+} will not.

Two other cations form white precipitates. Zn^{2+} forms a white precipitate, which is soluble both in excess aq NaOH and NH_3. Ca^{2+} forms a white precipitate, which is insoluble in excess NaOH, but does not form a precipitate when treated with ammonia. The NH_4^+ ion can be identified based on the evolution of ammonia (NH_3) gas when warmed with aq NaOH.

Francine Taylor-Campbell is an independent contributor.Send questions and comments to kerry-ann.hepburn@gleanerjm.com

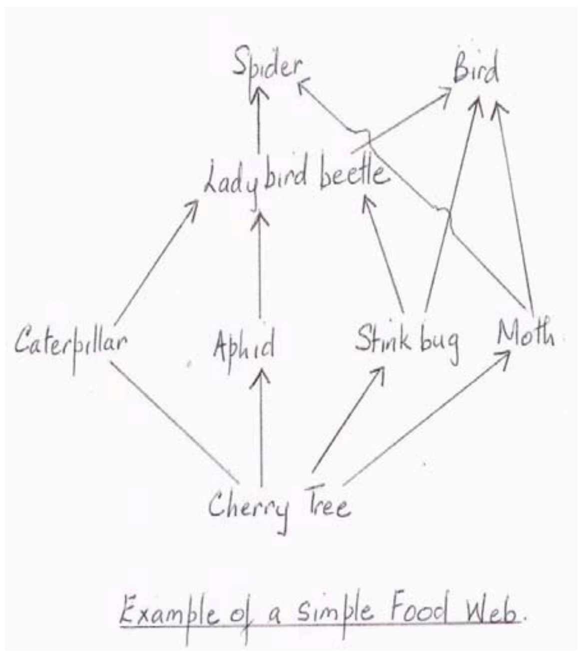
Feeding relationships of organisms in the environment (cont'd)

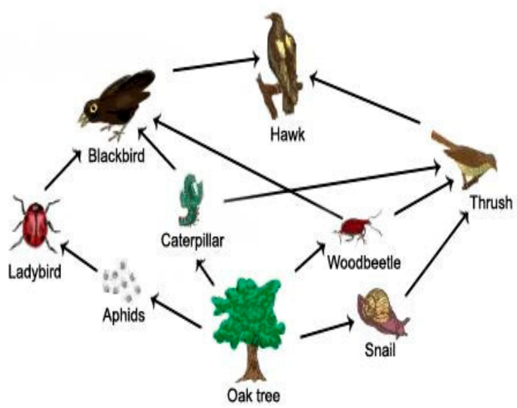
MONACIA WILLIAMS
Contributor

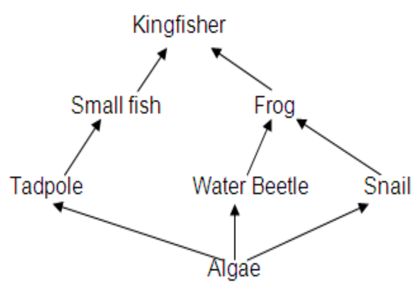
WELL, HELLO there! How are you this week? I don't know why I am asking because at this point in time, you could not be anything else but good! You have been keeping up with your work and all your SBAs are at a point where they just need some editing, so life must be good! Continue to work to keep it good! Here is something I want you to remember always:

"A bad attitude can literally block love, blessings and destiny from finding you. Don't be the reason you don't succeed."

Last week, we began to look at the feeding relationships of organisms in the environment and we ended our lesson at the definition of the food web; you need to learn this definition because you may be asked to reproduce it. This week we will be looking at how the food web is constructed. One important point that must always be remembered when constructing a food web is the direction in which the arrows point. The arrows must always point from the producer (the plant) to the consumer (the animal). Having them point in any other direction will not gain you any marks for your efforts.







Look carefully at the drawing of the food web. Notice the following:

■ All the arrows point to the organism that is feeding, i.e., away from the organism that is providing the food.

■ The organism at the base of the web on the first line is the plant, i.e., the cherry tree, oak tree, algae. This line represents trophic level No.1; hence, these plants are the producers.

■ All the organisms that feed on the producer are placed on the line above the producer. The next line above represents trophic level No.2 and the organisms placed there are the herbivores or primary consumers. From food web No.1, these are, the caterpillar, the aphid, the stink bug and the moth. Food web No.2: aphids, caterpillar, wood beetle, snail. Food web No.3: tadpole, water beetle, snail.

■ The organisms that feed on the primary consumers are placed in a line above the primary consumers. This line represents trophic level No.3. These organisms are the secondary consumers. Again, from food web No.1, these are: the ladybird beetles; from food web No.2: ladybird, blackbird and thrush; from food web No.3: frog and small fish.

■ The organisms feeding on the secondary consumers are placed in a line above the secondary consumers. This line represents trophic level No.4 and these organisms are the tertiary consumers. These are the bird and the spider from food web No.1, the hawk and from food web No.3, the kingfisher.

■ Some organisms can be classified as both secondary and tertiary consumers; for example, the bird is a secondary consumer when it is feeding on the moth, and a tertiary consumer when it is feeding on the ladybird beetle.

You should also be able to extract several food chains from this food web. Let us do this now.

■ Cherry tree – aphid – ladybird beetle - spider

■ Cherry tree – stink bug – ladybird beetle – bird

■ Cherry tree - moth – bird

Let us see if we can now put our newly gained knowledge to use.

Use the animals listed in the following table to create a food web.

ORGANISM	FOOD EATEN
Crab	Decaying plant matter
Guppy (fish)	Mosquito larvae, tadpoles
Water bird	Guppy, frog, crab
Water snail	Algae, water weed
Mosquito larvae	Moss, decaying plant matter
Water weed	Makes own food
Frog	Dragonfly, mosquito larvae
Tadpoles	Water weed

What is the first thing that we need to do? Did you answer, Identify the producer/producers? I hope you did, because that is what we must do! The producer has to be first identified, since it forms the base of the food web.

Let us take a look at the organisms that are included in the table. Notice that the only organism that could meet the requirements of the producer is the water weed, since it makes its own food. Notice, also, that there is mention of other plant material in the table. Some of the organisms feed on decaying plant material and the mosquito larvae also feed on moss; these are also classified as producers. The next level belongs to the primary consumers, or the herbivores. Remember these are the organisms that feed on the plant material. From the table, we can identify that tadpoles, water snail, crab and mosquito larvae are the herbivores. All of the other organisms in the table are carnivores. These are the frog, the guppy, water bird. Although they are all carnivores, this does not mean that they are all secondary consumers. Notice that the water bird feeds on the guppy, which feeds on the tadpole. This makes the guppy a secondary consumer and the water bird a tertiary consumer. Was that confusing? Let us put it in the form of a food chain to make it simpler.

■ Water weed – tadpole – guppy – water bird. There you go, Do you see it now?

Monacia Williams is an independent contributor. Send questions and comments to kerry-ann.hepburn@gleanerjm.com

Practical skills and field study

TOPIC

Illustrate weather systems using isobars and relevant symbols.

FOCUS QUESTIONS

- What is weather?
- What affects weather?
- What are the different weather systems?
- What are station models?
- What are weather symbols plotted on?

Weather is the state of the atmosphere at a given time and place. Our weather is affected by a number of factors, including latitude, relief, aspect and distance from the sea.

- Latitude – Places closer to the equator are usually warmer, and places nearer to the North Pole and South Pole are colder.
- Relief – Places located on flat, low-lying land are warmer and places higher up, i.e., mountains are colder and wetter.
- Aspect – Places which are south-facing are warmer and places which are north-facing are colder.
- Distance from the sea – Places nearer to the sea are mild and wet, and places further from the sea are drier, but temperatures are more extreme.

DEPRESSIONS

WEATHER FRONTS

A depression is an area of low pressure which moves from west to east in the northern hemisphere.

Low-pressure systems can be identified from a synoptic chart due to:

- Cold fronts
- Warm fronts
- Possible occluded fronts.
- Tightly packed isobars.
- Isobars showing pressure decreasing towards the centre from about 1004mb.

WARM FRONT

In a low-pressure system, the warm front is the first to pass over. This occurs when warm air meets cold air and the warm air rises above it. Warm fronts bring steady, continuous rain.

COLD FRONT

The next front to pass over is the cold front. This occurs when cold air meets warm air. The cold air pushes the warm air upwards. Cold fronts bring heavy rain showers.

OCCLUDED FRONT

When the cold front catches up with the warm front, the result is an occluded front. Occluded fronts bring sudden downpours of heavy rain.

All three fronts are associated with rain.

DEPRESSION CHARACTERISTICS

Where isobars are close together, the wind is greatest. This is because of a rapid change in air pressure.

- Wind – Winds blow anticlockwise in a depression and wind blows along the isobars. You can work out the wind direction by following the isobars in an anticlockwise direction.
- Wet – Where warm air meets cold air, the warm air is pushed upwards where it cools, condenses and precipitates (usually as rain). A front is a band of cloud and clouds bring rain.
- Temperature – In general, the warm sector behind the warm front brings warmer temperatures, and the cold sector behind the cold front brings cooler temperatures.

As a depression passes over, the following changes occur:

The changes are explained below.

ANTICYCLONES

An anticyclone is an area of high pressure which brings long periods of settled weather. Warm air is sinking, which means clouds do not form. High-pressure systems can be identified from a synoptic chart due to:

- Widely spaced isobars.
- No fronts/clouds.
- Isobars showing pressure increasing outwards from the centre and above 1008mb.

HIGH-PRESSURE CHARACTERISTICS

Isobars are spread far apart, bringing gentle winds. This is caused by a very gradual change in air pressure. Due to these gentle winds, these systems can remain in place for several days.

- Wind – Winds blow clockwise in high pressure and wind blows along the isobars. Wind blows gently when isobars are widely spaced.
- Temperature – In summer, skies are clear with little cloud and temperatures are high, while in winter, skies are also clear with little cloud, but temperatures are cold and there is a likelihood of frost and fog.

The main way meteorologists draw diagrams of the weather is by using something called the station model.

The station model is a symbolic drawing showing the current weather at a particular location.

- It's called the station model because it shows the weather measured at a particular weather station, or an area where the weather is measured.
- It lets meteorologists see a lot of information in a very small space.
- The symbols and numbers found there are the same across the world and have hardly changed in 75 years.

Sometimes not all the numbers will be shown, but the position of each number tells what it means.

Each station on the station model contains:

- A central picture that represents the wind speed and direction.
- A circle or dart to represent cloud cover.
- A symbol to the left of that to represent the current weather.
- A symbol above to represent the type of clouds.
- Then various numbers in particular positions around it, including temperature and air pressure.

A weather symbol is plotted if, at the time of observation, there is either precipitation occurring or a condition causing reduced visibility.

In the centre of the station model is a symbol or picture that represents two things:

- The cloud cover.
- The wind speed.

The central circle represents the cloud cover. A black circle means the sky is completely overcast and cloudy, and a white or empty circle means that the sky is completely clear of clouds.

The amount of black shown in the circle tells the fraction of the sky that is covered. It's like cutting up a pie to represent one half or one quarter.

Weather symbols are plotted on a synoptic chart used for weather forecasting, and show the position of weather stations collecting information about the weather and details of the various weather elements.

The position of a meteorological station is marked by a small circle.

The weather report for each station is then plotted in and around the circle.

- Elements like temperature and pressure are entered as plain figures.
- Others, like the occurrence of rain, snow, cloud and fog, are plotted as internationally agreed symbols.

EXAMPLE

Cloud cover at a particular time is:

- Indicated by filling in certain portions of the circle.
- The greater the fill, the more the cloud cover, measured in eighths or oktas.

Wind direction is represented by an arrow pointing in the direction from where the wind is coming.

- The wind speed is denoted by 'feathers' on the wind arrow; a short feather indicating 5 knots, a larger one 10 knots, a long and short one 15 knots, and so on.

Temperature is measured in degrees Celsius to the nearest whole degree.

Pressure at a station is standardised to sea-level pressure measured in millibars.

Send questions and comments to
kerry-ann.hepburn@gleanerjm.com

Causes of emancipation

DEBBION HYMAN
Contributor

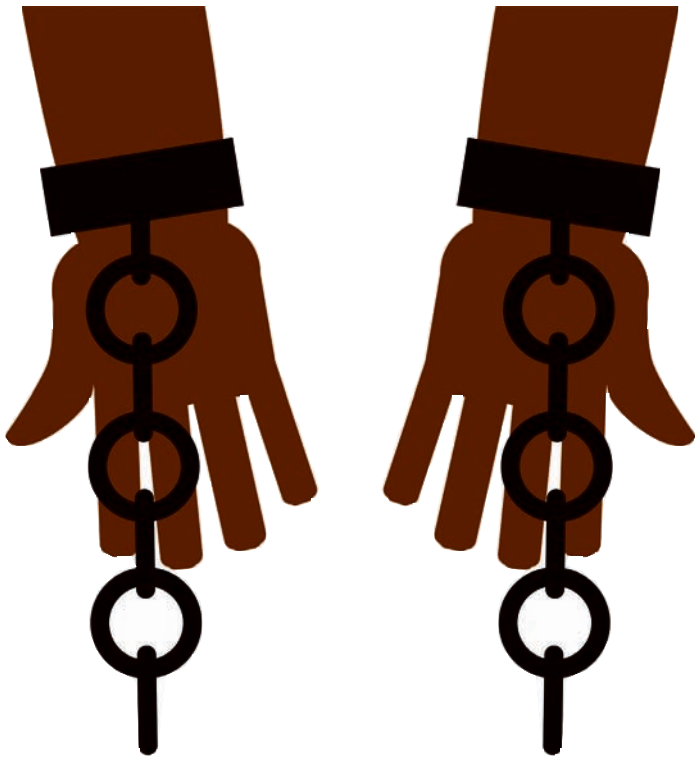
THE END OF CHATTEL SLAVERY IN THE BRITISH CARIBBEAN

HI, GUYS. This week's lesson focuses on the factors that accounted for the end of the system of chattel slavery in the British Caribbean.

OBJECTIVES

At the end of the lesson you should be able to:

1. Discuss four causes of emancipation in the British Caribbean.



1. AGITATION BY THE ENSLAVED POPULATION

The action of the enslaved population also proved integral in the dismantling of chattel slavery in the British Caribbean. Insurrectionary methods of resistance, especially revolts, demonstrated the desire of the enslaved Africans to have liberty and regain their personhood. Several revolts in the British Caribbean included Tacky's Rebellion, Bussa's Revolt and the Berbice Rebellion. The last major slave revolt before emancipation was the Sam Sharpe Rebellion or Christmas Rebellion. Sam Sharpe, a slave and Baptist deacon, believed that the British Parliament would emancipate the slaves soon and that the planters would try to find ways of keeping their unpaid force labour. Sharpe was a literate slave and oftentimes read his master's newspaper. He led a strike soon after the Christmas holidays as slaves decided they would not work unless they were paid wages. The strikes that began relatively quiet would later erupt as cane fields and estates were burnt and other property destroyed. Over 400 slaves were killed and 100, including Sharpe, were executed. The Christmas Rebellion proved symbolic as it demonstrated the thrust by enslaved Africans to continue their fight for liberty. The rebellion was also the largest and most wide-scale of slave revolts in the British Caribbean.

2. ECONOMIC MOTIVE – THE EAST INDIA INTEREST

The growth of the British Empire in India led to the growth of a powerful 'East India Interest' in British politics. These individuals were primarily merchants and industrialists who objected to the favoured treatment given to the West Indian (British Caribbean) Interest for two reasons. One was that goods such as tea and cotton produced in India were done with the use of free labour instead of the slave labour used in the British Caribbean. The other was that protectionism was still being practised in relation to the Caribbean – giving their sugar preferential treatment in the British market. The East India Interest argued against slave labour, describing it is an expensive and inefficient use of labour. They also argued that Britain, as a part of her industrial development, should move from a system of protectionism to one of free trade. With several prominent figures of the East India Interest gaining parliamentary seats in the 1832 elections, the process of defeating the West India Interest and chattel slavery became less arduous.

3. THE FAILURE OF THE AMELIORATION SYSTEM

This system was an attempt to improve the conditions faced by the enslaved Africans in the British Caribbean and should have been enacted by local assemblies. The system came into effect in 1823. The proposals included the following:

- A record of all lashes should be kept and punishment should be delayed for 24 hours.
- There should be the establishment of slave savings bank.
- Prohibition of the separation of slave families.
- Slaves should not be sold in payment of debt.
- Female slaves should not be whipped, and the overseers and drivers should not carry a whip in the fields.

The measures were strongly resisted by planters in Jamaica, Barbados, St Vincent and Dominica. Several assemblies only passed a few of the least important amelioration proposals. The amelioration proposals failed, but they provided one of the major impetus for the abolition of chattel slavery. With the failure of the plantocracy to implement many of these amelioration proposals, it became evident that what was needed was freedom for the enslaved Africans.

4. ROLE OF THE HUMANITARIANS

Several groups of humanitarians worked hard to improve the conditions of slaves and, ultimately, to lobby for the end of slavery. They tried to convince the British Parliament and the citizenry of the immorality of slavery. They held mock slave auctions; displayed exhibits of items used to punish slaves; as well as distributed pamphlets describing the horrors of slavery. These actions were hoped to arouse the moral conscience of the British citizenry. Prominent humanitarians included Granville Sharp, William Wilberforce and Thomas Clarkson. These men were a part of a group called the 'Saints' or 'Clapham Sect.' Other groups involved in the abolitionist cause were the Baptists, Quakers and Methodists.

5. MANSFIELD JUDGMENT

This judgemnt provided a watershed moment for humanitarians as it brought into sharp focus the discussion on whether or not slavery was legal in England. In 1772, Granville Sharp, a leading abolitionist, took the case of James Somerset to the English courts. Somerset, an enslaved man from Jamaica, was taken to England by his owner. He was turned out by his master but later, he [his master] would make attempts to regain his 'property'. Somerset's case went before the chief justice, Lord Mansfield, on February 7, 1772. After careful deliberations, Mansfield provided a ruling in June of that year. Lord Mansfield ruled that his study of the laws of England found that the power of a master to use force on a slave was 'unknown to the laws of England'. What was the implication of such a ruling in England?

Debbion Hyman is an independent contributor. Send questions and comments to ***kerry-ann.hepburn@gleanerjm.com***

Structure of government

MAUREEN CAMPBELL
Contributor

OBJECTIVE

Describe the structure of government – principle of separation of powers.

THE SEPARATION of powers doctrine ensures that the balance of power is maintained within each arm of the state. As it relates to Jamaica, separation of powers exists as there are safeguards put in place to ensure that no institution overpowers the other or usurp its function. The statement 'separation of powers' describes the distribution of power between different branches of government. In most Caribbean countries, this is between the executive, judicial and legislative responsibilities of a government which, to a large extent, are separate and distinct bodies. It is widely believed that a separation of power would prevent the abuse of power by an individual or any single governmental body.

The system of governance in Jamaica is a constitutional monarchy under which the queen, represented by a governor general, is head of state.

Under the constitutional monarchy, there are three arms of government:

- The executive
- The legislature
- The judiciary

The Jamaican Constitution was drafted to reflect the British sociopolitical model, known as the Westminster-Whitehall system of government. This model guarantees that citizens, through universal adult franchise, have the right to participate in free and fair elections, and choose the officials that govern the country.

HEAD OF STATE

The governor general is the official representative of the head of state in Jamaica. This individual has the responsibility to appoint the principal officials responsible for leading the State.

The governor general appoints the prime minister, deputy prime minister, leader of the opposition, members of the Cabinet, the chief justice, president of the Court of Appeal, ministers of state, judges of the Court of Appeal, chairs of the Public Services Commissions and the director of public prosecutions.

The governor general is also solely responsible for granting the prerogative of mercy (pardon) to convicted offenders upon the advice of the Privy Council. The governor general's formal assent is required before parliamentary bills become enacted into laws.

THE LEGISLATURE

STRUCTURE OF THE LEGISLATIVE

The Parliament of Jamaica is the legislative branch of the Government of Jamaica. It is a bicameral body, composed of an appointed senate, also known as the Upper House, and an elected House of Representatives, also known as the Lower house.

The governor general represents the queen in Parliament, and his role is a formal one. Once a year, at the official opening of Parliament, he delivers the Throne Speech.

The legislature is empowered by the Constitution to amend existing and enact new laws. This arm is also in control of the government's finances and guides fiscal policy. The head of state's role in Parliament, executed through the governor general, is to open and dissolve Parliament and grant royal assent to bills passed in the Houses of Parliament.

SENATE

The Senate is a nominated house made up of 21 senators in Jamaica. Thirteen senators are appointed by the governor general on the advice of the prime minister. The other eight are appointed on the advice of the leader of the opposition. Not more than four ministers can be appointed from the Senate, and they may have portfolio responsibilities. The Senate usually functions as a review chamber, considering bills passed by the House of Representatives. The Senate may also initiate legislation, except money bills.

HOUSE OF REPRESENTATIVES

The House of Representatives consist of 63 members, elected by single-member constituencies using the first-past-the-post system. The government in power can only exist if it has the support of the majority of the members of the House of Representatives. Most bills are initiated in the House of Representatives.

THE SPEAKER

The Speaker of the House is formally elected by the members of the House of Representatives from among their number, at the first sitting after each general election or when there is a vacancy. His job includes keeping other members within the rules of the House, and ensuring that the rights of the opposition members are protected, and that every member gets a fair hearing.

HOW A BILL BECOMES LAW

A bill is an act of Parliament in draft, and no bill can become law until it is approved by the Houses of Parliament and receives the formal assent of the governor general. Bills may be introduced in either the House of Representatives or the Senate, but no bill involving finance can be first introduced in the Senate. After a bill has been introduced in the House, it must pass through several stages, known as 'readings'.

FIRST READING

At 'first reading', no debate on the bill is allowed. The bill is read by the clerk of the house. The bill is ordered to be printed and a day is appointed by the member in charge of the bill for its second reading.

SECOND READING

The bill is debated fully at the 'second reading'. At the end of the debate, a vote is taken.

COMMITTEE STAGE

If the bill passes its second reading, it moves on to the 'committee stage'. This committee comprises the whole House, unless the House refers the bill to a select committee. At this point, the bill is considered in very close detail. Every clause is carefully examined, and amendments to the bill may then be moved and voted upon. A bill may not be rejected during the committee stage.

REPORT STAGE

After the committee stage, there is the 'report stage', when the Speaker reports what has happened to the bill in committee, whether there have been amendments or not.

THIRD READING

No amendments of a substantial nature may be made at the 'third reading'; a bill may be accepted or rejected by means of a vote. When a bill is first passed by the House of Representatives, it is sent to the Senate, where it goes through the same procedure as one which originated in the Lower House.

If the Senate disagrees with any aspect of the bill and makes an amendment, the bill is sent back to the House of Representatives for consideration. If the House disagrees with the Senate's amendment, it informs the Senate, which is then asked to reconsider the bill. When an agreement is reached and the bill has been passed through all its stages in both Houses, it requires only the royal assent to make it law. The royal assent is given by the governor general.

THE ROLE OF THE OPPOSITION

The Opposition's main role is to question the Government of the day and hold them accountable. Opportunities for scrutinising the policies and administration of the Government are provided in yearly Budget debates, debates on legislation, notices of motion and no confidence motions. The Opposition utilises the media to reach the electorate with its views and

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Short story writing

MELISSA MCKENZIE
Contributor

HELLO, STUDENTS! How has the year been going? I hope you have completed your SBAs and are doing all you can to ensure the best performance in your external examination.

For this lesson, we will begin our focus on story writing.

Your ability to write an interesting story is assessed in Section C of Paper 02. You are required to write a story, using 400-450 words, based on either a picture or a sentence prompt. All this is worth 25 marks.

Effective story writing requires you to be imaginative, creative and well-read. It is an art that is strengthened by practice and frequent reading of a variety of narratives. Many of us have untold stories within us. Thus, it is important that we seek to develop the appropriate means to tell them.

A superior story has the elements of the short story and manipulates them effectively in narrating a series of events. What, then, are the elements of a story?

ELEMENTS OF THE SHORT STORY

CHARACTERS

This is a person – or even animal – that takes part in the action of the story. For CXC, it is recommended that you have no more than three characters in your story.

A story usually has a protagonist (main character) and an antagonist (character who opposes the main character).

SETTING

This is the time or place in which the events in the story take place. For example, the story might take place at a basketball game, at a person's house or in a church. It is encouraged that you limit the number of settings, since the story is a short one. In fact, you are challenged to limit the events to one setting. This way, it should be easier to control your story.

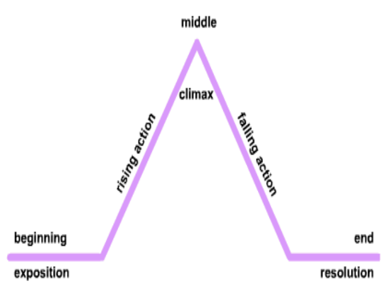
POINT OF VIEW

This is the perspective from which the story is told. Is it a first-person (being told through the eyes of a character from a first-hand perspective), omniscient (having the perspectives of different characters) or third-person (having the perspective of one main character) narrative? Pay attention to the sentence prompts that are given so they can guide the point of view you should select. Also, remember that if you mix the points of view, you will be penalised.

PLOT

The plot is how the writer arranges events to develop his basic idea. It is a planned sequence of events that has a beginning, middle and end. There are five aspects of the plot:

- **Introduction:** This is the beginning of the story where the setting and the characters are revealed.
- **Rising action:** This is where the events in the story start to show evidence of a problem/complication and a conflict is recognised.
- **Climax:** This is the highest point of interest and the turning point of the story. The reader wonders what will happen next. Will the conflict be resolved or not? It involves suspense/tension.
- **Falling action:** The events and the problems begin to be resolved. The reader knows what has happened next and if the conflict is resolved.
- **Denouement:** This is the resolution of the story or the story's outcome.



The plot may also include the use of specific narrative techniques, known as a twist (when the story ends differently from what is expected), or a flashback (a device in the narrative by which an event taking place before the present time in the narrative is inserted into the chronological structure of the work as a means of explaining present events). It must be noted that if you employ the flashback technique, you must return to the present. You must not end the story in the flashback.

CONFLICT

This is the struggle that occurs between characters or within characters. You have two types of conflicts: external (occurring between two characters, between man and the environment or man and the society, as well as internal (struggle within oneself to make a decision or overcome a problem).

USE OF DIALOGUE

This is the conversation between characters. These are usually indicated by the use of inverted commas and other punctuation marks.

EXAMPLES

Peter demanded, "Are you telling the truth?" His wife pursed her lips before she answered.
"Yes, I am and if you don't believe I will never forgive you."

One important rule of writing dialogue correctly is to give each character a new line when he or she begins to speak. Therefore, you would not do this:
"Are you sure that is all you need?" my mother asked. "Yes, I am sure." "Okay, then. Let us go."
Here is a better way of writing that dialogue:
"Are you sure that is all you need?" my mother asked.
'Yes, I am sure," I responded.
"Okay then. Let us go."

Dialogue is also important for several reasons.

1. It helps in advancing the plot.
2. It reveals qualities of characters.
3. It contributes to the conflict or suspense in the story.

Please note that dialogue should not be used as mere fillers in your stories but should enhance the events/actions in your stories.

THEME

This is the central point that the writer is trying to communicate. The story may be about the consequences of lying or the joys of hard work.

It is important that you familiarise yourselves with these elements as they form essential parts of the stories you relate. Writing a story successfully in the examination is determined by your attitude and your willingness to upgrade your creative and imaginative abilities. The stories that demonstrate competence, suggest superiority and demonstrate superiority, are usually the ones that reveal that students have been

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'To Kill a Mockingbird'

BERYL CLARKE
Contributor

LET ME welcome you to this week's lesson. We are, as promised sometime before the Christmas break, returning to our exploration of Harper Lee's **To Kill a Mockingbird**. Mayella Ewell is our first subject of discussion. How do you feel about this character? Please stop a little while and consider this girl who has had to take on the role of mothering her siblings and, frighteningly, the unbearably disgusting task of an incestuous partnership with her father.

We, unfortunately, live in a time where all too often we learn of cases of child abuse, both here on our own island and across our world. The forms of abuse vary and are many times ignored, as in Mayella's circumstance. Do you think that the fine, upstanding citizens of Maycomb were not aware of the abuse in that family? Bob Ewell, the father, was left alone to do whatever he wanted.

... white people wouldn't have anything to do with her because she lived among pigs; Negroes wouldn't have anything to do with her because she was white. She couldn't live like Mr. Dolphus Raymond, who preferred the company of Negroes, because she didn't own a river bank and she wasn't from a fine old family. Maycomb gave them Christmas baskets, welfare money and the back of its hand.

Everybody knew that he was a lazy, shiftless and irresponsible father, but neither church, city government (and there must have been one) nor the legal system 'interfered'. The only person who tried to do something practical to help received imprisonment and death for his efforts. So, Mayella, a poor, sad, uneducated woman, has a pivotal role in our story. She claims that having gone to school for two or three years, she can read as well as her father. Notice that she does not say that she can read well, but as well as her father, which probably means that neither of them can read well.

KENYON HEMANS/PHOTOGRAPHER

Dutty Berry and Nicole McLaren-Campbell took time out to take a pic with Amanda Gordon, a fifth-form student of Merl Grove High School.

Mayella has never been treated with politeness and courtesy. She has no friends. She, and not her father, is responsible for the running of the home. Any mother will tell you that caring for several children is not easy, and that not having much money makes it hard. For Mayella, it must have been very hard. Do you remember how long it took for her to save the money for her brothers and sisters to be able to buy ice cream? Her environment was degrading and she and her family were degraded by this but, more than anything or anyone else, it is Bob Ewell who, through his parental neglect, abuse and belief in a non-existent superiority fed by racism, makes Mayella an outcast and a figure of pity.

Mark you, it appears that if she could have improved her circumstances she would have done so. On the witness stand, Tom Robinson spoke of her care of the geraniums that she must have planted in her yard. We learn, too, from Scout, that she seemed to have made the effort, though not completely successfully, to keep her person clean.

Mayella reveals another side of herself in the witness box. She cries twice. Why does she do so the first time? Is it because she is truly afraid of Atticus, or is she slyly ensuring that judge and jury will feel sorry for her? She comes across as being very lonely but also a real liar. She is not a fool, for when she realises that her evasions and conflicting statements and answers are exposing her and the truth of what happened, she shuts her mouth and adamantly refuses to say another word. We could draw the conclusion that that was because she was afraid of what her cruel father would do to her, but we must not ignore the fact that it was Mayella who, by her decision to seduce Tom, creates all of this terrible situation.

Her action had been well thought out and well planned. Do you remember how long she saved for the ice cream? She had been scheming for a considerable length of time to have a 'relationship' with Tom. She did not consider the consequences of her action, particularly for Tom who was not only a married man, but also a Negro. She behaved like a small child who sees a toy and will do anything to have it, only to throw it away after playing with it for a short period. As Atticus says, because she had been caught and embarrassed by her conduct, she wanted to erase the innocent man who had the boldness, the daring to be sorry for her. Her final speech to the court makes it clear that she is relying on the racist feeling of the white jury to overlook her obvious guilt and convict the black man who was, as we would say, 'out of order' enough to pity her, her a white woman.

She cries then, for the second time, but this is out of anger. Why does she become so angry that she cries and why does she hate Atticus? These are questions that I am asking you to think about carefully as we consider this flawed character.

God bless!

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Program design

NATALEE A. JOHNSON
Contributor

GOOD DAY, students. This is lesson 19 in our series of lessons. In this week's lesson, we will continue to look at problem-solving and program design.

Before we continue looking at program design, here are the solutions to the defining diagram questions I gave you in the previous lesson.

QUESTION 1

INPUT	PROCESSING	OUTPUT
Unit_Cost Quantity	1. Read unit_cost and quantity of item 2. Find the total_cost of the item by multiplying the unit_cost times the quantity. 3. Print Total_Cost	Total_Cost

QUESTION 2

INPUT	PROCESSING	OUTPUT
A single number	1. Get number 2. Calculate the square of the number by multiplying the number by itself. 3. Output the square of the number.	Square

In the previous lesson, we started looking at how problems are solved on the computer, and there are certain key terms you will need to know. We had already examined the terms 'variable' and 'constant'.

Now, let us pick up where we left off.

Data types: Variables typically store values of a given type. There are several data types, but we will be focusing primarily on the following data types: integers, floating point (real), characters and strings.

- Integers – Used to store whole numbers (whether negative or positive), for example, 5,-10, etc.
- Floating point/Real – Used to store real or fractional numbers, for example, 3.1, 22/7 etc.
- Characters – Any single character in the ASCII set (a single character such as a letter of the alphabet or punctuation) for example, 'A', '@', '$', etc.
- String – A collection of characters such as a word, phrase or sentence; for example, Natalee.
- Literals are a special class of data type, and they cover those values that are fixed (even if only temporarily). For example, consider the following output statement:

Print 'Please enter your name'. The words shown in quotation would be considered an example of a literal string value.

ALGORITHMS

An algorithm is a sequence of precise instructions or steps used for solving a problem in a finite amount of time.

The properties of an algorithm are:
1. It must be precise (exact).
2. It must be unambiguous (in other words it must be clear).
3. It must give the correct solution in all cases.
4. An algorithm must terminate or eventually end.

THE ALGORITHMIC STRUCTURE

Every algorithm should have the following sections, in the stated order:

Header: Algorithm's name or title.
Declaration: A brief description of the algorithm and variables used. That is, a statement of the purpose as well as declaration of the variables.
Body: Sequence of steps.
Terminator: An end statement.

THE ALGORITHMIC LANGUAGE

When writing algorithms, the language gradually progresses from English towards a notation that resembles that of a programming language. An intermediate notation called pseudocode is commonly used to express algorithms. A pseudocode is an imitation of a computer program written using mathematical notations and English-like statements to describe the logics to solve a problem or carry out a procedure. The pseudo-code is used as a guide to code the solution to the problem in a high-level language.

PARTS OF A PSEUDOCODE ALGORITHM

A pseudocode algorithm contains one or more of the following statements:

- Input statements
- Assignment statements
- Output statements
- Control structures (sequence, selection, repetition)

DOS AND DON'TS WHEN WRITING PSEUDOCODE

You should do the following:
1. Use the assignment symbol (?) in assignment statements instead of the equal sign.
2. Use the equal sign for conditional statements (if statements)
3. Use meaningful variable names
4. Use indentation to show the logic and scope of control structures.

You should not do the following:
- Use variable names with a space ex., net income (instead use an underscore ex., net_income) and starting a variable name with a symbol or number (this is not allowed).
- Attempt to write the Pascal code before writing the algorithm. That is, do not execute the program first and then try to write the algorithm afterwards, based on the program code. This is a very bad practice and is essentially a waste of time.

PSUEDOCODE ALGORITHMS

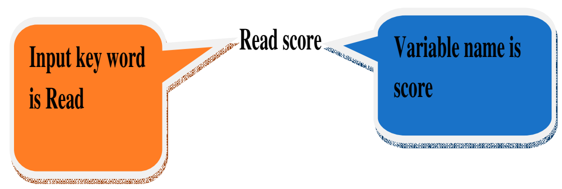
Let us examine the parts of a pseudocode algorithm in more details.

INPUT STATEMENTS

The input statement is used to get data from outside the computer from a particular input device into a variable for manipulation by the pseudocode. The key words we will use for input will be 'input' or 'read'. To read data into a variable, you write the word 'input' or 'read' followed by the variable name.

This is the way in which it will be written:
Read variable_name

The variable_name is the name given to the location where the value is to be stored, as you learnt previously. For example, if I am reading a math score into a variable, my variable name could be 'score' and the read statement would, therefore, be:



We have come to the end of this lesson. See you next week when, will continue to look at psuedocode algorithms. Remember, if you fail to prepare, you prepare to fail.

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Coordinate geometry

CLEMENT RADCLIFFE
Contributor

THIS WEEK, we will continue to review aspects of coordinate geometry. How many hours were you able to spend last week reviewing your notes and practising additional problems? Do you recall the advice not to wait until it is too late? We will begin with the solution to the homework given last week.

HOMEWORK

Given the points X(2 , -3) and Y(4 , - 5), find the values of:

(a) Gradient, m

(b) the coordinates of the midpoint, M

SOLUTION

1(a) The gradient of XY = m = $y_2 - y_1 / x_2 - x_1$

Substituting

m = - 5 - -3 /4-2 = - 2/2 = - 1.

m = - 1

(b) The midpoint of XY = M = x2 + x1 /2, y2 + y1 /2

Substituting

M = 4 + 2 /2, - 5 - 3 /2 = 6/2 , - 8/2

M = (3 , - 4)

2. Given the points X (1 , 0) and Y (- 2 , a), if the gradient is 2/3, find a.

SOLUTION

The gradient of XY = m = $y_2 - y_1 / x_2 - x_1$

Substituting,

a - 0 /-2 -1 = 2 /3

a/-3 = 2/3

3 a = - 6.

a = - 2.

Let us now continue the review of coordinate geometry with the topic length of a straight line.

LENGTH OF LINE

The length of AB is found by using Pythagoras' Theorem, with AB the hypotenuse of the right-angled triangle ABC. As triangle ABC is right-angled, therefore, AB2 = BC2 + AC2.

RUDOLPH BROWN/ PHOTOGRAPHER

Miss Universe Davina Bennett accepts the RJRGLEANER Communications Group Honour Award (Special Award) in the category of Arts and Culture from Gleaner Circulation Manager Burchell Gibson.

Given the coordinates of the points A(x_1, y_1) and B(x_2, y_2),

$AB^2 = (x_2 - x_1)^2 + (y_2 - y_1)^2$

EXAMPLE

A straight line is drawn through the points X (5 , - 2) , Y(3 , 6). Find the length of XY.

Length: $XY^2 = (x_2 - x_1)^2 + (y_2 - y_1)^2$

Substituting

$XY^2 = (3 - 5)^2 + (6 - - 2)^2$

$= 8^2 + (- 2)^2 = 4 + 6\ 4$

$XY = \sqrt{68}$

We will try another example.

EXAMPLE

A straight line is drawn through the points A(1 , 2) and B(-5 , 4).

Find (i) the gradient of AB

(ii) the midpoint of AB

(iii) the length of AB

SOLUTION

(i) The gradient of AB = m = $y_2 - y_1 / x_2 - x_1$

m = 4 - 2 /-5 -1 = 2 = -1/3

(ii) The midpoint of AB is M = $x_2 + x_1$ /2, $y_2 + y_1$ /2

M = -5 + 1 /2, 4 + 2 /2

M = - 4 /2 , 6 /2 = - 2 , 3

(iii) In order to find the length of AB, we use the formula $AB^2 = (x_2 - x_1)^2 + (y_2 - y_1)^2$

$AB^2 = (- 5 - 1)^2 + (4 - 2)^2$

$= (- 6)^2 + 22 = 40$

$AB = \sqrt{40}$.

If you are to do well on this topic, you must bear the following in mind:

■ Always begin by presenting the required formula.

■ To calculate the gradient, you may use one of the following:

m = $y_2 - y_1/x_2 - x_1$ or m = $y_1 - y_2 /x_1 - x_2$

I am sure you can prove that both are correct. Note the order of the subscripts; the order is important.

■ In evaluating the values, be careful to ensure the accuracy of the substitution and please watch the negative signs (directed numbers).

Kindly note the following points with respect to the gradient of a straight line:

■ Parallel lines have equal gradient

■ If perpendicular lines have gradients m_1 and m_2, then $m_1 \times m_2 = -1$.

■ It is clear then that given two lines with gradients m_1 and m_2, if they are parallel and $m_1 = 3/2$, then $m_2 = 3/2$. If they are perpendicular and $m_1 = 2$, then I am sure you agree that $m_2 = -{}^1/_2$.

The above will enable you to solve word problems with information obtained using the above.

EXAMPLE

Given that the line joining A(2 , 4) and B(0 , 0) is parallel to XY. Find the gradient of XY.

SOLUTION

The Gradient m, of AB = $y_2 - y_1 / x_2 - x_1$

Substituting,

m = 4 - 0 / 2 - 0

m = 4/2 = 2

As both lines are parallel, then the gradient of XY is also 2.

EXAMPLE

Given the line through the points A(5 , -2) and B(3 , 4), find the gradient of the perpendicular bisector of AB and its point of intersection with AB.

SOLUTION

The gradient of AB = m = $y_2 - y_1 / x_2 - x_1$

Substituting

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TRUDI MORRISON REID
Contributor

The exposition

CONTRIBUTED

Sixth-form students from Belair High School in Manchester refresh themselves after donating blood at the 'One Love, One Blood' donation drive held recently at the Mandeville Regional Hospital in Manchester. More than 230 units of blood were collected, the largest single-day blood donation drive in Jamaica.

THIS WEEK, we will turn our focus to the expository section of the internal assessment.

This section of the internal assessment will be orally presented and examined. The duration should be no longer than 10 minutes per student. Topics chosen in this section should be current. A student should collect at least two pieces of related information on the selected topic. It is usually best to use at least one primary source and one secondary source of information. This ensures that the research base is fairly wide and balanced. This section is worth16 marks.

The marks are allotted as follows:

i. Discussion of issues and challenges. **(5 marks)**

ii. Evaluation of the effect of source, context and medium (or channel) on the reliability and validity of information gathered. **(4 marks)**

iii. Organisation. **(3 marks)**

iv. Delivery (audibility, fluency, eye contact, body movement and paralinguistic features such as pauses, throat clearing, pitch, etc). **(4 marks)**

In lesson three of this series, I mentioned that the presentation should be well-organised and effectively delivered in standard English. Let us now look more closely at i and ii above and what is required of you for each one.

I. DISCUSSION OF ISSUES AND CHALLENGES. (5 MARKS)

This will look at the issues presented in the article or other sources of information used and personal/emotional or practical challenges faced while exploring the theme and processing the information. So, your examiner should have a good sense of the critical issues associated with the topic you are exploring (for example: The Prevalence of Human Trafficking in Jamaica). By now, you would have read and researched widely and be in a position to say whether the incidents of human trafficking are on the rise or declining, and what measures the Government of Jamaica and other stakeholders have taken to address the issues, *et cetera*. You should also be able to comment on whether the information was readily available or what challenges you faced as you conducted your research and processed the information. You can include whether the interview you conducted with the victim of human trafficking was so emotionally moving that you had to reschedule the interview in order to compose yourself. Perhaps all the questionnaires you distributed were not returned and this hindered you in some way. Be prepared to share a fulsome discussion of all these.

II. EVALUATION OF THE EFFECT OF SOURCE, CONTEXT AND MEDIUM (OR CHANNEL) ON THE RELIABILITY AND VALIDITY OF INFORMATION GATHERED. (4 MARKS)

This will look at the expertise, authority, and perspective, social and political bias of the author/speaker/source; the social and historical context in which the piece was written/presented; the factual accuracy, logical structure and cogency of the piece. If you review the lesson carried in this series for the last couple of weeks, you will see how everything falls nicely into place. So, as you review your sources, consider whether the author or speaker is deemed an authority on the matter being discussed. From what perspective are ideas being presented? Are they based on personal experience, professional experience or other? What impact does this have on the information? Does the potential for bias exist in the way the information was presented by any of the sources? If so, what impact does it have? Could the social, political or historic context in which the information was presented have any impact on what was presented or how it was presented? Was Jamaica about to sign a new IMF agreement and, therefore, the article presented the country in a very favourable light, economically, in contrast to what your other research indicated was the case? Was the information presented factual, free from fallacies with the points flowing in a logical order from start to finish? Were the ideas jumbled and confusing, making it difficult to decipher and assess?

For written material especially, please make note of the publisher's information. Is it a reputable source? Is it politically aligned? Is it well known and highly respected? Please also pay attention to the date of publication. Some things remain factual throughout the passage of time, some secondary sources can be considered primary after some time, but new truths emerge as research widens and deepens, so carefully note the date and how this may impact the information presented, especially when compared to other sources of the same information.

III. ORGANISATION (3 MARKS)

Although you have been advised that you may take into the room ONE cue card – 4" x 6" with headings/main points related to your presentation – your ideas must be cohesive. Your examiner will be listening for an introduction, logical sequence of ideas throughout the body, and a conclusion. It is easier to evaluate one source at a time instead of hopping from one source to the other several times throughout the presentation. As with all oral presentations, remember to make it as easy as possible for the listener to follow what is being said.

Next week, we will look at delivering the speech. You may review the previous lesson in the series on non-verbal communication.

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Influence of extra-regional societies on the Caribbean

GOAL

For students to analyse how the global community and Caribbean society impact each other.

OBJECTIVE

Analyse the impact of extra-regional counties on the Caribbean.

Historically, the relationship of the Caribbean to metropolitan countries has been one of dependency. In the colonial era, European attitudes, ways of life, arts and value system dominated. While Euro-centric attitudes and values were imposed, they created the conditions for their continued hegemony in post-colonial societies. The interaction of the Old World with the New World is the earliest form of globalisation.

Globalisation is the tendency of businesses to transcend to other markets around the globe, thereby increasing the interconnectedness of different markets. Modes of transportation are modernising and the ways of communication are developing. This increases a country's ability to globalise. In effect, this means that the Caribbean market is becoming strikingly similar to the markets of extra-regional nations. Caribbean society and culture show an orientation towards the metropole and its impact is perpetuated in:

1. CONSUMPTION PATTERNS

Most of the goods and services consumed in the Caribbean are produced in North America, and to a lesser extent Britain (for English-speaking countries). In post-independent Caribbean, the desire for what is 'foreign' is supported by a number of factors. In history, persons in the Caribbean made a significant effort to produce their own goods. As time progressed, along with the migration of persons from America, Europe, or more developed countries, the mixing of the different cultures has changed our thoughts of the goods we produce compared to the goods made abroad.

■ The Caribbean people believe their region is too underdeveloped for producing goods that can compete in quality to extra-regional societies.

■ The Caribbean's total imports is likely to be more than its exports – a dangerous side of the *status quo*.

■ The Caribbean people now gravitate to foreign diapers (Huggies, etc) instead of purchasing regional diapers, and that is only one product!

■ Globalisation has instigated the introduction of some foreign services, such as social security, life insurance and the credit card culture, into the Caribbean society.

2. CREATIVE EXPRESSIONS

The various ways Caribbean people express themselves in festivals, music, theatre arts, etc, reflect their own creations as well as influences from abroad. US penetration of the region means that its influence is expanding through the access, of particularly the youth, to its music fashions and festivals.

i. Festivals: Some of the well-established Christian and secular festivals that are observed in the Caribbean – Christmas, Easter, Father's and Mother's Day, Valentine's, etc – are extra-regional in origin. They are celebrated in the same fashion and characterised by the same extent of commercialism as in developed societies. It is the commercial aspect of the celebrations that marks the degree of Western influence.

Carnival, though not indigenous, had been made synonymous with the Caribbean. In recent times it, too, has begun to cater to foreign tastes in a number of ways, including:

■ The sidelining of calypso with its social commentary in favour of the catchier soca.

■ The use of computer programs to help create images of costumes.

■ The production of videos, DVDs, etc.

ii. Theatre arts: Theatre arts includes drama, dance and stagecraft, as well as traditional dances, folk singing and storytelling. In colonial times, Caribbean theatre arts was relegated to the village communities while the 'high' culture of the British was given pre-eminence. The development of theatre arts since independence reflects the influence of extra-regional countries in respect of:

■ Divisions as to the appropriate language, i.e., patios/dialect versus standard English, to convey the arts.

■ Many of the themes in presentations mirrored the relationship of the Caribbean to extra-regional countries – issues of identity, race, colour and class, etc.

■ The migration of many artistes to receive greater appreciation and rewards for their talents, e.g., V.S. Naipaul, Dereck Walcott, Jamaica Kincaid.

3. MIGRATORY LABOUR

From the middle of the 1950s, migration to North America and Europe was severely curtailed as developed countries sought to protect their economies from unregulated immigration. However, in the 1980s, on the recognition of the ageing of these societies, formal arrangements were made to recruit skilled professionals – teacher, nurses. Opportunities were also available for semi-skilled and unskilled labour in sectors not favoured by citizens, such as agricultural and domestic work and child care. While these occupations are more beneficial to workers vis-á-vis similar work in the Caribbean and the remittances significant to gross national product of Caribbean countries, the programmes' sustainability is decided by the host countries. Any time they are curtailed, suspended or discontinued, severe dislocations in the sending countries is the result.

4. TOURISM

Caribbean tourism depends almost entirely for its survival on visitors from Europe and North America. Economic downturns in the source markets have a negative impact on the local product. All variants of tourism – adventure, cruise, eco-tourism – are developed on tourists' demands. Furthermore, the tourism infrastructure – large hotels, travel agencies, etc, are owned and/or managed in large part by expatriates. Caribbean countries have developed different kinds of tourist attractions to accommodate their clienteles. Some are:

■ Ecotourism – In Dominica, Belize, Guyana and Suriname, the rainforests and their flora and fauna cater for nature lovers (people interested in bird watching). The Mountain Pine Ridge in Belize and coral reefs are also popular.

■ Adventure tourism – Guyana and Suriname, the great rivers, offer white-water rafting and canoeing. Hunting is growing in Dominica and mountain climbing in St Lucia.

■ Sports tourism – Sea sports: surfing, kite boarding, sailing, scuba diving, snorkelling, and powerboat racing. There is the Grenada Yacht Club Race, The Spring Regatta of St Maarten and the Blue Marlin Competition in Curacao.

■ Health tourism – This is where people come to bathe in mineral-charged waters thought to be good for various ailments. They are found in volcanic areas. Example: Jamaica, St Lucia, Dominica and Montserrat, where there are many hot springs.

■ Festival tourism – Carnivals such as kadooment in Barbados, the St Lucia Jazz Festival, St Kitts music festival, Reggae Sunsplash in Jamaica, and Carnival in Trinidad and Tobago.

■ Cruiseship tourism – Caribbean countries have constructed docking facilities for major cruise ships lines such as Carnival, Royal Caribbean and Princess. Each vessel carries approximately 2,000 tourists, a large source of foreign exchange.

At present, tourism is one of the world's largest industries and for developing countries, it is also one of the biggest income generators. Especially in the Caribbean region, it has both a positive and negative impact on the local economy, social life and environment.

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yl:social studies

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to establish an identity as an alternative government.

The Opposition appoints shadow ministers who, with the leader of the Opposition, collectively form a shadow Cabinet. It is also the duty of the shadow Cabinet to respond to government policy initiatives and offer alternative policies to the electorate.

ACTIVITIES

1. Suggest THREE reasons why there is a need for a separation of powers in government.
2. Suggest THREE reasons why in a democratic system of government an opposition is always important.

SOURCES

http://www.jis.gov.jm/pdf/GovernmentOfJamaica.pdf
http://www.parliament.qld.gov.au/documents/explore/education/factsheets/Factsheet_3.14_RoleOfOpposition.pdf

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yl: english language

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exposed to stories. Simply put, read and allow what you have read to inform the stories you produce.

Here are some concerns that CXC has expressed with stories that suggest and demonstrate incompetence. As you practise writing your stories, please avoid these shortcomings.

AREAS OF CONCERN

- The setting and characters are not clearly established.
- There are too many characters and settings.
- The series of events are presented as if they are being reported.
- Characters and the storyline are not fully developed.
- There is an absence of conflict or any kind of challenge that would heighten suspense and tension.
- Some students write an essay instead of a story.
- The given stimulus is not used in the stories. For example, the given sentence prompt is not included in the story.
- These stories are flawed in their use of language and organisation.

In next week's lesson, I will share essential tips you can bear in mind as you narrate your stories. In the meantime, increase your efforts at reading more stories.

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yl: mathematics

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m = 4 - - 2 / 3 - 5 = 6 / +2 = -3
m = -3

Let the gradient of the line perpendicular to AB be m_1
m x m1 = -1.
-3 x m1 = -1.
m1 = -1/3 = 1/3

The midpoint of AB, M, = $x_2 + x_1$ / 2, $y_2 + y_1$ /2
Substituting
M = 5 + 3 /2, 4 + -2 /2 = (4, 1)

The perpendicular bisector of AB has gradient 1 /3 and passes through the point (4, 1).

EXAMPLE

The line l passes through the points S (6, 6) and T (0 , - 2).
Determine:
1) The gradient of l
2) The mid-point of the ST
3) The length of ST

SOLUTION

1) Gradient m = $y_2 - y_1$ / $x_2 - x_1$
Substituting, m = - 2 - 6 / 0 - 6
m = - 8 /-6 = 4 /3

2) Midpoint M = 0 + 6 /2, - 2 + 6 /2 = (3 , 2)

3) ST^2 = $(0 - 6)^2 + (- 2 - 6)^2 = (- 6)^2 + (- 8)^2$
= 36 + 64 = 100
ST = 100 = 10.

HOMEWORK

1. Given the points A(-6, 1) and B(4 , - 3) find the following with respect to the line AB:
(i) Gradient, m.
(ii) midpoint, M.
(iii) length of the line AB.
(iv) Gradient of XY which is parallel to AB.
(v) the gradient of AC which is perpendicular to AB.

2. A straight line K passes through the point M (4, 1) and has a gradient of 3 . 5
(a) given that the line segment MP is perpendicular to K, determine its gradient.
(b) If the point (x, 4) is a point on the line K, find the value of x.

3. The coordinates of the points M and N are (- 1, 1) and (3, 9), respectively. Determine the value of:
a. The gradient of MN.
b. The coordinates of the mid-point of the line MN.
c. The gradient of MP, the line perpendicular to MN.

All the best for the week ahead.

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