



Calabar's Micheal Stephens (right) clears the final corner of the 4x100 boys' Class One relay to hand off the baton to teammate Dejour Russell (second right) at the Camperdown Classic track and field meet, held at the National Stadium on Saturday, February 10.

The accounts office

HYACINTH TUGMAN

Contributor

THIS WEEK, I will look at a very important part of any organisation. Yes, the accounts office.

The accounts office in any organisation is very important as it records all purchases and sales, and the receipt and payment of money. Accounts are, therefore, kept for the following reasons:

- To ascertain whether a profit (or loss) has been made.
- To record the value of assets and liabilities.
- To provide information to others about the finances of the business
 - To control the finances.
 - To maintain accurate records of all transactions.

Some of the functions of the accounts office will, therefore, include the maintenance of:

- Accounts payable
- Accounts receivable
- Credit control
- Payroll
- Petty cash

Let us now look at the payroll.

THE PAYROLL

Wages are the rewards paid to employees for the labour/services they have supplied to an organisation. There are other terms used for the rewards of services rendered depending on the nature of the work and the period for which payment is made. The other terms are:

- Salaries are paid to administration workers and are paid monthly, while wages are paid weekly to production or factory workers.
- Piece work is where workers are paid for each piece of work completed for example, an assistant dressmaker may be paid \$100 for every piece of garment upon completion, regardless of how long it takes.
- Flat rate are equally rewarded to all employees, whether or not they perform well.
- Hourly rate are paid to workers for each hour they work they are sometimes provided with a time card and are expected to clock in and clock out; when workers arrive for work, they select their clock card from the rack and insert it in the clock which will print their card with the arrival time.
- Bonus rate is a system where additional money is paid for extra output of work completed in less time than is specified.
- Overtime is payment for work performed outside of the specified working hours if the normal working hours are 8 a.m.

to 4 p.m., Monday to Friday, and the employee works from 4 p.m. to 6 p.m. on any week day, he/she will be paid overtime.

- Double-time is payment for time spent in work after a normal working week, or on public holidays.
- Commission is additional payments made to sales representatives according to the quantity of goods sold.

WAGE AND SALARY DEDUCTIONS

In addition to the rate at which the employees are paid, it is important to note that the amount earned and the actual amount received is different, because certain deductions have to be made. These can be statutory or voluntary.

A statutory deduction is a compulsory deduction in an individual's pay without any consent from the individual. Voluntary deductions are deductions requested by the employee from salary (wages). In Jamaica, Income Tax, National Insurance and Housing Trust are statutory deductions.

GROSS PAY

This is the actual amount that the employee receives before statutory deductions are made. To calculate the net pay, the clerk must deduct the following: tax, NIS, Housing Trust.



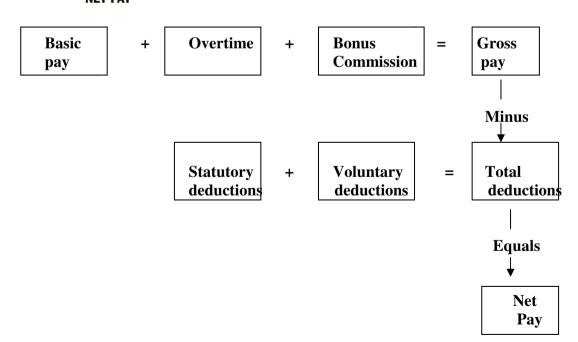
This is the amount the worker receives after deductions have been made.

See you next week, when I will complete this lesson.

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

FORMULA

NET PAY



Business finance test #1

YVONNE HARVEY

ELLO, MY friends. This week, I will present part 1 of your test on Section 6 of the syllabus: Business Finance. This is an essay paper and you will find questions similar to these on Paper 02 in the external examinations. Part 2 of the test will be multiple questions on the same section. Some parts of the questions on this paper are taken from CXC past papers. You should have revised the section already, so see if you can respond to the questions without the help of your books, these Study Guide lessons or notes.

- 1. Maria works at P.C. Garments. The company pays its workers every two weeks. Maria tries to save regularly. She is saving to buy a refrigerator.
- (a) (i) Identify ONE type of financial institution where Maria could put her savings. (1 mark)
- (ii) State and explain TWO main features of the institution you identified in response to (i) above. (4 marks)
- (b) Explain to Maria how she could budget so that she could save to buy the refrigerator. (2 marks)

Assume Maria needs the refrigerator to start a new business. She also needs financing to set up the business.

(c) Identify and discuss TWO sources from which she could borrow. (4 marks)

Maria was advised that she may need collateral in order to qualify for the loan.

- (d) Define the term 'collateral'. **(2** marks)
- (e) Explain why the bank may require collateral. (3 marks)
- (f) List FOUR items that can serve as collateral. (4 marks)

Total 20 marks

- 2. (a) Distinguish between commercial banks and central banks. (4 marks)
- (b) Outline FOUR types of

services provided by commercial banks. (4 marks)

- (c) Explain ONE way in which customers may benefit from EACH of the services outlined in (b) above. (4 marks)
- (c) Distinguish between money market and capital market. (4 marks)
- (d) Explain TWO functions of a central bank. (4 marks)

Total: 20 marks

- 3. Maria Dollar works at Binn's Shoe Shine. She is paid weekly. Maria is thinking of saving to start a business.
- (a) What do you understand by the term 'money management'? (2 marks)
- (b) Suggest ONE effective way in which Maria can manage her money. (2 marks)
- (c) Differentiate between savings and investment. (4 marks)
- (d) State TWO reasons why foreign investment is important to Caribbean countries. (4 marks)
- (e) Highlight TWO differences between commercial banks and central banks. (4 marks)
- (f) Identify TWO institutions in the money market and TWO intuitions in the capital market. (4 marks)

Total: 20 marks

It would be good for you to write outlines to the above questions. Where you do not remember the information to indicate an appropriate answer, do the required research



Partnership accounting

ROXANNE WRIGHT

ELCOME BACK. This week's presentation is the partnership accounting. Below is a worked example:

WORKED EXAMPLE

OUESTION

Clarence and Leroy are in partnership providing book-keeping and general administration services to small businesses. They shared profit and losses in the ratio 3:2, respectively. Interest on drawings is charged at 4%, while interest on capital is allowed at the rate of5% per annum. Leroy receives an annual salary of \$48,000

The following balances were extracted from their books on September 30, 2013:

	\$
Capital accounts October 1, 2012:	
Clarence	270000
Leroy	180000
Current accounts October 1, 2012:	
Clarence	2100 Cr.
Leroy	46500 Dr.
Drawings:	
Clarence	36000
Leroy	45000
Premises at cost	354000
Office equipment at cost	180000
Motor vehicles at cost	66000
Provision for depreciation:	
Premises	21240
Office equipment	64800
Motor vehicles	21600
Revenue (fees)	311307
Salaries	42510
General expenses	70380
Heat & light	14280
Communication expense	23040
Motor vehicle expenses	10950
Discounts allowed	10200
Discounts received	4200
Bank loan interest paid	9000
8% Bank loan (repayable June30, 2019)	120000
Trade payables	5880
Trade receivables	32160
Provision for doubtful debts	1560
Bank	62667 Dr.

ADDITIONAL INFORMATION

- 1. Commission received, \$7,200, had been credited to the communication expenses account in error.
- 2. Heat and light, \$450, were outstanding, and general expenses, \$3,030, was prepaid on September 30, 2013.
- 3. Bank charges, \$369, had not been recorded in the books.
- 4. Motor vehicle expense, \$6,000, had been recorded in the motor vehicles account.
- 5. The provision for doubtful debts is to be maintained at 5% of trade receivables.

- 6. Depreciation is charged on premises and office equipment at the rate of 5% and 12%, respectively, using the straight-line method.
- 7. Motor vehicles are depreciated at the rate of 20% per annum using the diminishing/reducing balance method.
- 8. On October 1, 2012, Clarence reduced his capital account balance by \$30,000. This sum was to be left in the business as an interest free loan, to be repaid on March 31, 2018.

You are required to prepare the:

- a. Income statement and appropriation account for the year ended September 30, 2013.
- b. Current accounts for the year ended September 30, 2013.
- c. Balance sheet at September 30, 2013.

WORKINGS

General expenses = \$70,380 - 3,030 = \$67,350

Heat & light expenses = \$14,280 + 450 = \$14730

Communication expenses = \$23,040 + \$7,200 = \$30,240

Motor vehicle expenses = \$10,950 + 6,000 = \$16,950

Bank loan interest = $$120,000 \times 8\% = $96,00$ for year

Provision for doubtful debts = \$32,160 x 5% = \$1,608

Increase = \$1,608 - b/d \$1,560 = \$48

Premises depreciation = \$354000 x 6% = \$21240

Office equipment = $$180,000 \times 12\% = $21,600$

Motor vehicles = \$66,000 -6,000 = \$60,000 -21,600 = \$38,400 x 20%= \$7,680

Accumulated depreciation premises

= \$21,240 + 21,240 = \$42,480

Accumulated depreciation office equipment = \$64,800 + 21,600 = \$86,400

Accumulated depreciation motor vehicle

= \$21,600 +7,680 = \$29,280

Bank = \$62,667-369 = \$62,298

Capital Clarence = \$270,000 -30,000 = \$240,000

SOLUTION

a. Clarence & Leroy

Income statement for the year ended September 30, 2013

Revenue			311307	
Commissioned received			7200	
Discount received			4200	322707
Less Expenses:				
Salaries			42510	
General expenses	[w1]		76350	
Heat& light	[w2]		14730	
Communication	[w3]		30240	
Motor vehicle	[w4]		16950	
Discount Allowed			10200	
Bank loan interest	[w5]		9600	
Bank charges			369	
Provision for doubtful debts	[w6]		48	
Provision for depreciation:				
Premises	[w7]		21240	
Office equipment	[w8]		21600	
Motor vehicle	[w9]		7680	242517
Profit for the year				80190
Add Interest on Drawings:				
Clarence		\$36000 x 4%	1440	
Leroy		\$45000 x 4%	<u>1800</u>	3240
				83430
Less Interest on Capital:		¢240000 F0/	42000	
Clarence		\$240000 x 5%	12000	
Leroy		\$180000 x5%	9000	
Salary:			40000	50000
Leroy			<u>48000</u>	69000
Balance of Profit to be shared:		ć4.4400 0/F	0550	14430
Clarence		\$14439 x 3/5	8658	444
Leroy		\$14430 x 2/5	<u>5772</u>	14430

b. Clarence & Levy current accounts

	Clarence	Leroy		Clarence	Leroy
	\$	\$		\$	\$
Balance b/d		46500	Balance b/d	2100	
Drawings	36000	45000	Interest on Capital	12000	9000
Interest on Drawings	1440	1800	Salary		48000
			Share of profit	8658	5772
			Balance c/d	14682	30528
	37440	93300		37440	93300
Balance b/d	14680	30528			

This is where we will end for this week. Join me again 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

FRANCINE TAYLOR-CAMPBELL

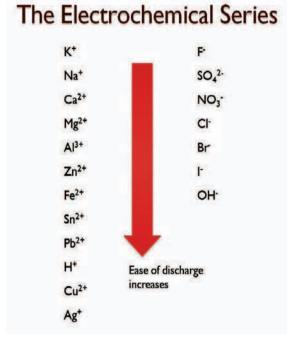
Contributor

- Electrolysis is the decomposition of an electrolyte by an electric current. This is carried out in an electrolytic cell.
- An electrolyte is a molten compound or the solution of a compound, which conducts an electric current and is decomposed by it.
 - The ions are only free to move when molten or in solution.
- Electrolytes contain ions which are charged atoms, or charged radicles (groups of atoms) which carry the electric current. E.g., Na+, OH-
- Strong electrolytes consist totally of ions, i.e., are fully ionized, e.g., all salts, strong acids and alkalis. These have high electrical conductivity.
- Weak electrolytes consist mainly of molecules with relatively few ions, e.g., weak acids and weak bases such as ethanoic acid and aqueous ammonia. In solution, a large proportion of the molecules remain undissociated. NH_3 (aq) + H_2O (I) $\longrightarrow NH_4^+$ (aq) + OH^- (aq).
- The electrodes in the electrolytic cell are the anode, which is the positive electrode, and the cathode, which is the negative electrode. During electrolysis, the anode gains electrons and the cathode loses electrons. Electrons flow from the anode to the cathode in an electrolytic cell.
- Electrodes which react and take part in electrolysis are called active electrodes (e.g., copper). Those which do not take part in the reaction are called inert electrodes (e.g., graphite, platinum).
- Anions are negative ions which travel towards the anode during electrolysis, e.g., OH^- and CI^- where they may give up electrons $(2CI^-(aq) CI_2(q) + 2e)$.
- Cations are positive ions which travel towards the cathode during electrolysis, e.g., H^+ , Na^+ , Cu_{2}^+ , where they may gain electrons $(Cu_2^+ + 2e \longrightarrow Cu)$.
- In the electrolysis of molten substances only two kinds of ions are present, and both are discharged. The cation is discharged at the cathode, where it gains electrons (reduced) and forms atoms. The molten metal generally coats the cathode. The anion is discharged at the anode by losing electrons (oxidized) and forms atoms.
- When electrolysing aqueous solutions, the ions of the substance being electrolysed and water are present. The discharge of ions at the electrodes will, therefore, be dependent on position of the ion in the electrochemical series, the concentration of the solution, and the type of electrode being
- At the cathode, if more than one type of positive ion arrives at the cathode, the one which gives up its charge most readily, i.e., the least electropositive ion, is discharged, e.g., H⁺ and Na⁺, H⁺ is preferentially discharged 2H⁺ (aq)+ 2e → H2 (g). Thus, the ion derived from the element lower in the electrochemical series is discharged. At the anode, the least electronegative ion is discharged, i.e., the ion which gives up its charge more readily. Thus, in the electrolysis of dilute aqueous sodium chloride, OH⁻ ions are discharged in preference to Cl⁻ ions
- Due to the high concentration of an electrolyte, its anion may be discharged in preference to a less electronegative ion. For

Electrolysis

example, with concentrated aqueous sodium chloride, Cl⁻ ions are discharged in preference to OH⁻ ions (from water).

discharged in preference to OH ions (from water).



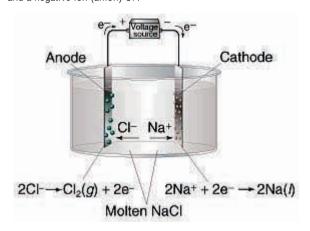
Let us attempt a few questions.

- 1. Electrolysis involves the chemical decomposition of a compound, either when molten or in aqueous solution, by the passage of an electric current.
- (a) Explain why aqueous calcium nitrate can be electrolysed, but liquid pentane cannot.
- (b) State the products of the electrolysis of molten sodium chloride
- (c) State the products of the electrolysis of concentrated aqueous sodium chloride.
- (d) Describe the essential details of the manufacture of aluminium by electrolysis.

ANSWERS

- (a) Electrolysis requires the presence of positive and negative ions to conduct an electric current. This means that the substance should be ionic or have the possibility to generate ions. Aqueous calcium nitrate is an ionic compound which forms the ions Ca2+, H+, OH-, NO3- in solution. Pentane is a covalent compound which consists of molecules and not ions. Hence, pentane cannot be electrolysed.
- (b) In a molten substance such as molten sodium chloride

(NaCl (I)), only two ions are present: a positive ion (cation) Na⁺ and a negative ion (anion) Cl⁻.



At the cathode: Na* migrates towards the cathode (negative electrode) and gains electrons to form Na, which is deposited on the electrode.

Reaction: $Na^{+}(I) + e \longrightarrow Na(s)$

At the anode: CI⁻ ions migrate towards the anode (positive electrode) and lose electrons to form chlorine gas.

Reaction: $2CI^{-}(I) \longrightarrow CI2(g) + 2e$

(c) In concentrated aqueous sodium chloride, the ions Na*, H*, OH* and Cl* are present. Normally, ions in aqueous solution are discharged in preference based on their position in the electrochemical series. So, ions lower in the series are discharged first. In this case, since a concentrated solution of NaCl (aq) is being used, higher concentration of Cl* ions means that these ions will be discharged in preference to OH* ions.

Products at the cathode, H^* ions, will be discharged as H_2 (g). Products at the anode, Cl^* ions, will be discharged as Cl_2 (g).

(d) In the extraction of aluminium, the ore (bauxite) is purified and dissolved in molten cryolite (Na $_3$ AlF $_6$) from which it produces the ions Al $_3$ * and O $_2$ *. The aluminium oxide/ cryolite solution is then electrolysed in a cell using graphite (carbon) electrodes. Aluminium is discharged at the cathode and collected at the bottom of the cell.

$$Al_{3}^{+}(1) + 3e \longrightarrow Al(1)$$

The oxide ions (-ve) move towards the anode, where they lose electrons to form oxygen, which is collected. 202-(I)→
02 (g) + 4e.

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

Special relationships among organisms

MONACIA WILLIAMS

"You can't go back and change the beginning, but you can start where you are and change the ending."

- C. S. Lewis

ELLO THERE, students. What is that quote telling you? If you have not been serious about your work so far, don't waste time thinking about it; get serious now.

We have spent the last two lessons looking at food chains and food webs. What we have learnt provides us with ideas of how some organisms interact in feeding relationships. This week, we will be paying attention to other relationships that exist between special organisms. The name given to these types of relationships is symbiosis and it includes parasitism, commensalism, and mutualism.

SYMBIOSIS

This describes any close relationship which exists between two organisms of different species.

PARASITISM

This is a feeding relationship in which only one of the organisms benefits while the other is harmed. The organism which benefits is known as the parasite and the one which is harmed is the host. While some parasites may live on (lice, ticks) or in the host (tapeworm), others, such as the screw worm, have a developmental stage that lives on or in the animal. Some organisms, e.g., the mosquito, have 'visiting' relationships, with their hosts often serving as a vector for a parasite which they then transmit to the host.

Improvement in world health conditions has served to reduce/eliminate many human parasites such as lice, but others, for example, intestinal worms, still exist, causing harm to many. Screw worm flies are particularly harmful to dogs and other domestic animals; fleas and ticks are also harmful.

The presence of these parasites results in the expenditure of large sums of money to reduce their effects in the affected animal populations. The *Aedes aegypti* mosquito is a parasite on humans and is also a vector for harmful organisms which cause diseases and present serious health problems in tropical and subtropical countries. These parasites include the viruses which cause

dengue, dengue hemorrhagic fever, and yellow fever. The *Anopholes* mosquito is responsible for transmitting the parasite *Plasmodium*, which causes malaria.

So far, we have only dealt with animal parasites, but plant parasites also exist; one example is Love Bush (Dodder) – a yellow vine which is parasitic on trees.



Aedes aegypti



Dodder

COMMENSALISM

This is the type of relationship where one organism gains a benefit while the other organism does not benefit and is not harmed. The organism that gains the benefit is known as the commensal.

Examples are epiphytes (plants) and cattle egrets (animals). Examples of epiphytes include orchids and bromeliads and ferns. These plants use the trees for support but are otherwise fully self-supporting. They get water and nutrients from rain and moisture in the air, and are usually found on areas of the plant that are exposed to sunlight so they carry out photosynthesis

making food for themselves





. . .

Two examples of epiphytes are shown above; one cultivated (right) the other wild (left).

Cattle egrets are the white birds that are seen walking beside or perched on the backs of cattle as they graze. The feet of the cattle disturb the grass, displacing insects which the birds feed on. They will also feed on ticks that might be on the cattle.

MUTUALISM

This is a relationship where both organisms benefit, and in some instances they cannot survive without each other.

EXAMPLES

- Clown fish and sea anemone The clown fish chases away predators and the anemone provides shelter as well as protection for the clown fish. The anemone also benefits from any bits of food that might fall from the clown fish's feeding.
- Termites have protozoans in their digestive tract. These protozoans digest the cellulose in the wood that the termites feed on. The termites use the digested food for metabolic purposes and the protozoans get both food and protection.
- Leguminous plants (peas and beans) have swellings on their roots which are called root nodules. These root nodules contain nitrogen-fixing bacteria which have the ability to use nitrogen found in the soil air to make nitrogenous compounds such as ammonium compounds. The plants are able to use these compounds and the bacteria get protection as well as food from the plants. NB: Revisit your notes on the nitrogen cycle.

Here is another relationship: insects visit flowers to get nectar, and while they are collecting the nectar, pollen is collected on their bodies. When they visit another flower, the pollen rubs off on the stigma of that flower and the flower is pollinated.

How would you classify this relationship?

See you next week! Have a great week!

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

Practical skills and field study

FOCUS QUESTION

How are tables, bar graphs, line graphs and divided circles constructed?

Tables and graphs are visual representations. They are used to organise information to show patterns and relationships.

The advantage of using a table or graph to report data is:

■ That a large quantity of information can be presented completely and accurately in a table or graph.

Tables or graphs should be constructed in such a way that the reader can easily understand the information.

TABLES

Here are some conventions to follow in constructing tables in a research paper.

- 1. Tables should be numbered.
- (e.g., Table 1, Table 2, etc) This is important so that the author can refer to the table number in the text of the paper. For example, "Table 1 shows that"
- 2. Tables should have a title.
- This title clearly and briefly describes the contents of the table.
- 3. Tables should have rows and columns that are clearly labelled.
- This will prevent the reader from having to guess what the numbers in the table are or what they mean.
- 4. Tables should have the numbers in the cells of a table.
- Numbers should be clearly identified as percentages, dollars, or other types of numbers so the readers do not have to guess what the numbers in the cells of the table mean.

A bar graph, also known as a bar chart, is a graph that uses rectangular bars to represent different values to show comparisons between categories. For example:

- The amount of rainfall that occurred during different months of a year.
- The average salary for different class of workers.



KENYON HEMANS/PHOTOGRAPHER

Old Harbour High School quiz team (from left): Dujain Jordon, Nickoli Ashley, Chavaughn Gordon, and captain Stallone Francis.

Bar graphs are most commonly drawn vertically, though they can also be depicted horizontally.

Please note that bar graphs are used to compare things between different groups or to track changes over time.

Bar graphs should be used to:

- Categorise
- Order
- Show discrete variables

If the number of units in a discrete variable is large, it may be displayed as a continuous variable.

A. NUMBER THE Y-AXIS (THE VERTICAL ONE) – DEPENDENT VARIABLE

- Always start numbering a bar graph at zero.
- Only number as high as your highest value (if the highest value is 18, don't number to 100!).
- Line up the numbers on the lines, not in the spaces.
- Evenly space out the numbers (number by 1s, 2s, 5s, etc) to fill up the page (don't squeeze your graph into one corner of the paper!).

B. DRAW THE BARS ON THE X-AXIS (THE HORIZONTAL ONE) – INDEPENDENT VAR

- Make all bars the same width.
- Evenly space out the bars (they should not touch)
- Label what each bar represents.
- Colour in or shade the bars differently.

C. LABEL THE GRAPH

- 9. Put a label on the X-axis to tell what all of the bars represent (hobbies, months, types of plants, etc).
- Put a label on the Y-axis to tell what the numbers represent (# of people, # of days, height of plants, etc). Make sure you include the proper unit (height of plant in inches, temperature in degrees Celsius, etc).

D. GIVE THE GRAPH A TITLE

- The title should describe what the graph is about (The Effect of Brand of Fertilizer on How Tall the Plant Grew).
- Put the data pairs (IV name, DV value) in the upper right-hand corner of the graph.
- Put a box around the data pairs and label it 'Data Pairs'.

Line graphs should be used for continuous variables. Line graphs can also be used to compare changes over the same period of time for more than one group. (The data which changes over a period of time can be displayed through a line graph.)

In line graph:

- Points are plotted on the graph related to two variables.
 - Points are joined by the line segments.

Most line graphs only deal with positive number values, so these axes typically intersect near the bottom of the y-axis and the left end of the x-axis. The point at which the axes intersect is always (0, 0). Each axis is labelled with a data type. For example, the x-axis could be days, weeks, quarters, or years, while the y-axis shows revenue in dollars.

- The x-axis is also called the independent axis because its values do not depend on anything. For example, time is always placed on the x-axis since it continues to move forward regardless of anything else.
- The y-axis is also called the dependent axis because its values depend on those of the x-axis: at this time, the company had this much money.

HOW TO CONSTRUCT A LINE GRAPH?

1. Find the range in values.

There are two sets of values. What units are used? What is the greatest value and the least value for the first set? What is the greatest value and the least value for the second set?

2. DETERMINE A SCALE

Start with the horizontal scale. If you are using graph paper, let 1 unit on the graph paper equal 1 unit of the values you are graphing. Determine whether the greatest value will fit on the graph. If it doesn't, then change the scale and try again. Now repeat this process for the vertical scale.

The executive/top management

MAUREEN CAMPBELL Contributor

HE EXECUTIVE in most Caribbean countries is based on the Westminster model of government, consisting of some of the elected members of parliament and appointed members of the Senate who form the Cabinet, headed by the prime minister. Some members of the civil service are also a part of the executive, such as the attorney general.

The governor general appoints the prime minister from the members of the House of Representatives from the governing party. This person is believed to be the one who is felt to be the best able to command the confidence of a majority of the members of the House. The governor general also appoints the other ministers on the advice of the prime minister. The governor general, in consultation with the prime minister, appoints an attorney general, who is the principal legal adviser to the Government.

THE PRIME MINISTER AND THE LEADER OF THE OPPOSITION

The prime minister is the leader of the party that has the majority of seats in the House of Representatives. S/He controls the allocation of ministerial offices and has the power to recommend the termination of Parliament. As a result, the prime minister controls the timing of general elections. The prime minister, in consultation with the leader of the opposition, appoints the chief justice and the president of the Court of Appeal, as well as members of the service commissions, which oversee public servants and serve to insulate public service from political patronage and partisan pressure.

The opposition leader is the representative, appointed by the governor general, who appears in his view to have the greatest support of those members opposed to the majority government. The prime minister creates an executive government and advises the governor general on the appointments to 13 of the 21 seats in the Senate. The leader of the opposition is responsible for advising the governor general on the appointment of the remaining eight senators to represent the opposition in the Senate.

The prime minister forms and presides over

the Cabinet. He/She advises the queen on the appointment of the governor general.

CABINET

The Cabinet is the centre of the system of government. It initiates government policies and programmes, and is responsible for the general direction and control of the Government. The Cabinet must consist of the prime minister and not less than 11 other ministers. Not more than four ministers must be appointed from the Senate, and they may have portfolio responsibilities. The other Cabinet ministers are appointed from the House of Representatives.

Cabinet ministers may be assisted by ministers of state and parliamentary secretaries. However, important matters, especially those which may become the subject of discussion in Parliament, are brought before the Cabinet for discussion and decision.

ROLE OF THE CABINET

- To formulate policies to guide growth and development of a country.
- To decide on the Budget.
- To make decisions about the internal and external affairs of the country.
- To manage the day-to-day activities of society.
- \blacksquare To maintain proper security and defence for citizens.
- To approve recommendations from various ministries.
- To obtain loans from national, regional and international sources.

THE CIVIL SERVICE

This refers to the body of employees in any government agency other than the military. Referred to as civil servants or public servants, these individuals are employed in the public sector in/for a government department or agency.

The civil service executes government decisions and, therefore, plays a vital part in politics. It is split into a number of departments attached to a government department.

Additionally, there are special bodies under Jamaican law with direct authority over certain aspects of government business. These bodies

are known as statutory bodies and are autonomous agents within the Government of Jamaica hierarchy. Examples of statutory bodies are the Jamaica National Heritage Trust and the National Housing Trust.

ATTORNEY GENERAL

The role of the attorney general is to advise the Government on legal matters. This is a Cabinet appointment, usually by the governor general on recommendation of the prime minister. The attorney general is not involved in criminal prosecutions.

LOCAL GOVERNMENT

The administration of government business is further decentralised through local government entities. These elected officials are responsible for maintaining infrastructure and public facilities, such as parochial roads, water supplies, drains, parks and recreational centres, markets, transportation centres and public sanitary conveniences.

THE JUDICIARY

The legal system of Jamaica is based on British common law. The administration of justice is carried out through a court system.

The courts of Jamaica are:

- The Judicial Committee of the Privy Council, which is the final court of appeal, is based in London, England. It hears appeals on criminal and civil matters from the Jamaican Court of Appeal.
- The fairly newly formed Caribbean Court of Justice (CCJ) is one of the primary institutions of the Caribbean Community (CARICOM). The CCJ has two core functions: to act as the final appellate court for the CARICOM member states and as an international court ruling on matters relating to the foreign policy coordination of the Revised Treaty of Chaguaramas (2001) that outlines terms of economic cooperation among CARICOM members.
- The Court of Appeal consists of the president of the Court of Appeal, the chief justice (who sits at the invitation of the president) and six judges of the Court of Appeal. A person who is dissatisfied with a decision of one of the other courts, except Petty Sessions, can appeal to this court. Petty Sessions appeals

are heard by a judge in chambers or by justices of the peace.

- The Supreme Court of Jamaica is responsible for hearing serious civil and criminal matters
- The Resident Magistrate's Courts deal with less serious civil and criminal offences. They are referred to as inferior courts of record with broad jurisdiction over common-law actions, cases involving land, issue of warrants, granting of bar and dancehall licences, preliminary inquiries and inquest into suspicious or unknown causes of death. There is one such court in each of the 14 parishes in the island. The resident magistrate of a parish is also the coroner and conducts preliminary inquiries into criminal matters
- There are other special courts such as traffic, gun, family, revenue, coroner's, juvenile and civil courts.

ACTIVITIES

- a. State THREE functions of the executive.
- b. Identify the components of the executive and state the duties of each group or persons.
- c. Give THREE reasons we need an Opposition in Parliament.
- d. Suggest THREE ways in which the opposition and the party in power may work together for the good of the country.
- e. Make a diagram illustrating the structure of the judicial system in your country.
- f. State THREE functions of the judiciary.
- g. Suggest THREE ways in which the judiciary strives to protect citizens and explain how successful you think the system is in curbing criminal behaviour in your country.

SOURCES

Overview of Government in Jamaica: http://jis.gov.jm/features/overview-governmentjamaica/

Project on International Courts and Tribunals

Caribbean Court of Justice

Centro de Estudios de Justicia de las Americas — Jamaica: Judicial Branch The Judiciary:

http://jis.gov.jm/government/the-judiciary/

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Emancipation and the apprenticeship system in the British Caribbean

DEBBION HYMAN

OBJECTIVE

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

- 1. Outline five clauses of the Emancipation Act
- 2. Assess three factors that accounted for the apprenticeship system ending prematurely.

CLAUSES OF THE EMANCIPATION ACT

The system of chattel slavery in the British Caribbean ended with the passage of the Emancipation Act of 1833. The act came into effect on August 1, 1834. It outlined that:

- a) Enslaved children under six years would be freed immediately; all other enslaved persons had to enter a period of apprenticeship.
- b) Apprentices had to work for their masters 40.5 hours per week.
- c) Planters were expected to continue providing food, shelter, clothing, medical care

and other allowances which apprentices were accustomed to during slavery.

- d) Apprentices could not be sold and they could buy their freedom before apprenticeship came to an end.
- e) Praedial (field) slaves were to serve six years apprenticeship and non-praedial (domestic) slaves to serve four years.
- f) Planters would receive a sum of £20 million granted by British Parliament to compensate for the loss of their enslaved labour.

The clauses undoubtedly demonstrated that the planters benefited from the system, as they received monetary benefits and the continuous use of labour. The blacks were placed in a new system of forced labour described as apprenticeship.

THE AIMS OF THE APPRENTICESHIP SYSTEM

The British Parliament suggested several reasons for introducing a system of apprenticeship. These included:

KENYONHEMANS/PHOTOGRAPHER

Wolmer's quiz team (from left): Xavier Harris (captain), Steve Smith, Ajay Yankana, and Daniel Campbell.

- a) That it would serve as a period of peaceful transition from slavery to full freedom.
- b) it was hoped that the system would guarantee planters an adequate supply of labour during the period.
- c) That it would prevent the flight from the estate as what would have occurred if it was immediate freedom.
- d) It would provide a process for apprentices to adjust to working for wages.
- e) It would enable the colonial governments to revise the system of justice and establish institutions suitable for a free society.

THE ROLE OF STIPENDIARY MAGISTRATES

Stipendiary magistrates (SM) were introduced in the British Caribbean to oversee the apprenticeship system. SMs were retired naval and army officers on half-pay, appointed from Britain, who were accustomed to rough conditions and enforcing discipline. This group was selected because they were not connected to the planter class and it was felt that they would be impartial. Their duties included, primarily:

- a) Supervising the apprenticeship system.
- b) Settling disputes between masters and apprentices.
- c) Visiting estates at regular intervals and holding court.
- d) Inspecting jailhouses and workhouses.
- e) Assisting in fixing the value of apprentices who wanted to purchase their freedom.

Such duties were strenuous and led to the death of many SMs, who were not accustomed to tropical conditions and could not afford the high cost of medical treatment.

CONDITIONS OF EMPLOYMENT

Salary — £300 for the first year, then increased to £450 for travel expenses and housing. There was no pension for dependents if the SM died in service. There was no sick leave and he had to pay his own fare back home if he was dismissed or invalided out of service. These bad working conditions prevented SMs from performing their duties satisfactorily and many were easily bribed by planters. They were also overburdened by work because they were so few in numbers. Those who tried to do their duties were sometimes persecuted. They were abused physically, verbally and in the press. They were all obstructed in the performance of their duties, as planters sometimes refused to allow them on

the estates.

SUCCESSES OF THE STIPENDIARY MAGISTRATES

- a. They listened to complaints from both sides and acted as a buffer between masters and apprentices.
- b. They informed apprentices of their rights; they did not have to listen to gossip or obtain information from newspapers.
- c. They helped apprentices to organise their lives better by giving advice. However, they had very little to formulate schemes to improve the social conditions of the apprentices. They were unable to prevent apprentices from being punished harshly.

PUNISHMENTS

Apprentices were usually sent to the workhouse; however, SMs had no control over what happened there. The most common form of punishment in the workhouse was the treadmill. There was also the whipping post and apprentices could be put in penal gangs. Females often had their heads shaved. Time lost in the workhouse had to be repaid by the apprentice by working for his master during his free time.

CONTROLLING APPRENTICES ON THE ESTATES

- a. Spreading the 40 hours per week over five days instead of four days.
- b. Making it illegal for apprentices to leave the estate without written permission.
- c. Cutting down apprentices' fruit trees and forbidding apprentices to own livestock.
- d. Charging high fees for the use of the markets and for licences to work off the estates as carpenters, blacksmiths, etc. These licences and tickets to sell in the markets could be withdrawn
- e. Finding fault with apprentices' work which had to be done over in the apprentices' free time.
- f. Locking up apprentices on false charges and dropping the charges before the arrival of the SM.

The system of apprenticeship came to an end in 1838 due to the fact that:

- a) the system was not achieving its aims.
- b) the anti-slavery society exposed the abuses in the system and began to campaign for full freedom.



GAME & APP REVIEW









Netflix style app for kids I Paper Mario returns, bringing back its iconic RPG style gameplay

Toca TV

Subscription-based video service created and curated just for kids



By Mieke VanderBorght,

Common Sense Media



Parents need to know that Toca TV is a subscription-based, ad-free video streaming service that presents kids with a curated collection of videos. Kids can watch and search for arts and crafts, silly

animal tricks, science experiments, funny stories, and lots more. Content is a mixture of original Toca Boca creations and videos from popular kids' YouTube channels ranging in length from a few minutes to 15 minutes or more. The developer claims that their staff previews all videos (rather than using an algorithm), so non kidfriendly content theoretically doesn't slip through the cracks. Though there's nothing out-of-bounds for kids, there's lots of potty humor and mean-spirited characters in some videos. Kids can also use silly effects and drawings to make their own videos, for which they'll need access to the device's camera roll and video camera. Since videos keep playing automatically, it can be hard to find a natural stopping point, so parents may want to discuss guidelines for how long kids can watch. Try it out for free before paying \$4.99/month for a subscription. To find out what kinds of information is collected and shared, read the developers privacy policy and terms of service.

WHAT'S IT ABOUT?

Kids can watch ad-free videos or create their own. The content gets presented automatically, or can be searched by typing keywords or tapping on category icons. Kids can



create up to four profiles under which they can save their favorite videos and produce and save their own creations. In create mode, record on a blank slate, or overlay your video with silly effects like a big open mouth or a farting dog.

IS IT ANY GOOD?

There are two aspects to consider with an app that delivers original and third-party content: the mechanics and special features of the app itself, and the content it presents. The mechanics are great since the Toca TV interface is super easy for kids to use. Parents have no control over what videos are included (or not included), but it's nice for kids to create their own personal library of favorite videos.

The interactive feature that allows kids to use silly overlays while making and saving their own videos is a nice touch that gets kids actively involved with the app. As far as the content, there's plenty that's bound to entertain and amuse kids. Some will inspire kids to do things — i.e., crafts or origami how-tos — while others simply make them laugh. Yet, kid-safe doesn't automatically equal high quality. Some families may find the tone of some videos snarky and the content a bit lackluster.

APP DETAILS

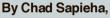
Devices: iPad, iPhone, iPod Touch

Price: Free to try, \$4.99/month; \$24.99/6 months; \$39.99/12 months | Release date: October 8, 2016 Category: Entertainment | Publisher: Toca Boca Software requirements: iOS 8.0 or later Rating: Recommended for ages 6 and older

Quality	••••
Ease of play	••••
Drinking, drugs, and smoking	00000
Violence	00000
Language	00000
Consumerism	

Paper Mario: Color Splash

Inventive, imaginative world is tons of fun for kids and teens



Common Sense Media

Parents need to know that "Paper Mario: Color Splash" is an imaginative action-adventure game with role-playing game (RPG)-style turn-based combat. Mario can restore color to objects by hitting them with a paint-filled hammer. He can also at-



tack cartoonish enemies by jumping on them and hitting them with his hammer, causing them to crumple up and disappear in a cloud of stars and paint. Puzzle solving elements require some lateral thinking, forcing players to look at the game world a bit differently than they might normally in order to figure out what to do.

WHAT'S IT ABOUT?

"Paper Mario: Color Splash" is set in a paper world filled with paper versions of characters from Nintendo's iconic "Mario" universe. One, day "Paper Mario" receives a letter from a place called Prisma Island, which turns out to be a paper Toad whose color has been erased. He travels to the island where he discovers that Slurp Guys are sucking up colors from both townsfolk and the world itself. He quickly meets a talking paint can who explains what he needs to do to restore color to the world and all the blank pieces of paper that were once living Toads, then sets out on an adventure to save the island. Play involves exploring the world and returning color to white areas by hitting them with Mario's hammer. Some areas are actually paper-themed puzzles where players must draw along a dashed line on the GamePad screen to



"cut out" a piece of the world, letting Mario bypass obstacles in imaginative ways. Fights are short turn-based battles where the player attacks by choosing cards collected while adventuring. The game is broken into multiple courses accessed from a traditional Mario-style world map, with players able to travel freely between levels and return to unfinished tasks as they like.

IS IT ANY GOOD?

These role-playing games strive to give players a fresh perspective on a world and characters they know well. "Paper Mario: Color Splash's" initial appeal is simply its visual style - and the characters' awareness of their two-dimensional nature. Mario and his friends are completely at home with the notion that Toads can be folded and mailed, and Slurp Guys talk about "stacking up" in groups in order to be stronger fighters. This, combined with some pretty original paper-themed scenarios like a stretch of road being rolled up as Mario runs away, or a piece of tape holding down a paper object blowing in the wind — help to create a sense of wonder in players. Coloring in blank spots in the environment to completely restore a stage and achieve a 100% rating is weirdly compelling. And the turn-based combat, while simple and eventually a bit tedious, should still give players some satisfaction as they attempt to dispatch their often too-easy enemies as quickly as possible by selecting the most efficient attacks. Contextual puzzles solved by using the stylus like a pair of scissors can be a bit more challenging, but only because it's not always immediately clear when this needs to be done.

GAME DETAILS

Platforms: Nintendo Wii U | Price: \$59.99

Developer: Nintendo of America

Release date: 10/7/2016 | Genre: Action/Adven-

ture

ESRB rating: E for mild cartoon violence.

Education value	• • • • •	
Positive messages	lacktriangle	
Positive role models	$\bullet \bullet \bullet \circ \circ$	
Ease of play	$\bullet \bullet \bullet \circ \circ$	
Violence	lacktriangle	
Quality	••••	
Consumerism		

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Compiled by Angela Zimmerman and edited by Johnnie Miller-Cleave

Pseudocode algorithms

NATALEE A. JOHNSON

Contributor

OOD DAY, students. This is lesson 20 of our series of lessons. In this week's lesson, we will continue to look at algorithms.

In the previous lesson, we started to examine the parts of an algorithm in more detail, and we started with input statements. Let us continue with that discussion, starting with output statements.

OUTPUT STATEMENTS

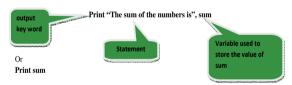
The output statement is used to get information to the programmer or to the user. The key words we will use for output are: 'display', 'print' and 'output'. To output information to the user, you write the word Print, a statement followed by a variable_name or the word Print followed by a variable_name.

This is the way in which it will be written:

Print 'statement', variable_name

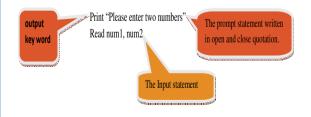
Print variable_name

For example, if you were required to read two numbers, find the sum of the numbers and output the sum of the numbers, the output statement would be:



OUTPUT STATEMENTS

We also have a statement called the prompt statement. A prompt statement is actually an output statement which displays on the screen, to the user, a message indicating what actions to take based on the program written. For example, you may be asked to write a pseudocode algorithm to accept two numbers and prompt the user to enter the numbers (this would be done via the keyboard). This is how you would write the prompt statement.



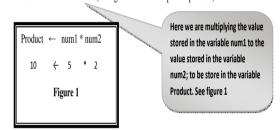
ASSIGNMENT STATEMENT

Assignment statements are used to give initial value to variables and to change the value assigned to a variable. The assignment statement has two parts, the Left value and the Right value. The Left value refers to the variable as the storage location where the Right value will be stored. The Right value refers to a value which may be the result of an expression or the content of another variable. The assignment statement will be written as follows:

variable_name = expression

An assignment statement may involve an arithmetic operation such as:

Product ← num1 * num2 (see figure one for example of operation)



While some assignment statements just involve assigning values to variables (initialization), such as:

Count ? 1
Highest_Price — 0

CONTROL STRUCTURES (SEQUENCE, SELECTION, ITERATION/REPETITION)

These statements are used to control the amount of time a statement or sequence of statements is carried out based on some condition. Sequencing involves writing a set of instructions in the intended order you wish to solve a problem. This is generally done in a step-by-step manner, starting from the top of the algorithm to its ending point. This concept is applied to all algorithm solution. We will look at selection and iteration in subsequent lessons.

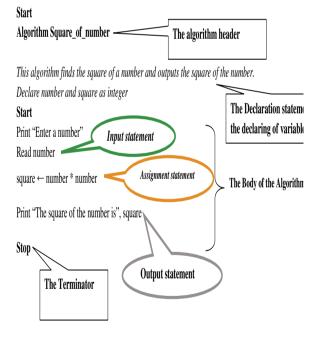
An algorithm can be represented using a pseudocode, narrative or a flow chart. Below is an example of a pseudocode representation of an algorithm, where you will be able to observe the different parts of an algorithm we have discussed thus far.

EXAMPLE 1

Write a pseudocode algorithm to find the square of a number. Output the square of the number.

Let us first revisit the defining diagram used to analyse the problem and, subsequently, the translation of the solution in a pseudocode format.

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



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

Natalee A. Johnson teaches at Ardenne High School. Send questions and comments to kerry-ann.hepburn@gleanerjm.com

Coordinate geometry

CLEMENT RADCLIFFE

DO expect that by now you are comfortable with finding the length, gradient and midpoint of the line joining two given points. These will be further illustrated by giving you the solution to the homework presented last week.

HOMEWORK

- 1. 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 midpoint of the line
- c) the gradient of MP, the line perpendicular to MN.

SOLUTION1

- a. Gradient, m of MN = $y_2 y_1/x_2 x_1$ Substituting m = 9 - 1/3 - -1 = 8/4 = 2m = 2
- b. Midpoint, M of MN = $x_2 + x_1/2$, $y_2 + y_1/2$ Substituting $M = 3 + -1/2 \cdot 9 + 1/2$

$$M = 3 + -1/2, 9 + 1/3$$

 $M = (1, 5)$

- c. Since the gradient of MN is 2, if the gradient of the perpendicular be m1.
- $m_1 \times m = -1$. Substituting, $m_1 \times 2 = -1$
- 2. Given the points A(-6, 1) and B(4, -3). find the following with respect to the line AB:
 - (i) Gradient, m.

 $m_1 = -1/2$

- (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.

SOLUTION

(i) Gradient, m of AB = $y_2 - y_1/x_2 - x_1$

- Substituting m = -3 - 1/4 - -6 = -4/10m = -2/5
- (ii) Midpoint, M of AB = $x_2 + x_1/2$, $y_2 + y_1/2$ Substituting
- M = 4 + -6/2, -3 + 1/2 = -2/2, -2/2
- n The coordinates of the midpoint of AB are (-1, -1)
- (iii) The length of $AB^2 = (x_2 x_1)^2 + (y_2 y_1)^2$ Substituting

$$AB^2 = (4 - -6)^2 + (-3 - 1)^2 = (10)^2 + (-4)^2$$

 $AB^2 = 100 + 16 = 116$

- $AB = \sqrt{116} = 10.8$
- The length of AB = 10.8
- (iv) Since XY is parallel to AB Then the gradient of XY = -2/5
- (v) Since AC is perpendicular to AB, let AC = m1 and gradient of AB = m.

$$m \times m1 = -1$$
.

$$m1 \times - 2/5 = -1$$

$$m1 = 5/2$$

The gradient of AC = 5/2

We will continue coordinate geometry by considering:

EQUATION OF STRAIGHT LINES

REMINDERS

- All straight lines have the equation: y = mx + c, where m is the gradient and c is the intercept; m and c are constants.
- \blacksquare When the axes cut at the origin (0, 0), the equation of the x axis is y = 0 and for the y axis it is x = 0.
- \blacksquare y = 3x + 5 is the equation of a line if, for each point (x, y) on the line, the y coordinate is equal to three times the x coordinate of the same point plus 5. The points (1, 8) and (-2, -1)are, therefore, on the line.

This fact about an equation is not usually emphasised, but must be clearly noted.

 \blacksquare The point (x, y) is on the line y = mx + c if it satisfies the equation.

You may show that (1, -2) is a point on the

line y = 3x - 5 by substituting x = 1 and y = -2into the equation. (Substitution shows that -2 =-2). Or, by substituting x = 1, you will be able to show that v = -2.

■ The value of c, the intercept of a line, is found by substituting x = 0 into its equation. Do you know why? If not, please investigate.

METHODS OF FINDING THE EQUATION

The following are the three methods which are commonly used to find the equation of a straight

(i) Evaluating the equation, given the gradient m and the intercept c.

EXAMPLE

Find the equation given that m = -3 and c = 2

The equation is y = mx + c. Substituting y = -c

Answer is
$$y = -3x + 2$$
.

This method can be extended to a given line on a graph. In this case, both the gradient and the intercept can be found from the graph and the equation determined.

(ii) A feature of the second method is:

Given the coordinates of two points, (x_1, y_1) and (x_2, y_2) , the equation is

$$y - y_1/X - X_1 = y_2 - y_1/X_2 - X_1$$

Using the points A(4, -1), B(1, 1) in the

$$y - -1/x - 4 = 1 - -1/1 - 4 = 2/-3$$

$$y + 1/x - 4 = -2/3$$

$$3y + 3 = -2x + 8$$

$$3y + 2x = 5$$
.
Answer is $3y + 2x = 5$

(iii) The formula given in (ii) may be expressed as $y - y_1/x - x_1 = m$, where m is the gradient of the line. I am sure you realise that m $= y_2 - y_1/x_2 - x_1$

This formula is used, given the coordinates of a point on the line and the gradient of the line.

EXAMPLE

Find the equation of the line if the gradient m = 2/3 and the point (1, 2) is on the line.

$$y - y1x - x1 = m$$
, that is $y - 2/x - 1 = 2/3$

$$3y - 6 = 2x - 2$$

$$3y - 0 = 2x - 2$$

 $3y - 2x = 6 - 2$

$$3y - 2x = 4$$

Answer is
$$3y - 2x = 4$$

- (a) The equation of the line above is y = mx +
- (i) State the value of c.
- (ii) Determine the value of m.
- (iii) Determine the coordinates of the midpoint of the line segment AB.
- (b) The point (-2, k) lies on the line. Determine the value of k.

SOLUTION

- (i) c is the y coordinate of A. From the graph, A has coordinates (0, 7) c = 7.
 - (ii) Since B has coordinates (2, 0) and A (0, 7) Gradient, m, of AB = $y_2 - y_1/x_2 - x_1 = 7 - 0 / 0 - 2$

Gradient,
$$m = 7 / -2 = -7/2$$

- (iii) M, the midpoint, $= x_2 + x_1/2$, $y_2 + y_1/2 = 0$ +2/2, 7 + 0/2 = 1, 7/2
 - (b) From the above, m = -7/2 and c = 7.

n The equation of AB is
$$y = -7/2 x + 7$$

$$2y = -7x + 14$$
.

Since (-2, k) lies on the line, substituting -2

$$2y = -7 \times -2 + 14 = 14 + 14 = 28$$
.

$$y = 28/2 = 14$$
.

$$k = 14$$
.

Now for your homework.

- 1. The coordinates of the points M and N are (-1, 1) and (3, 9), respectively. Determine the value of:
- The gradient of MN.
- The equation of the line MN.
- The equation of the line parallel to MN and passing through the origin.
- 2. A straight line MN cuts the v axis at M(0. -3). The gradient of MN is 2. Show that the equation of the line MN is y - 2x = -3.
- 3. A straight line K passes through the point M (4, 1) and has a gradient of 3/5.
- Determine the equation of this line.
- Given that the line segment MP is

yl:communication studies

TRUDI MORRISON REID

Contributor

OU WILL recall that last week we discussed the content of the exposition. This week, we will take a look at the delivery.

BEFORE THE PRESENTATION

You are allowed to use a cue card (4 inches by 6 inches in size) with the major points from your presentation. You may opt to include a quote to be used as your opening or closing statement, or an important detail from your presentation that you wish to remember specifically. Please avoid the temptation of trying to squeeze in too much information on to the cue card. This will make it difficult to read and may confuse you during the presentation. You should aim to glance at the card and not read directly from it, so before the presentation, ensure that you know your speech and that you have organised the ideas very simply and clearly on the cue card. As you practise delivering the speech, ensure that you practise using the cue card so that you will become accustomed to it and know exactly how to use the cues you have included on the card.

You also want to ensure that on the day of the presentation you can perform optimally. Ensure, therefore, that you receive an adequate amount of rest the night before. This way, you should wake up feeling (re)freshed and ready to present.

Nervousness is also very common when making oral presentations. There are several strategies for overcoming nervousness. These include slow-breathing exercises, visualising yourself doing an awesome presentation, and being well prepared. As your name is called, your heart starts racing, you remind yourself that you got this, and you enter the room. Now, what's next?

DURING THE PRESENTATION

Last week we covered all that needs to be included in the presentation, so let's take a look at the important aspects of the delivery that will earn you full marks in this area.

- Audibility Ensure that you speak with a clear, confident voice throughout the presentation. You should not shout at the markers, but they should not have to lean forward to try to hear you either.
- Fluency Ensure that the presentation

Oral presentation



LIONEL ROOKWOOD/PHOTOGRAPHER

Wolmer's Boys' School in Kingston.

flows smoothly and that you do not have many stops and starts while delivering the speech. Although you will be evaluating two sources of information, it should be organised so that the points lead naturally, one to another, from start to finish.

If you have a natural speech impediment, please let your marker know ahead of time so that it is not confused for a nervous stutter.

- Eye contact Ensure that you maintain eye contact with your audience. Staring past them, at the ceiling, or allowing your eyes to dart about, do not signal confidence. A confident speaker can convince an audience of almost anything.
- Body movement Ensure that you are fully aware of what your body is doing for the entire presentation. If you are sitting, sit properly and sit erect. Slouching speakers are difficult to endure and do not communicate that they are comfortable with the material they are presenting. If you are standing, ensure that your legs are together and that you stand tall and proud with your shoulders back and head held high, the picture of confidence.

Ensure that you do not fidget during the presentation or play with your uniform or your hair

- Artifacts Ensure that you wear your best uniform on the day of presentation. It should be properly laundered and ironed to give you a professional look, although you will be wearing your uniform. Clean your shoes. Comb/groom your hair neatly. Ensure that you look your best, from head to foe.
- Paralingustics Ensure that you present enthusiastically and interestingly. Your voice should not be monotonous and boring, but should be varied in order to add dimension to your presentation. Avoid vocalized pauses such as 'ahmmm', 'ummmm', and 'like', which will detract from your presentation.
- Use of language Your presentation should be delivered using standard English. Ensure that your speech is grammatically correct. There is nothing that undermines the quality of a speech like bad grammar. Avoid making this mistake.

Please note that you marker may ask a few

question after your presentation. This is not meant to unnerve you, but to eke out even more information about your interesting topic. The question may be about the topic itself, the research process, or even about your personal response to the issue being discussed.

#KeepCalmAndAnswer.

AFTER THE PRESENTATION

As you breathe a sigh of relief at completing another portion of the internal assessment, do a quick mental reflection. You realise that you have done an awesome job! The pleased look on the face of your marker is etched in your memory. Congratulations! You did it, like you knew you could!

Next week, we will take a look at the listening comprehension.

Until then, keep working on those speeches. #YouGotThis!!!!

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Concepts and indicators of development

GOAL

To describe the concepts of development and the indicators used to measure development.

OBJECTIVES

- 1. Analyse different conceptions of development.
- 2. Show the interrelatedness in different approaches to development.
- 3. Examine different indicators to development.

This week, we begin Module 2: Issues in Caribbean Development. This module introduces you to the concepts of development and how they have changed over time, those factors that hinder development in the Caribbean, and how people of the region and its institutions have shaped the Caribbean's development.

Development is not purely an economic phenomenon but, rather, a multidimensional process involving reorganisation and reorientation of entire economic AND social systems. Development refers to the "improvement in a country's economic and social conditions". More specifically, it refers to improvements in ways of managing an area's natural and human resources in order to create wealth and improve people's lives. This definition is based on the more obvious distinctions in living standards between developed and less-developed countries.

SUSTAINABLE DEVELOPMENT

According to the Western Cape Education Department, South Africa, sustainable development is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". Sustainable development implies economic growth together with the protection of environmental quality, each reinforcing the other. The essence of this form of development is a stable relationship between human activities and the natural world, which does not diminish the prospects for future generations to enjoy a quality of life at least as good as our own. Many observers believe that participatory democracy, undominated by vested interests, is a prerequisite for achieving sustainable development (Source: Mintzer, 1992).

ECONOMIC DEVELOPMENT

Economic development is the development of economic wealth of countries, regions or communities for the well-being of their inhabitants. From a policy perspective, economic development can be defined as efforts that seek to improve the economic well-being and quality of life for a community by creating and/or retaining jobs and supporting incomes and the tax base.

HUMAN DEVELOPMENT

Human development is defined as the process of enlarging people's freedoms and opportunities and improving their wellbeing. Human development is about the real freedom ordinary people have to decide who to be, what to do, and how to live. The human development concept was developed by economist Mahbub ul Haq.

HUMAN DEVELOPMENT PARADIGM

- People are the means and end of development quality of their lives
- Development is about broadening people's choices.
- That poverty and income inequality prevents a better quality of life.

Development is achieved through the eradication of the barriers to the four keys of development: equity, productivity, empowerment, sustainability.

INDICATORS OF DEVELOPMENT

Factors affecting growth and development:

- Rate of investment.
- Rate of increase in the working population.
- Technical training and education.
- Government expenditure.
- Migration.

STANDARD OF LIVING

This refers to those factors that indicate the country's wealth, that is, the quantity of goods and services consumed, including quality of food and types of houses. A country may have expensive goods and services, such as luxury automobiles, but we must look deeper than the material measurements of a country's wealth and assess whether the general population benefits from this wealth. In other words, we must assess the quality of life.

INDICATORS FOR A COUNTRY'S STANDARD OF LIVING

- Level of consumption of goods and services.
- Average disposable income of the population.
- Level of national ownership of capital equipment.
- Access to modern technology.
- Level of investment in research and technology.

INDICATORS FOR A COUNTRY'S QUALITY OF LIFE

- Extent of security involved [level of crime].
- Availability of health, educational and recreational facilities.
- Diet and nutrition.
- Life expectancy.
- Rate of infant mortality.
- Access to public utility sectors electricity and portable water.

GNP (gross national product) is the value of output [goods and services] produced by a country, plus any income derived from abroad. GNP per capita is obtained by dividing the GNP by the population. This indicates the average income of citizens and is used to classify countries as high-, middle- and low-income. It does not indicate economic development.

GDP (gross domestic product) is the total market value of the output [goods and services] of the country in a given year.

Economic growth refers to an increase in the value of goods and services produced by the country within our time period.

HDI (human development index) is a normalised measure of life expectancy, education, and income indices to rank countries into four tiers of human development. "The basic purpose of development is to enlarge people's choices. In principle, these choices can be infinite and can change over time. People often value achievements that do not show up at all, or not immediately, in income or growth figures: greater access to knowledge, better nutrition and health services, more secure livelihoods, security against crime and physical violence, satisfying leisure hours, political and cultural freedoms and a sense of participation in community activities. The objective of development is to create an enabling environment for people to enjoy long, healthy and creative lives."

There are six basic pillars of human development: equity, sustainability, productivity, empowerment, cooperation and security.

- Equity is the idea of fairness for every person, between men and women; we each have the right to an education and healthcare.
- Sustainability is the view that we all have the right to earn a living that can sustain our lives and have access to a more even distribution of goods.
- Productivity states the full participation of people in the process of income generation. This also means that the government needs more efficient social programmes for its people.
- Empowerment is the freedom of the people to influence development and decisions that affect their lives.
- Cooperation stipulates participation and belonging to communities and groups as a means of mutual enrichment and a source of social meaning.
- Security offers people development opportunities freely and safely with confidence that they will not disappear suddenly in the future.

PPP (purchasing power parity) is an economic theory and a technique used to determine the relative value of currencies, estimating the amount of adjustment needed on the exchange rate between countries in order for the exchange to be equivalent to

yl:geography

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3. LABEL THE GRAPH

Mark each unit across the horizontal scale and along the vertical scale. Label the marks by the units they represent.

4. PLOT THE POINTS AND CONNECT THEM

Plot a point for each pair of values. Which item of a pair is indicated by the horizontal scale and by the vertical scale? How many points will you plot? Connect the points with straight lines from left to right.

5. GIVE THE GRAPH A TITLE

Pie graphs (sometimes called pie or circle charts) are used:

- To show the parts that make up a whole.
- For comparing the size of relative parts.

Pie charts are best to use when you are trying to compare parts of a whole. They do not show changes over time. To draw a pie chart, we need to represent each part of the data as a proportion of 360, because there are 360 degrees in a circle. Before you draw the pie chart, remember to check that the angles which you have calculated add up to 360 degrees.

In the next lesson, we will look how to construct climate graphs and dot maps. We will also look at measures of central tendency: mean, median and mode.

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yl: history

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- c) the planters feared violence if domestic apprentices were freed before field apprentices.
- d) many planters believed that it was cheaper not to have to provide for apprentices and only to employ the number of labourers they needed

Planters in various British Caribbean colonies noted that Antigua had moved to full freedom in 1834 and did not participate in the system of apprenticeship. They were able to maintain their labour supply on the estates. It is important to note. however, in the immediate postapprenticeship period, that the flight from the estate was intricately tied to the availability of land in the various colonies.

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perpendicular to K, determine its equation. 4. A straight line is drawn through the points A(-5, 3) and B(1, 2).

- (i) Determine the gradient of AB.
- (ii) Find the equation of the line AB.

I must emphasise again that the problems based on this topic are fairly routine. It will do you well to practise them so as not to miss out on the opportunity to score full marks for the question if it is presented in the June exam this year.

Have a productive week.

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"An investment in knowledge pays the best interest." – Benjamin Franklin

yl: caribbean studies

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services in the two countries, and uses that to calculate an implicit foreign exchange rate.

Gini coefficient is commonly used as a measure of inequality of income or wealth. A low Gini coefficient indicates a more equal distribution, with 0 corresponding to complete equality, while higher Gini coefficients indicate more unequal distribution, with 1 corresponding to complete inequality. When used as a measure of income inequality, the most unequal society will be one in which a single person receives 100% of the total income and the remaining people receive none; and the most equal society will be one in which every person receives the same income.

Productivity is an average measure of the efficiency of production. Productivity is a ratio of production

output to what is required to produce it (inputs of capital, labor, land, energy, materials, etc). At the national level, productivity growth raises living standards because more real income improves people's ability to purchase goods and services, enjoy leisure, improve housing and education, and contribute to social and environmental programmes. Productivity growth is important to the firm because more real income means that the firm can meet its (perhaps growing) obligations to customers, suppliers, workers, shareholders, and governments (taxes and regulation), and still remain competitive or even improve its competitiveness in the market place.

Good governance is a term used to describe how public institutions conduct public affairs and manage public resources. Governance is the process of decision-making and the process by which decisions are implemented for the greater good. The concept centres around the responsibility of governments and governing bodies to meet the needs of the masses as opposed to select groups in society. Eight criteria are:

- 1) Participation, equity, and inclusiveness
- 2) Rule of law.
- 3) Separation of powers.
- 4) Free, independent and responsible media.
- 5) Government legitimacy.
- 6) Accountability.
- 7) Transparency.
- 8) Limiting the distorting effect of money in politics.

REFERENCE

CAPE Caribbean Studies, Mohammed, Jennifer.

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