



The Absolute 2018 All-Island High School Chess Tournament champions from St Jago High School. From left: team coach national master Mikhail Solomon, Tajae Morgan (Board 4), Jaleel Thorpe (reserve), national master Akeem Brown (Board 2) FIDE master Joshua Christie (Board 1) and Michael Christie (Board 3) pose with their trophies at the Petroleum Corporation of Jamaica auditorium in New Kingston after their victory for a fifth consecutive year, and ninth title overall, last week.

The sales office – Part 1

HYACINTH TUGMAN
Contributor

ORGANISATIONS WHICH exist for the purpose of making a profit must generate sales so that they can dispose of goods. These goods may be purchased as raw materials, or as semi-finished goods for processing, or in their finished form.

Sales are the means of obtaining revenue, especially if profit is the main purpose of the business. There must be a large enough volume of sales, in terms of quantity sold and dollars earned, to have profit after disbursement.

I will now identify some functions of the sales office:

1. MAINTAINING SALES

- Keep records of all sales.
- Correspond with customers.
- Issue price list.
- Send quotations and letters in reply to enquiries.
- Keep an up-to-date mailing list.
- Process customers' orders.
- Discuss the complaints of customers with the production department with a view to improving the product(s).
- Inform factory or shipping department of:
 - a. Goods required.
 - b. Delivery date.
 - c. Address to which goods must be sent.
 - d. Method of transportation to be used.

2. ADVERTISING

This calls the public's attention to the good points of a product or service and induces the consumer to buy it, which can result in an increase in sales.

3. ORGANISING PROMOTIONAL ACTIVITIES

Sales promotion is designed to give a rapid

sales boost to a product. Anything that promotes or encourages sales may be considered as sales promotion, for example:

- Temporary price reduction.
- Free gifts.
- Free sample.
- Special price sale.

The sales office is responsible for giving up-to-date information on sales to the managing director of the company.

4. DEALING WITH ENQUIRIES

There are important factors to be considered:

Some companies add the name and address of every enquirer to their mailing list so that brochures and price lists can be sent to them periodically.

The reply to an enquiry may be a letter or a quotation on a printed form, and should:

- Be dated.
- Be serially numbered.
- Include all the details given on the enquiry.
- State a price.
- State the terms of sale (cash, credit/hire purchase) and delivery terms.

5. RELATIONSHIPS WITH OTHER DEPARTMENTS

For the success of any business, all departments **MUST** work together. Let's look now at the relationship of the sales office with other departments.

The sales department must liaise with other departments to ensure that orders are speedily processed. Sales opportunities can be lost, and the firm's survival

threatened if inquiries are not answered and delivery dates are not met promptly.

Copies of the sales order must be distributed to the departments which are involved in the processing of the sale.

■ The credit manager must be informed of the request for goods by the purchaser. It is his/her responsibility to check whether the purchaser has paid for previous orders as agreed, or in the case of new client, he/she must make enquiries about his/her creditworthiness before approving.

■ The despatch/shipping department must ensure that the goods are properly packaged and delivered on time.

■ The accounting department must ensure that bills and invoices sent out are accurate.

A reliable sales clerk is an asset to any business as his/her duties include:

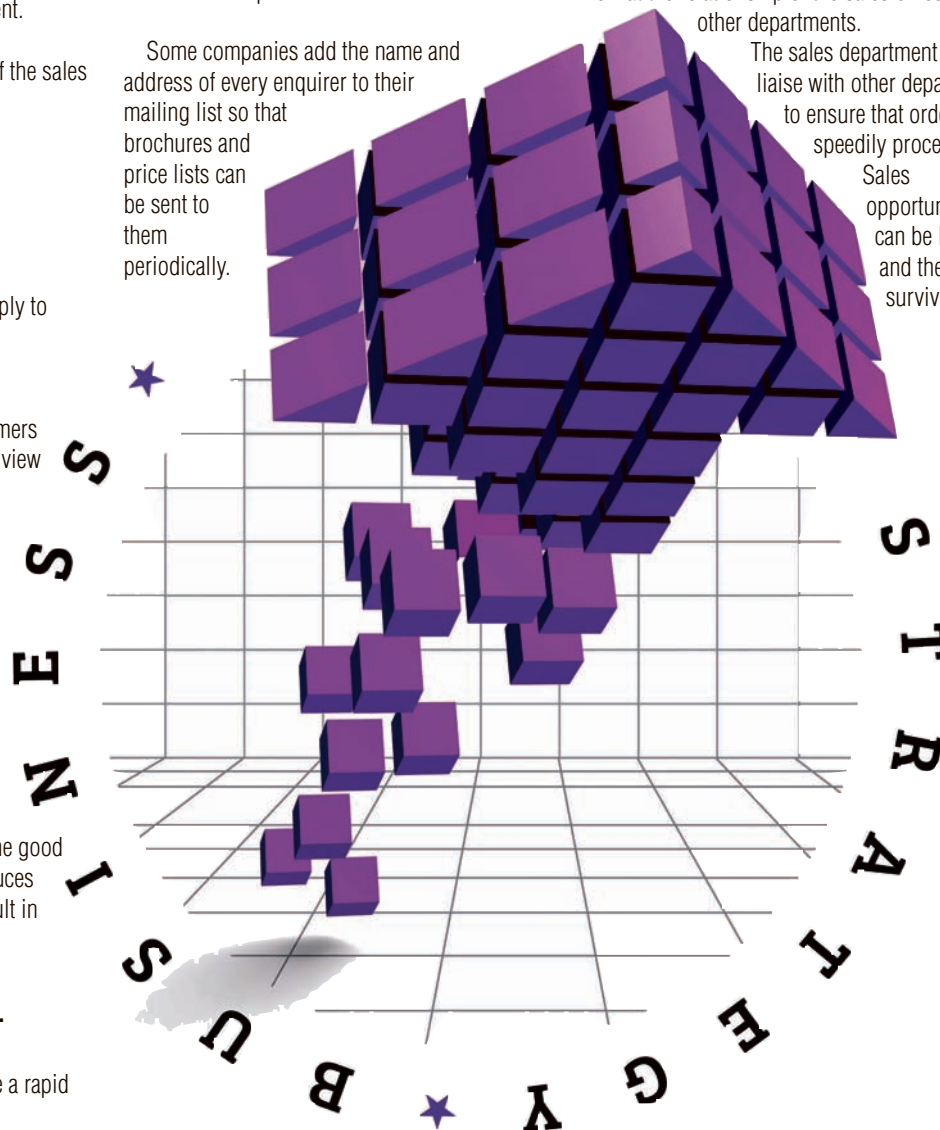
- Preparing sales documents.
- Supplying information.
- Distributing literature, brochures, price lists.
- Following up on orders.
- Liaising with other departments.
- Answering queries.
- Maintaining mailing lists.

6. PROCESSING THE SALES ORDER

There are several stages that the sales office uses to process an order. Multiple copies of the order are prepared. Copies for the sales office and the shipping department are essential. In the office, a copy is given to the pricing clerk, who enters the codes, lists prices, and rates of discounts, and calculates totals. The copy is given to the credit manager, who has the authority to approve and state the terms of sale. Obviously, each step in this process requires different documents. These we will discuss in our next lesson.

Continue to work hard and see you next week.

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



The role of Government in an economy – Pt 1

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Contributor

LAST WEEK, I promised that this week I would give you the answers to the multiple-choice test on business finance and then begin role of government.

Here are the answers to the test:
1.A 2.B 3.C 4.A 5.A 6.D 7.B 8.A 9.B 10.B 11.D 12.C 13.C

How did you do? I hope you got full marks or close to it. Now, let us begin the role of government in an economy.

Government may be defined as a body or group of elected officials whose main role or function is to carry out the will of the people as expressed in Parliament. They are the representatives of the population and are responsible for the overall welfare of the state or country. Governments, thus, manage the affairs of the country on behalf of the citizens.

THE RESPONSIBILITIES OF GOVERNMENT

These are many and varied. However, the syllabus has outlined the main responsibilities for us to emphasise. In addition, it would be good if you read up on other responsibilities of government, so as to widen your knowledge base for the examination.

(A) SECURITY OF THE STATE

The government provides laws that citizens should abide by. These laws should be made with the interest of the citizens in mind. Penalties such as fines and imprisonment are laid down for those who break the law.

The police, armed forces (army and navy), prison services and fire services are all a part of the security of the state.

(B) PROTECTION AND GENERAL WELFARE OF CITIZENS

Protection is provided by defence, which includes the police, army and navy. The general welfare of the state comes in the provision of social services that improve the well-being of individuals and families. The social services include health provisions, educational provisions, provisions for housing, unemployment benefits, transportation facilities, communication facilities and infrastructure, such as water, electricity and roads.

The general welfare of citizens is also enhanced through cultural and heritage programmes and through programmes that seek to protect the environment.

National or social insurance benefits are also aimed at improving the general welfare of citizens through the provision of pensions, maternity benefits, widow and orphan benefits, and benefits for those who experience prolonged illness, etc.

(C) JOB SECURITY AND SEVERANCE BENEFITS TO WORKERS

Governments allow trade unions to be formed. These unions see to the job security of their members. In addition, the government usually has a Ministry of Labour which intervenes in cases of unfair dismissal.

Severance benefits to workers include unemployment benefits and benefits to workers who experience prolonged illness, who become invalids, or who have experienced accidents on the job.

(D) PROTECTION OF THE ENVIRONMENT

Governments are involved in the protection of flora (plant life) and fauna (animal life) and the physical environment through agencies such as the Natural Resources Conservation Authority, Jamaica Environment Trust, the Forestry Department, the Ministry of Health, Environment and Housing Ministry and the Ministry of Mining and Energy.

They have policies regarding beaches and sea grass and pollution of the earth in various forms. (e.g., International Clean Air Act). There are also laws to protect certain birds and fish against overhunting and overfishing, respectively, and there are deforestation laws to protect our forests.

See *CXC Principles of Business* by Karlene Robinson, *et al.*, page 242 for a list of environmental acts passed in Jamaica.

(E) MAINTENANCE OF A SAFE ENVIRONMENT FOR INVESTORS

Foreign direct investment is very important for economic growth and development, especially for developing countries such as Jamaica. In order to attract foreign investors, governments must ensure a safe physical, economic and political environment. This is achieved through keeping crime and violence to a minimum, political stability, ensuring favourable interest on investments, tax-free holidays, duty-free concessions, and rebates.

GOVERNMENT LAWS FOR BUSINESSES

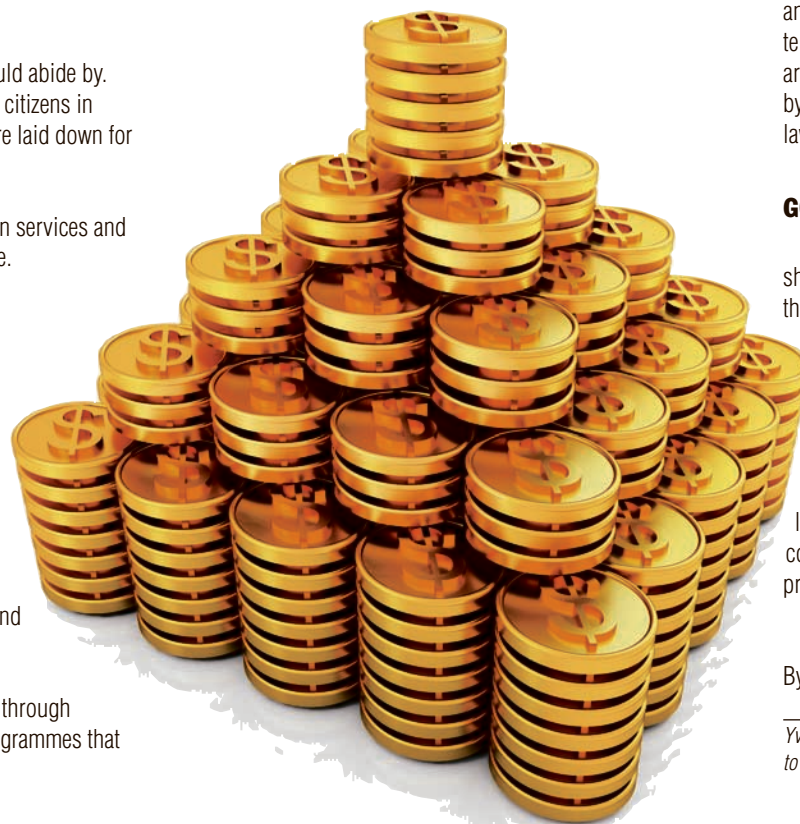
This includes laws regarding the setting up of businesses (legal aspects of the business), zoning laws, laws regarding the disposal of waste and the adherence to the ISO (International Standards Organisation). Government also has a taxation policy and institutes tax deadlines, which are advertised on radio, television and other media. Tax collectors are employed and there are specific penalties for tax evasion. Businesses must also abide by government laws regarding the employment of labour (labour laws) and the protection of the environment.

GOVERNMENT AND CONSUMER PROTECTION

Consumers are protected from unfair treatment when they go shopping or deal with government agencies. Institutions such as the Consumer Affairs Commission, the Prices Commission, the Ministry of Consumer Affairs and Bureau of Standards Jamaica work to protect the shopping consumer. The ombudsman is a government official who deals with the problems experienced by persons who have to deal with government agencies. In some countries, price controls are enforced by the employment of price control inspectors and laws regarding the display of prices for items under price control. Food and drug standards and hire-purchase laws also protect the consumer.

Next week, we will continue to look at the role of government. Bye for now.

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Errors & suspense accounts

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OUR PRESENTATION this week is in the form of a worked example. I have given some terms and concepts along with the definitions; pay keen attention to each, and how and where they it is applied.

Errors that do not affect the trial balance include items 1-5:

1. ERROR OF OMISSION

The transactions are completely omitted or not recorded in the books.

2. ERROR OF COMMISSION

The class of account is correct but it is entered in the wrong person's account.

3. ERROR OF ORIGINAL ENTRY

This happens when both entries of a transaction are undercast or overcast.

4. ERROR OF PRINCIPLE

The amount is correctly entered, but the entry is made in the wrong class of account.

5. COMPLETE REVERSAL OF ENTRIES

The entry is made in the correct class of accounts but on the wrong side, e.g., debit entry is posted on the credit side, or vice versa.

SUSPENSE ACCOUNTS

Whenever an error is only on one side of the transaction, to make complete the double entry, the other side becomes a suspense account.

- i. The side of the trial balance with the lower total is balanced by adding the difference to it as suspense account.
- ii. The account is opened with the trial balance difference.
- iii. The errors are corrected and the suspense account balanced off.

EFFECTS OF ERRORS ON THE NET PROFIT

Balance sheet items DO NOT affect net profit. Only trading, profit and loss items affect net profit.

- Whenever expenses increase as a result of correction of errors, profit decreases.
- On the contrary, whenever expenses decrease, profit will go up.

- Revenue and profits have a positive relationship.
- Errors which increase revenues also increase profits.

WORKED EXAMPLE

Question
Joseph Green trial balance at May 31, 2016, failed to agree and a suspense account for the difference, \$2,778 debit, was opened.

- The following ERRORS were discovered:
- 1. Commission received, \$360, had been recorded in the account twice.
 - 2. Total trade receivables are understated by \$2,472. [>1]
 - 3. Payment for insurance, \$1,950, has been correctly entered in the cash book, but recorded in the insurance account as \$1,680.
 - 4. The total of sales return journal has been overcast by \$324.

- You are required to:
- a. Show the entries in the general journal to correct items 1 to 4 above

JOURNAL

	Dr.	Cr.
	\$	\$

- b. Prepare the suspense account as at May 31, 2016.
- c. Explain THREE types of errors not shown by the trial balance.

REASONING

Error is NOT in the total in any specific customers account, so entry only in suspense.

SOLUTION

A. JOURNAL

	Dr.	Cr.
	\$	\$
Commission Received	360	
Suspense		360

Suspense		1648
Insurance	270	
Suspense		270
Suspense	324	
Sales Returns		324

B. SUSPENSE ACCOUNT

2016		\$	2016		\$
May 31	Trial balance difference	2778	May 31	Commissions received	360
May 31	Sales Returns	324	May 31	Trade receivables	2472
			May 31	Insurance	270
		3102			3102

- c. Explain THREE types of errors not shown by the trial balance. Type of errors:

ERROR OF OMISSION

The transactions are completely omitted or not recorded in the books.

ERROR OF PRINCIPLE

The amount is correctly entered, but the entry is made in the wrong class of account.

COMPLETE REVERSAL OF ENTRIES

The entry is made in the correct class of accounts but on the wrong side, e.g., debit entry is posted on the credit side or vice versa.

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

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Reaction rates

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Contributor

THE RATE of a reaction is the change in the amount of reactant or product with time. The mass or volume of the product formed or the loss of the reactant can be measured. A typical reaction to collect a gaseous product is shown. The reaction rate can be shown on a graph. If the course of a reaction is followed over time, the concentration of the reactants decreases while the concentration of the products increases gradually.

The initial part of the reaction is the fastest, after which the reaction rate slows and eventually stops. This is shown as a curve which straightens and becomes constant after no more product is formed.

Several factors such as concentration, pressure, temperature, particle size and catalysts affect reaction rates.

The collision theory states that particles must collide in order to react, and they must do so with a minimum energy to break the bonds. Most factors work by increasing the number of collisions

in the reaction.

An increase in concentration will result in more particles in the same volume, which will cause more collisions, increasing the reaction rate. Increasing pressure will also cause an increase in rate, as more particles are in a smaller volume, leading to more collisions.

Smaller pieces of reactants can also lead to an increase in reaction rate as more surface area becomes available for the reaction to take place. Smaller particles will increase the number of collisions, which will increase the reaction rate. Larger pieces lead to a slower reaction.

The effect of temperature is similar to the effect of concentration and pressure, but faster. When temperature is increased, the reaction particles gain more kinetic energy, which causes them to collide even more. This increases the rate of the reaction tenfold.

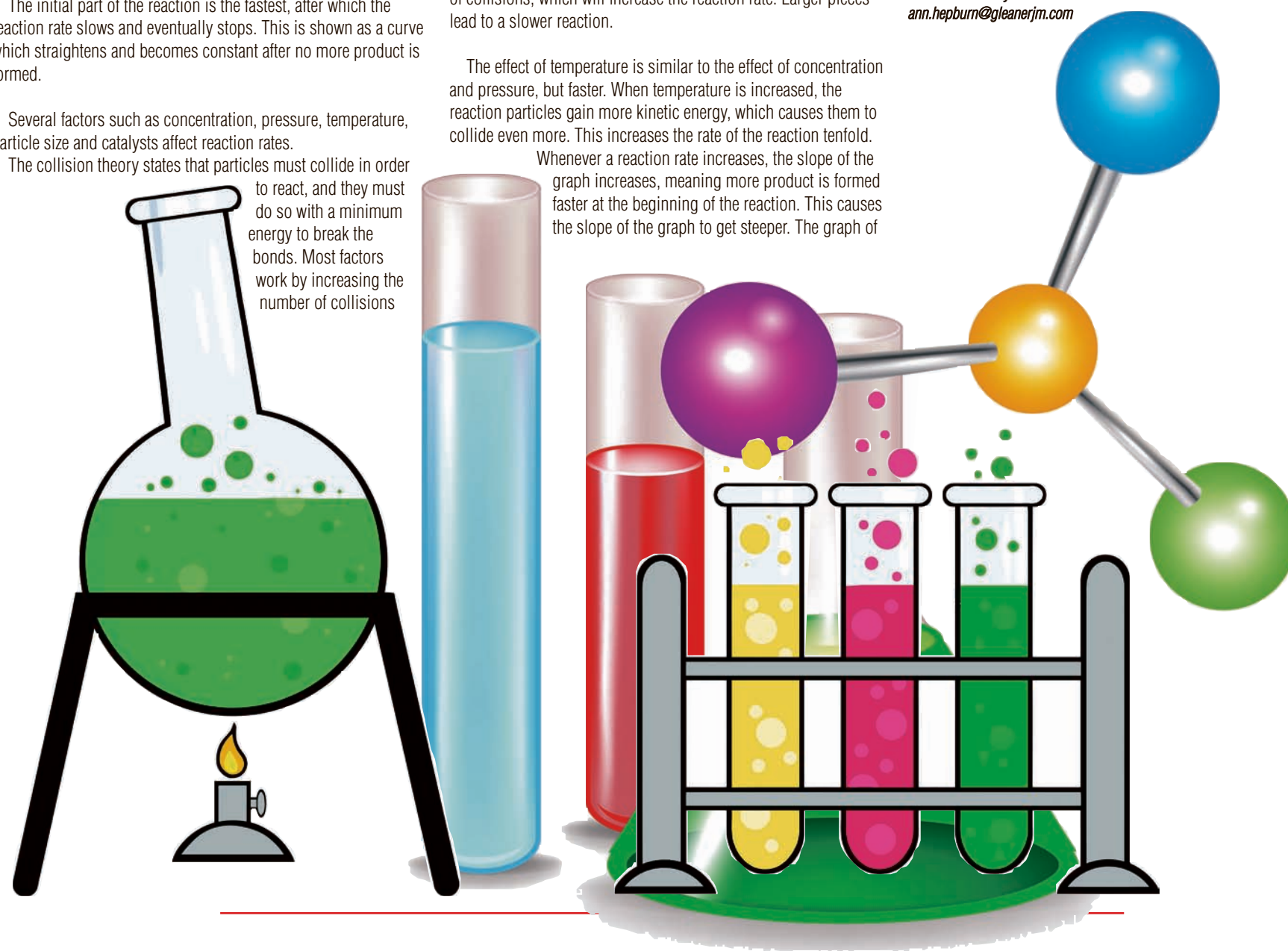
Whenever a reaction rate increases, the slope of the graph increases, meaning more product is formed faster at the beginning of the reaction. This causes the slope of the graph to get steeper. The graph of

a slower reaction is not as steep.

In a reaction between marble chips and hydrochloric acid, the amount of carbon dioxide produced increases as the acid concentration increases. The slope of the graph gets steeper. So, a less concentrated acid will result in a slower reaction, seen by a gentle slope. As the acid concentration increases, the reaction rate increases, as seen in the steeper slope.

Catalysts also affect the rate of a reaction. Catalysts speed up the reaction rate, allowing more product to be formed at the initial stage of the reaction. A reaction that uses a catalyst has a steeper slope. Remember: the catalyst is unchanged at the end of the reaction and only affects the rate. For example, in the decomposition of hydrogen peroxide, more catalyst (manganese IV oxide) produces more product (O_2) as reaction rate increases.

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Impact of human activities on the environment - Cont'd

MONACIA WILLIAMS
Contributor

"The greatest threat to our environment is the belief that someone else will save it."

— Robert Swan

HELLO AGAIN, students. How are you this week? I hope that things have been going well for you and that you are keeping up with your work. Remember, if you allow one day to pass without doing some work, you will fall behind, so keep at it!

Last week, we began our look at what we can do in order to manage the environment so that the resources that are there are conserved for the use of our generation and those of the future. Three words all beginning with the letter 'R' were introduced. Do you remember what these are? Of course you do; they are reuse, reduce and recycle. We also looked at the average make-up of household waste; think about the things that your family puts into the garbage and you will see that those would all be accounted for in the pie chart given last week.

Let us look now at those three 'Rs'. Below is one of the symbols used in conservation. Notice the arrows and the use of the three words: reuse, reduce and recycle.

The effectiveness of any conservation programme depends on persuading individuals to take responsibility for all of their activities that would impact the environment in a negative way, e.g., walk more, drive less, reduce their use of plastics, recycle anything that can be recycled, and consume less.

REUSE

Doing this is quite simple; do not throw away something that can be put to some other use. Some materials can be reused, e.g., tins, jars, bottles. These can be reused in their original forms, while others are reused in different forms.

For example, organic material, old newspapers and grass clippings can be used to generate compost, which can be used as a natural fertilizer and soil conditioner.

REDUCE

We can reduce our use of materials that contribute to landfills by changing our buying patterns and our lifestyle habits. Think about the last time you bought something at the store. What did you use? What did you put in the garbage? Do we really need all that packaging on the things we buy? Some industrialised countries agree with this and have passed laws to support reduction in the use of certain products/materials in order to reduce the quantity of waste generated each year. In Jamaica, certain large supermarkets have introduced the use of reusable shopping bags to discourage the

use of plastic shopping bags. These plastic bags accumulate in landfills because they do not decompose readily, and they also get washed into rivers and seas, where they affect marine life.

RECYCLE

This is defined as the collection of waste by separating them into types and remaking them into new products. Some recycling processes reuse materials to make the same product, e.g., old aluminium cans and glass bottles are recycled and recast in to new cans and bottles; paper can also be collected and processed rather than being manufactured from new trees. Other processes use the recycled materials to make new ones, e.g., old tyres are reprocessed and used to surface roads, and steel cans are used in car manufacture. Like any other process, there are advantages and disadvantages to recycling. We will spend some time looking at these.

ADVANTAGES OF RECYCLING

- Reduces the depletion of resources, e.g., trees used to make paper and bauxite used to make alumina. These result in the destruction of habitats for wildlife and lead eventually to a reduction in biodiversity.
- Reduces the need for landfills as less waste is generated.
- Reduces the pollution of soil and water. Pollutants produced as a result of extraction processes can be reduced or eliminated.
- Reduces the generation of toxic waste. Many smelters produce waste which can help to destroy the environment.
- Reduces the harm done to wildlife.
- Recycling of materials to produce new ones uses less energy than creating from the ore/original raw material.

DISADVANTAGES OF RECYCLING

- It is tedious and time-consuming to sort waste.
- Requires separate containers for different materials.
- Recycle bins must be placed at strategic places where everyone can get to them.
- Requires public education. It involves having people taking responsibility for their own waste rather than just disposing of it in the bin.
- Requires government input.
- Requires large amounts of storage space, which may not be readily available.
- Requires transport to take waste to recycling factories.
- May require sponsorship in order to be able to operate. In Jamaica, one drink manufacturing company used to offer incentives to schools for the collection of plastic bottles.

See you next week as we continue our study. Take care!

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Tables, graphs, maps and central tendency

FOCUS QUESTIONS

- What is central tendency?
- How to measure central tendency?
- How to Interpret data?
- What are pie charts, bar charts, histograms and line graphs

A measure of central tendency is a single value that attempts to describe a set of data by identifying the central position within that set of data.

Measures of central tendency are the centre values of a data set. They are also classed as summary statistics.

- Mean is the average of all the data.

To calculate the mean:

- Add the numbers together and divide the total by the amount of numbers.

- Mode is the data value appearing most often in the data set.

- There can be more than one mode.

- Median is the middle value of the data set, arranged in ascending order. The median is the middle number.

- You need to write the numbers in order.

To find the median number:

- Put all the numbers in numerical order.
- If there is an odd number of results, the median is the middle number.

- If there is an even number of results, the median will be the mean of the two central numbers.

Under different conditions, some measures of central tendency become more appropriate to use than others.

INTERPRETATION OF DATA

All the information collected during research is generically named 'data'. A set of individual data makes it possible to perform statistical analysis.

Data is collected during field work; researchers collect information by means of questions, systematic observations, and imaging.

Variables are constituted by data.

Variables are characteristics or attributes that

- Can be measured.
 - Assuming different values, such as sex, age of the individuals under study, etc.
- Variables are specifically divided into two large groups.

CATEGORICAL VARIABLES

a. **Dichotomous variables**, also known as **binary variables**, are those that have only two categories, i.e., only two response options. Typical examples of this type of variable are sex (male and female) and presence of skin cancer (yes or no).

b. **Ordinal variables** are those that have three or more categories with an obvious ordering of the categories (whether in an ascending or descending order).

c. **Nominal variables** are those that have three or more categories with no apparent ordering of the categories. Example: blood types A, B, AB, and O; or brown, blue or green eye colors.

NUMERICAL VARIABLES

a. **Discrete variables** are observations that can only take certain numerical values. An example of this type of variable is subjects' age, when assessed in complete years of life (1 year, 2 years, 3 years, 4 years, etc) and the number of times a set of patients visited the dermatologist in a year.

b. **Continuous variables** are those measured on a continuous scale, i.e., which have as many decimal places as the measuring instrument can record. For instance: blood pressure, birth weight, height, or even age, when measured on a continuous scale.

PRESENTATION OF CATEGORICAL VARIABLES

First, it is worth emphasising that every table or graph should be self-explanatory, i.e., should be understandable without the need to read the text that refers to it.

It is important to point out that, depending on the objectives of the study, data may be collected as discrete or continuous variables and be subsequently transformed into categorical variables to suit the purpose of the research and/or make interpretation easier. However, it is important to emphasise that

variables measured on a numerical scale (whether discrete or continuous) are richer in information and should be preferred for statistical analyses.

PRESENTATION OF NUMERICAL VARIABLES

Frequency distributions of numerical variables can be displayed in a table, a histogram chart, or a frequency polygon chart.

BASIC RULES FOR THE PREPARATION OF TABLES AND GRAPHS

It is important to note that every table should:

- Be self-explanatory.
- Present values with the same number of decimal places in all its cells (standardisation).
- Include a title informing what is being described and where, as well as the number of observations (N) and when data were collected.
- Have a structure formed by three horizontal lines, defining table heading and the end of the table at its lower border.
- Not have vertical lines at its lateral borders.
- Provide additional information in table footer, when needed.
- Be inserted into a document only after being mentioned in the text.
- Be numbered by Arabic numerals.

Similarly to tables, graphs should:

- Include, below the figure, a title providing all relevant information.
- Be referred to as figures in the text.
- Identify figure axes by the variables under analysis.
- Quote the source which provided the data, if required.
- Demonstrate the scale being used.
- Be self-explanatory.

The graph's vertical axis should always start with zero.

Therefore:

- Ensure that the tables and figures in your research manuscript are self-explanatory and can be understood independent of text.
- Do not repeat the contents of your tables and figures within the text. Instead, use the text to focus on the significance or key points of your tables and figures.

- Present values and details consistently in tables and text (e.g., abbreviations, group names, treatment names).

- Write clear, informative titles for your tables and figures, and label column heads, axis labels, figure labels, etc, clearly and appropriately.

Well-prepared tables and figures in a research paper help you present complex data in a concise and visually appealing manner, as well as enable reviewers, examiners, and later readers to get a quick overview of your research findings.

READING DATA FROM TABLES

Tables are used as a way of describing what you are talking about in a structured format. They tend to be used to present figures, either as a summary or as a starting point for discussion. Tables are also probably the most common way of presenting data.

Tables have always been compiled by someone. In doing so, the compiler may have selected data and they will have chosen a particular format, either of which may influence the reader.

INTERPRETING PERCENTAGES

- Many research give information in the form of percentages.

- In such research, tables and other numerical information are also often presented in terms of percentages.

- Percentages are used so often because they enable comparisons to be made more easily.

- Every percentage is expressing a value as a fraction (that is, as a proportion) of a hundred. 'Per cent' is denoted by % and means 'out of a hundred', so 75% means 75 out of 100.

PIE CHARTS, BAR CHARTS, HISTOGRAMS AND LINE GRAPHS

These are all different ways of representing data and you are likely to be familiar with some, if not all of them.

- They usually provide a quick summary that gives you a visual image of the data being presented.

Send questions and comments to
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Immigration schemes – Part 2

DEBBION HYMAN
Contributor

OBJECTIVES

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

1. Describe TWO push factors and TWO pull factors that led to the migration of the Indians to the British Caribbean in the post-emancipation period.
2. Describe TWO push factors and TWO pull factors that led to the migration of the Chinese to the British Caribbean in the post-emancipation period.
3. Discuss the effects of Chinese and Indian immigration on the cultural and economic life of the British Caribbean.

THE CHINESE

The majority of Chinese immigrants who arrived in the British Caribbean did so during the period 1859 to 1886. They went primarily to British Guiana, Jamaica and Trinidad. They were mostly from the Portuguese colony of Macao and from Canton. Others came as well because of the Teiping Rebellion (1851-1864).

PROBLEMS WITH CHINESE IMMIGRATION

Planters complained that the Chinese were unsuitable for estate labour and many opted not to renew their indentureship contracts. Instead, they preferred to return to China or open retail shops. Another difficulty in recruiting Chinese immigrants was that transportation costs to get them to the Caribbean was more expensive than the Indian scheme. The Chinese government also insisted that a full return passage be granted after a five-year indenture contract. The planters were willing to pay this only after two five-year contracts. The Chinese government also opposed immigration because they were ill-treated in Cuba. Most Chinese avoided the British Caribbean, preferring to go to the United States or to find work nearer home in Java or the Philippines.

THE INDIANS

The first Indians arrived in 1838 on Gladstone's Estate in British Guiana. However, the British government stopped the scheme because of evidence of ill-treatment and the high death rate. In 1840, the scheme was discontinued by both the British

and Indian governments. The scheme would be reopened after investigations into Gladstone's Experiment and promises for improvement in the scheme.

It was not difficult to find willing immigrants. Many craftsmen had lost their jobs due to competition from mechanized factories and mills of England. India was becoming overpopulated and there was not enough land to divide among the younger generation. Wages in India had fallen to 1/2d per day and there was a series of famine during the period 1857-1877 that led to an increase in food prices. Those escaping the police and the caste system were also willing to migrate. The Caribbean seemed attractive with high wages, shelter, medical care and a chance to find new occupations beside agriculture. Indians were easily recruited as India was a British colony. British ships and trading posts were already there, and the British government could easily provide British officials to supervise the scheme. Planters were satisfied with the Indians because they had a better performance record on the sugar estate than any other immigrant groups, and were more willing to renew their indentureship contracts.

PROBLEMS WITH INDIAN IMMIGRATION SCHEME

The living conditions for the Indians on the estate was described as a 'new system of slavery'. They could not leave the estate without a pass/ticket, and they were subjected to fines or imprisonment for disobedience or absence from work.

EFFECT OF CHINESE AND INDIAN IMMIGRATION ON THE LANDSCAPE OF THE BRITISH CARIBBEAN

CULTURAL EFFECTS

Indians brought their firm family structure in which all relations supported each other. The idea of extended family, which included several generations, was very strong. All males over 16 years were members of a family council. They made all decisions of the family, for example, marriage, religious ceremonies and expenditure. There was also the introduction of new religions, such as Hinduism, Islam and Buddhism.

The Chinese did not have a major impact on religion, as Buddhism was not widely practised in the British Caribbean. Many Chinese converted to Roman Catholicism and this may have influenced why there was no major impact of Buddhism. Lastly, there was the introduction of several festivals, such as Divali and Hosein.

ECONOMIC EFFECT

British Caribbean planters had turned to immigration as a tool of reviving the sugar industry. The hope was that with the steady supply of labour, planters could focus on increasing their output. Due to Indian immigration, the rice industry was developed in British Guiana and the cocoa industry in Trinidad. Immigration, however, did not have its desired impact, especially in a colony such as Jamaica. In territories such as Trinidad and British Guiana, we cannot assume that it was immigration that saved their sugar industry. For instance, they introduced new machinery and placed more lands under sugar cane cultivation. These other elements could have readily accounted as factors that saved their sugar industries. Barbados could be used as another example. Up to 1848, they had seen an increase in their output by 250 per cent. However, by the end of the 19th century, this had declined. We cannot assume that this was because Barbados was not using immigrant labour that its output declined. During the period, Barbados was plagued by problems such as soil exhaustion and inadequate mechanisation.

The overall conclusion must be that immigration cannot be posited as the sole/major cause for increased sugar production in the British Caribbean, as many other factors could have been responsible.

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Citizens and good governance

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Contributor

OBJECTIVES

1. Describe the relationship between citizens and governments, as stated in the constitution.
2. Identify the essentials of good governance.

The relationship that should exist between citizens and government is set out in the constitution. This is a set of fundamental principles according to which a country is governed. The constitution of a country entails a set of rules that govern how a government is expected to exercise public power.

As a contract between the citizens and government, the constitution outlines:

- The structure of government.
- The powers of the executive, legislature and judiciary.
- The rights, freedoms and responsibilities of citizens.
- The method of choosing government.
- The conditions of citizenship.
- The role of the civil service.

DEMOCRATIC

This is the system of government in Commonwealth Caribbean countries. It is usually described as government by the people; a form of government in which the ultimate power is vested in the people and exercised directly by them. As citizens, they can criticise the government and challenge its decisions through the mediation of their elected agents under a free electoral system.

AUTHORITARIAN

A leadership style in which the leader is the supreme authority and dictates policies and makes all the decisions by deciding what goals are to be achieved, and directs and controls all activities. Citizens do not have any opportunity to participate in government decision-making.

HUMAN RIGHTS AND FREEDOMS

The Universal Declaration of Human Rights

protects citizens from discrimination on any grounds, including race, origin, religion, political opinions, colour or creed.

Citizens must play their part in:

- Obeying the laws.
- Paying taxes.
- Protecting public property.
- Assisting the police in maintaining law and order.
- Serving on a jury when requested.
- Participating in elections.
- Protecting the environment.

SPEAKING UP FOR THE CITIZENS

The ombudsman is appointed to investigate complaints against public authorities and to ensure that citizens are not abused. This official investigates any allegations of poor performance, such as delays, incompetencies, loss of documentation, neglect or discrimination against any government official or department.

GOVERNANCE

The concept of 'governance', simply put, means: the process of decision-making and the process by which decisions are executed or maybe not executed. Governance is evident in several contexts, such as corporate governance, international governance, national governance and local governance.

Governance is the process of decision-making and the process by which decisions are put into action. An analysis of governance focuses on decision-making and puts into operation the decisions made and the prescribed and unofficial structures that have been set in place to arrive at and employ decisions.

GOOD GOVERNANCE

Good governance aims at providing an environment in which all citizens can develop to their full potential. Good governance is seen as possessing eight major characteristics: participatory, consensus-oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follows the rule of law. It assures that corruption is minimized, the



views of minorities are taken into account, and that the voices of the most vulnerable in society are heard in decision-making.

In order to evaluate how far we have reached in the pursuit of good governance, we need to understand what the characteristics of good governance are.

PARTICIPATION

All citizens should have a voice in decision-making, either directly or through legitimate institutions that represent their interests. Universal adult suffrage allows for as many people as possible to vote.

RULE OF LAW/INDEPENDENCE OF THE JUDICIARY

Legal frameworks should be fair and enforced impartially, particularly the laws on human rights. The judiciary also helps in the administration and interpretation of the laws of a country. It may also act as a 'check' on the other branches of government.

TRANSPARENCY

There has to be communication and accountability. There are freedom of information laws and independent auditing.

RESPONSIVENESS TO THE NEEDS OF CITIZENS

Institutions and processes try to serve all stakeholders. A government must make good decisions and set goals for the good of a country, as it has the authority to do so. All men and women have opportunities to improve or maintain their well-being.

CONSENSUS ORIENTATION

Good governance mediates differing interests to reach a broad consensus on what is in the best interest of the group and, where possible, on policies and procedures.

EFFECTIVENESS AND EFFICIENCY

Processes and institutions produce results that make the best use of resources. These must be generated towards enhancing citizens' quality

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MELISSA MCKENZIE
Contributor

STUDENTS, THIS week we continue our focus on short story writing. I must say that I love writing stories. I love being able to think about a story idea and then use language creatively to relate the events and create memorable characters. For many students, story writing is their strongest area. However, there are some students who struggle to put a beautiful story idea on paper. How do they overcome such a struggle? The key to developing competence in writing is reading stories and novels that are written by good writers. Another important thing to do is to hone writing skills through practice.

For this lesson, I will take you through the mental processes you can undertake as you pen your story.

Consider the story prompt below:
Dean had made up his mind. This was the moment. Include these sentences in a story.

When you have selected one of the story options – like the one above – you may ask yourselves a series of questions, like: What will the story be about? Who is Dean? Where is he? Who else is involved? What decision does he have to make? What has he decided to do? What are the results of what he has decided?

Below are two possible story ideas:

■ Dean wanted to be a part of a popular group at school, but he had to do something bad.

■ Dean decided to enter a singing competition, but on the day of the event he became extremely nervous.

I will focus on the second one for this lesson. Remember, a story has a beginning, a middle and an end.

BEGINNING

Obviously, this is where the story begins, but the opening of your story needs to be an attention-grabbing one. The reader's interest must be stimulated. Therefore, avoid bland beginnings like: "There I was standing." / "It was a bright and sunny day" or "One day while I was at home."

Consider the following opening sentences:

Planning stories



RUDOLPH BROWN/
PHOTOGRAPHER

Serena Lawrence (left) signs her name while other students look on at the Jamaica Social Investment Fund Poverty Reduction Programme Tertiary Scholarships Recognition Ceremony at the UWI Visitors' Lodge, UWI Mona campus, on Friday, March 2.

1. Dean could not believe he was actually here. It was so surreal, he almost felt like pinching himself.

OR

2. He could hear the cheering audience in the background. He took a deep breath to calm his racing heart and dried his sweaty palms on his pants. His moment had finally come.

After you have opened your story, you need to unravel what happens next. You should establish the setting – the here – and give reasons for Dean's presence in his current location. Once you have done that, you need to start introducing a problem. Yes, he is excited, but what is it that is going to create a conflict? Is he called on to go next? Does somebody come and say something that causes him to start having second thoughts or cold feet?

MIDDLE

This is where the story intensifies and the problem is developed some more. Here you would relate Dean's dilemma. Give details about his thoughts. Describe his actions. Also, is another character present? Who is he or she?

How does he/she look? What is being done or said? How is his/her presence relevant to Dean's problem? Does he/she influence his actions?

Remember, while Dean is struggling to make a decision, he eventually has to, because the sentence prompt has to be inserted. This means that at some point he is faced with two choices. This will be a tense moment as the reader waits for him to choose. Eventually, there is something that causes him to choose one. What is it? All this should unfold in your story. It is at this moment that you include the given sentences – without changing a word or punctuation mark.

END

The story can end in one of two ways:

■ The story can end with him walking on stage and having a deep feeling of accomplishment and a conviction of how he will perform. You can provide pertinent details here.

■ The story can end with Dean choosing to give in to his fear.

Your options are endless.

Please note that the story idea that we just brainstormed had one major setting and no more than two characters. I recommend this simple approach. It makes it easier to write the story.

NB: Story writing is generally about knowing what your story is going to be about, the characters involved, and the setting. The greater part of the story is driven by how well you develop the plot, the characters and the setting. The language you use also plays an integral role in the impact of your story.

Next week, we will explore a sample story. Until then, take care!

VOCABULARY TOP-UP

Nefarious – evil, wicked.

Nonchalant – casually unconcerned, indifferent.

Notwithstanding – in spite of.

Novice – beginner.

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‘Birdshooting Season’

BERYL CLARKE
Contributor

BIRDSHOOTING SEASON

*Birdshooting season the men
make marriages with their guns
My father's house turns macho
as from far the hunters gather
All night long contentless women
stir their brews: hot coffee
chocolata, cerassie
wrap pone and tie-leaf
for tomorrow's sport. Tonight
the men drink white rum neat.
In darkness shouldering
their packs, their guns, they leave
We stand quietly on the
doorstep shivering. Little boys
longing to grow up birdhunters too
Little girls whispering:
Fly Birds Fly.*

From **Talking of Trees** (Calabash, 1985),
copyright© Olive Senior 1985, used by
permission of the author.

YES! CLASS, we are here again this week to continue with exam preparation. We are going to spend time enjoying a poem written by a Jamaican country (from a rural, not a city area) woman who has done herself and her nation proud. The topic of this poem is one that is familiar to many of us because each year, from August to October, we who live in rural Jamaica see and hear the men who come to take advantage of the opportunity to legally hunt birds. In this poem, we get an almost behind-the-scenes look at what used to happen and, perhaps, still does in some places before the men set out on the hunt.

Please read **Birdshooting Season** by Olive Senior now, once. If there are words in it whose meanings you do not know, make use of your dictionary and your parents and grandparents' knowledge. Read the poem again, and again, if you need to do so. If you are already familiar with this poem, it won't hurt to read it again even once.



Jennifer Lawrence in a scene from the spy thriller 'Red Sparrow'.

What do you think of the opening lines? They seem rather bold and bald to me, even somewhat humorous. We are told that the men who are involved in the sport of bird shooting marry their guns. Marry their what? Marriage is or should be considered a serious matter. So, the use of the word must have a specific purpose. It speaks of the attitude that the men adopt towards their weapons. They must have taken very good care of them; cleaning and polishing, loading and unloading, oiling and sighting to make sure that their guns are in perfect working order. These men would bond with their guns during the season. They do what is necessary to prepare the guns so that they will work smoothly together for good results. Something else happens in the house of the speaker's father. Please note that 'house', and not home, is the word used, as if the family life which makes a house a home takes second place at this time. We can see why, for it is then that the men who come from different places far away are all asserting their masculinity. You can

imagine how they swagger and strut around as they try to outdo each other in telling stories about their successes as bird hunters.

The second stanza informs us of the supporting role played by the women. We hear that 'contentless' women are at the house, too. They cook, preparing hot beverages and 'pones' while 'the men drank white rum neat.' What does this mean to you? Can you picture this scene? The night before the hunt is a special one. The fact that the women are at their tasks all night tells us that this is serious business, well-organised as well.

Neither the men nor the women sleep. Take a look at the word 'contentless' and try to figure out why it is included or used to describe the women. What does it say about the men who drink the white rum 'neat'? Of course, doing so fits right into the 'macho' image that they want to portray, for you do know it means that they did not take the 'bite' out of the rum by adding water,

or Coke or Pepsi, or any other liquid to soften or weaken the effect of the rum.

In the next verse, which is but two lines, we are told simply that they set out with their packs and guns while it is still dark.

Finally, in stanza four, the narrator, who seems to be a child, enters the action when he/she stands on the doorstep in the cold to watch the men leave. We get the ambiguity of the children to this development. It is based on their gender. The boys are itching for their time to join in the sport, while the girls are hoping that the men will return empty-handed.

I have a few questions for you, but you will get them in our following lesson. See, you have more time to explore this poem before we continue in 'class'. Walk good and God bless!

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Control structures

NATALEE A. JOHNSON
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GOOD DAY, students, this is lesson 22 in our series of lessons. In this week's lesson, we will continue to look at control structures/statements.

Most of the things we do in our everyday life require some form of repetition, like getting ready for school or work. You perform the same steps over and over, five to seven days a week.

When we want the computer to repeat some statements several times, we need a loop structure to instruct the computer what to repeat and how often these steps are to be repeated.

Every loop has four major elements. These are:

- Initialisation
- Repetitive statement(s)
- Loop statements (block)
- Conclusion

INITIALISATION

Before a loop is started, we may need some statements to get started. For example, we may need to initialise a variable to a start value or read an initial value into a variable.

REPETITIVE STATEMENTS

These are the statements that the computer will repeat.

LOOP BLOCK

We must specify what statements are to be repeated by the computer. The repetitive statements are normally placed in the loop block.

There are namely three main types of loop constructs that we will focus on. They are: 'For Loop', 'While Loop' and 'Repeat Until'.

Key things to note when working with loops:

THE USE OF AN ACCUMULATOR

For example, you may be given a loop structure where you are required to find the sum of 10 numbers. You would agree that it would be time-consuming to sit and memorise the 10 numbers entered in order to add them.

With the use of an accumulator, you do not need to write down or try to memorise the numbers. As in the case of the 'for loop' (see explanation of a 'for loop' below), you can start sum with the value 0 and each time you are given a new number, you add it to your present sum. Hence the statement: $\text{Sum} \rightarrow \text{Sum} + \text{num}$, if the first number entered is 40, your sum would be 40 initially.

Therefore, $\text{Sum} \rightarrow \text{Sum} + \text{num}$, would be $\text{Sum} \rightarrow 0 + 40 = 40$.

If you then add another number, say 10, to your present sum, your new sum would be 50.

$\text{Sum} \rightarrow \text{Sum}$
(previously) + new_number

The process will continue until all the numbers have been totalled. The only value you will keep in your memory is the current sum.

COUNTERS

This is the process of counting the number of times a value is entered or a statement is carried out. You can also allow your counter to begin at 0 and then increment (increase accordingly). Here is an example of an assignment statement with the use of a counter.

Counter \rightarrow 0
Counter \rightarrow Counter + 1

In the example above, counter is initially set at 0, followed by another statement increasing the counter by one, which means that every time the assignment statement is executed, the value of the counter variable is increased by 1. Thus, the assignment statement will provide a mechanism for counting. Using the same 'for loop' example, a counter would count and keep track of the 10 numbers which would be entered and then totalled, such that only 10 numbers will be entered.

Please note that you could start your counter at 2, 5, etc, depending on the algorithm.

Let us now examine each of these loop constructs starting with the 'for loop' structure.

THE 'FOR LOOP'

The 'for loop' is an example of a definite loop; it facilitates the repetition of a block of instructions a definite number of times.

Let us look at an example of having a bowl of jello with ice cream; you could have at least 20 scoops of the ice cream with jello.

Please note you use the 'FOR LOOP' when you have a block of statements that will be carried out a set number of times; otherwise, you use a different loop construct.

Write an algorithm to read 10 numbers and output the sum of the numbers.

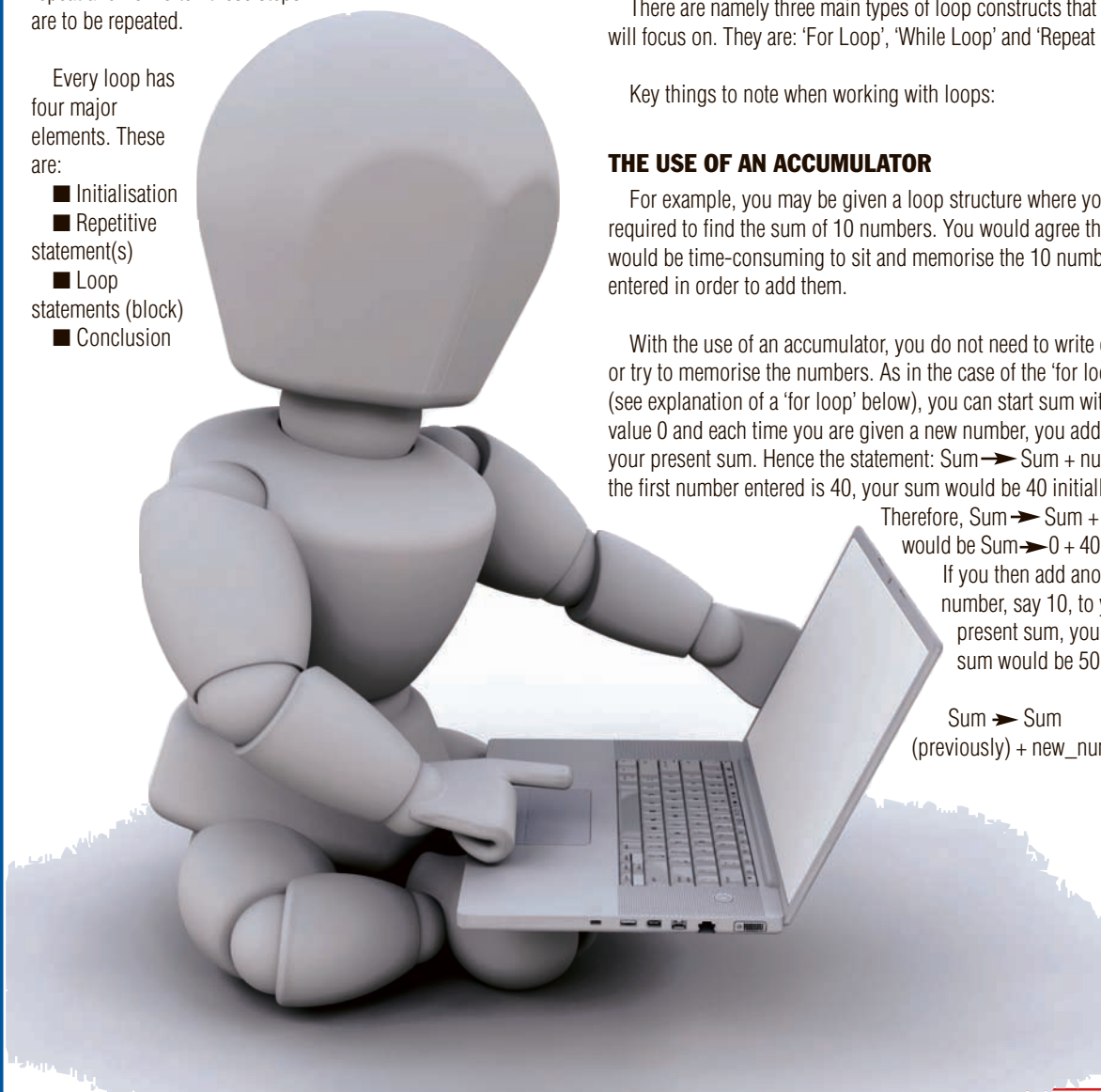
ALGORITHM SUM

This program will read 10 numbers and find the sum of those numbers.

Declare number, counter and Sum as data type integer

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

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Geometrical construction

CLEMENT RADCLIFFE
Contributor

WILL, in this week's lesson, present a review of aspects of geometry, specifically, geometrical construction and application of theorems.

The following is extracted from the syllabus:
■ Draw and measure angles and line segments accurately, using appropriate instruments.

■ Construct lines, angles and polygons, using appropriate instruments.

- Parallel and perpendicular lines.
- Bisecting line segments and angles.
- Constructing a line perpendicular to another line, L, from a point that is not on the line, L. Triangles, quadrilaterals, regular and irregular polygons.
- Angles include 30° , 45° , 60° , 90° , 120° and their combinations.

You are invited to use the above to guide your review and study. Please note the following:

- You should ensure that you are comfortable with the use of the protractor to measure angles, the pair of compasses to draw arcs representing specific distances, and the ruler to determine distances.
- It is vital that you learn the methods of constructing the five angles listed above using the pair of compasses, pencil and ruler only.
- All methods are linked to the fact that the three internal angles of an equilateral triangle, each 60° . Bisecting this angle will result in the construction of a 30° angle.
- Being competent in bisecting line segments and angles, also in constructing parallel and perpendicular lines, is critical to completing the exam-type questions.
- Repeated practice of each activity must be done to build competence.

Other points to note:

- Construction arcs and lines must be shown to indicate the methods used.
- The figure representing the answer should be bold.
- The measurement of lines and angles are

accepted within a specific degree of accuracy and so every effort must be made to be as accurate as possible. The use of the divider will help.

4. The construction of parallel and perpendicular lines is usually required to construct a rectangle or parallelogram.

5. If the question restricts you to only use a ruler, a pencil and a pair of compasses, then a protractor must NOT be used.

In attempting an example, you are encouraged to sketch the figure and then plan the order of the steps which are required.

EXAMPLE 1

- Using a ruler, a pencil and a pair of compasses, construct:
a) A triangle ABC in which $AB = 8\text{cm}$, $AC = 6\text{cm}$ and angle $A = 60^\circ$.

- The line segment CM which is perpendicular to AB and meets AB at M.
- Measure and state the size of angle BCM.

SOLUTION

The recommended order is: draw $AB = 8\text{cm}$, angle $A = 60^\circ$ and $AC = 6\text{cm}$. Finally, join BC and then construct the perpendicular from C to AB.

NB: The recommended order is: draw $PQ = 6\text{cm}$, angles P and Q = 90° and PR & QS = 6cm . Join RS and, finally, construct $PQY = 120^\circ$, then extend RS to meet QY at Y.

Angle BCM = 44° .

EXAMPLE 2

Using a ruler, a pencil and a pair of compasses:

- Construct accurately, the square PQRS, with side 6cm .

- Construct an extension of your drawing in (i), the trapezium RPQY so that angle $PQY = 120^\circ$.

- Hence, measure and state the length of QY.

$QY = 6.8\text{cm}$

Please attempt the following on your own.

PRACTICE EXAMPLE

- Using a ruler, a pencil and a pair of compasses:
■ Construct the perpendicular bisector of a line segment PQ, of length 5cm .
■ Construct angle $DEF = 45^\circ$.
■ Construct triangle ABC with $AB = 5\text{cm}$, angle $ABC = 60^\circ$ and angle $BAC = 90^\circ$.

- Measure and state:

- The length of AC.
- The size of angle ACB.

While the construction lines above are not clearly visible, be sure that yours are as you complete the examples.

We will now proceed to review application of theorems.

A theorem is a geometrical statement which is accepted as fact in solving a problem. For example, 'the sum of the interior angles of a triangle is 180° ' or 'vertically opposite angles are equal'. They are all based on the definition that the angle at a point is 360° with the proof of each based on logical deductions. The fallacy is widely expressed that you only need to work math problems. You are, therefore, encouraged to pursue the following:

- Carefully review the aspects of geometry relating to finding unknown angles in order to identify and list the various theorems.

■ Emphasis should be placed on intersecting lines, polygons (especially triangles and quadrilaterals) and circles, including the tangents, chords and radius.

■ List and study all the relevant theorems and ensure you understand their applications. For example, 'corresponding angles are equal'. You must be familiar with what are corresponding angles.

■ You should then practise various examples in order to build competencies in their applications.

I will now proceed to provide examples as follows:

EXAMPLE 1

(a) The diagram below shows two straight lines, AB and AC, intersecting a pair of parallel lines, MN and XY.

Determine, giving reasons, the value of:

- x
- y
- w.

SOLUTION

(i) $x^\circ + 128^\circ = 180^\circ$ (Adjacent angles on a straight line are supplementary.)

$$x^\circ = 180^\circ - 128^\circ$$

$$x^\circ = 52^\circ$$

(ii) $x^\circ + y^\circ = 180^\circ$ (Co-interior angles formed from parallel lines are supplementary.)

$$52^\circ + y^\circ = 180^\circ$$

$$y^\circ = 180^\circ - 52^\circ = 128^\circ$$

$$y^\circ = 128^\circ$$

ALTERNATIVE

$Y^\circ = 128^\circ$. (Corresponding angles formed from parallel lines MN and XY are equal.)

$$\begin{aligned} \text{(iii) } w^\circ + (180 - y^\circ) + (180 - 100) &= 180^\circ \\ \text{(Interior angles of a triangle are supplementary.)} \\ w^\circ + (180 - 128) + (180 - 100) &= 180 \text{ (Interior angles of triangle are supplementary.)} \\ w^\circ + 52 + 80 &= 180 \\ w^\circ + 132 &= 180 \\ w^\circ &= 180 - 132 = 48 \\ w^\circ &= 48^\circ \end{aligned}$$

EXAMPLE 2

ABCDE is a pentagon inscribed in a circle with centre O. The diameter AD is produced to F. Angle CDF = 135° and angle BAD = 72° .

Determine, giving reasons for your answers, the magnitude of angles,
i) CDA ii) BCD iii) AED.

SOLUTION

i) $CDA + CDF = 180$ (Adjacent angles on a

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Oral presentation

YOU WILL recall that 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 organise the ideas very simply and clearly on the cue card. As you practise delivering the speech, ensure that you practice 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 refreshed 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, visualizing yourself doing an awesome presentation, and being well prepared. As your name is called your heart starts racing again, but 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 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 pressed, giving 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 toe.

PARALINGUISTICS

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 vocalised 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

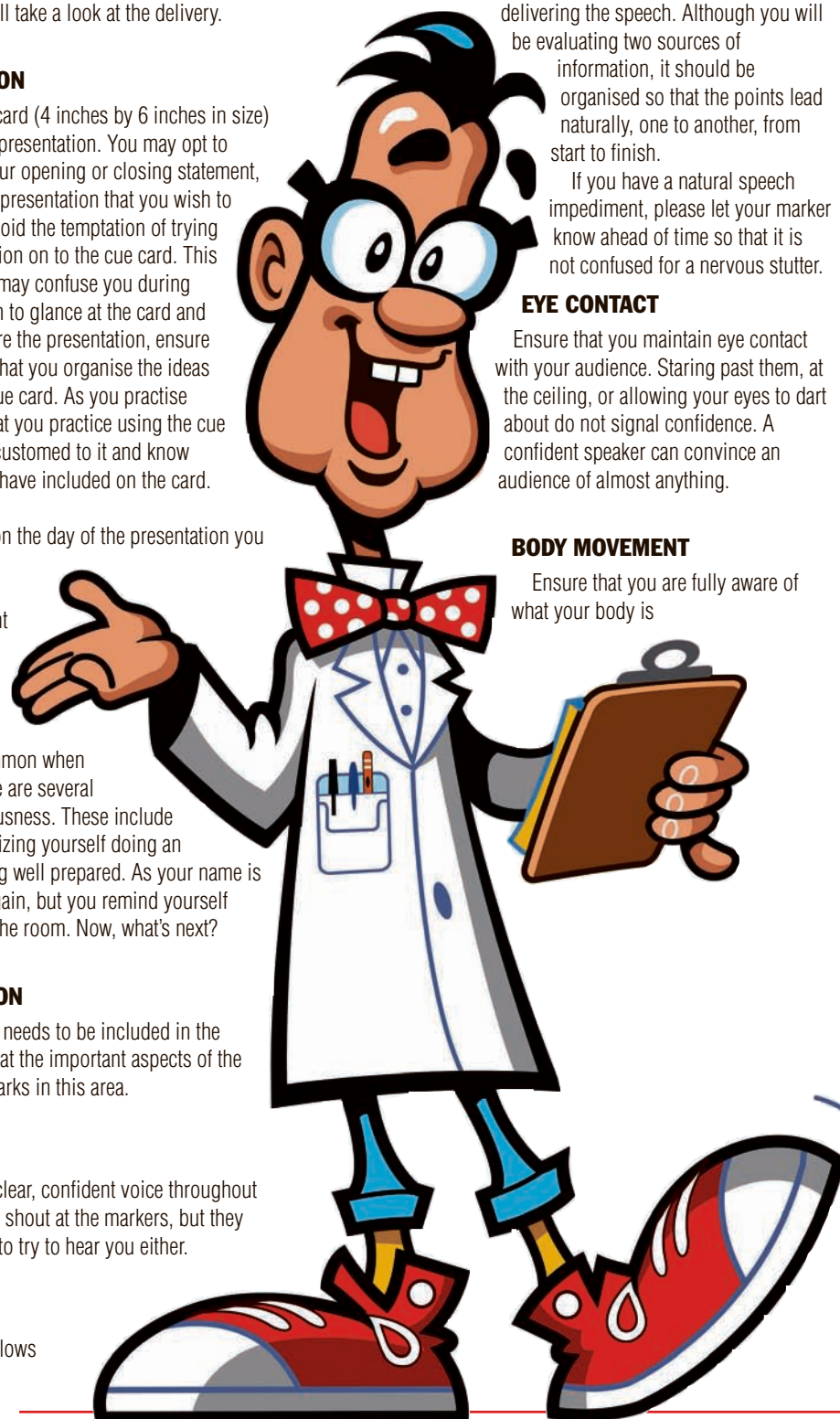
As you breathe a sigh of relief at completing another portion of the internal assessment, do a quick mental reflection. You realise that you have done an awesome job! The pleased look on the face of your marker is etched in your memory.

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!

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



Globalization and development

JASON MCINTOSH
Contributor

GOAL

For students to assess the ways in which globalization affects development in the region.

OBJECTIVE

1. Examine how development in the region is influenced by social, political, economic, technological and environmental factors

Globalization is defined as the international integration of goods, labour, technology and capital (Slaughter and Swagel, 1997). Globalization embraces the concept of 'level playing field'. Therefore, globalization as a process erodes the distinction from one place to another. The process that results in the creation of a global market and economy is characterised by:

- The world being one huge market.
- Use of the most advanced technology.
- Creation of competitive world market.
- Resource and technology as the most valuable source.
- More controlling power as technology advances.
- Capitalist states' control of world's economy.

INTERNATIONAL MONETARY FUND (IMF)

The IMF, or International Monetary Fund, is an international organisation of 188 member countries; it works to ensure the stability of the international monetary and financial system. The IMF's mandate includes facilitating the expansion and balanced growth of international trade, promoting exchange stability, and providing the opportunity for the orderly correction of countries' balance of payments problems. The IMF was established in 1945.

WORLD TRADE ORGANIZATION (WTO)

The WTO, or World Trade Organization, is an international organisation of 160 members; it deals with the rules of trade between nations. With Russia's accession in August 2012, the WTO encompasses all major trading economies. The WTO works to help international trade flow smoothly, predictably and freely, and provides countries with a constructive and fair outlet for dealing with disputes over trade issues. The WTO came into being in 1995, succeeding the General Agreement on Tariffs and Trade that was established in 1947.

WORLD BANK

Also known as the International Bank of Reconstruction and Development, it came into being following the Bretton Woods

Conference in 1944 and began operation in 1946. The World Bank provides long-term loans to assist economic development.

ROLE OF THE WORLD BANK IN GLOBALIZATION

The World Bank assists low-income countries in that it plays a vital role by working with governments to ensure strong governance, effective judicial systems, and a robust financial system. All these would help fight corruption. If these initiatives are not taken, attracting foreign and domestic investment would be difficult. The World Bank also assists middle-income countries; 80% of the world's poor live in middle-income countries. These are the countries which require utmost help for a strong financial stability. For that, the structural and social reforms should be in place for the next stage of development. The mission of tackling global poverty is the main agenda and the only important tool to achieve overall development.

The World Bank focuses on:

- Securing long-term funding.
- Giving advisory services.
- Creating the right policy and institutional framework.
- Addressing weaknesses in the social, structural, and sectoral policies.

POSITIVE IMPACTS OF GLOBALIZATION ON LABOUR

- International integration of goods, labour, technology, and capital. (Slaughter and Swagel, 1997)
- International integration in commodity, capital and labour markets. (Bordo *et al.*, 2003)
- Increased demand for skilled workers and decreased demand for less-skilled workers.
- Increased technology and communications facilitates higher education.
- Ease of travel allows labour to compete on an international scale.
- Decentralization of labour market to industry hubs.

POSITIVE IMPACTS OF GLOBALIZATION ON LABOUR

- A rise in worker remittances.
- Increased accessibility of employment in new areas.
- Rapid technological change may be responsible for a more abrupt price decline in skill-intensive industries rather than in unskilled, labor-intensive ones.

NEGATIVE IMPACTS OF GLOBALIZATION ON LABOUR

- Difficulties of integration into the host community.
- Increase in poverty as a result of the concentration of low-skilled and low-paying jobs.
- Dramatic income inequality between the more and the less

skilled in some countries.

- Unemployment among the less skilled in other countries.
- Limited employment protection.

IMPACT OF GLOBALIZATION ON INDUSTRY

- The reduction of barriers to cross-border trade and capital flows, along with progress in transport and communication, has made it easier for firms to move parts of their production to less-costly foreign locations – a process referred to as offshoring.
- The location of production has become much more responsive to relative labor costs across countries.
- An actively trading country benefits from the new technologies that 'spill over' to it from its trading partners, such as through the knowledge embedded in imported production equipment.
- The productivity-enhancing effect from trade in intermediates is large and trade in intermediates reduces the costs of production.

COMMERCE

Trade can be viewed as effectively shipping from one country to another the services of the workers engaged in the production of traded goods.

(Matthew J. Slaughter and Phillip Swagel)

IMPACT OF GLOBALIZATION ON COMMERCE

- More and more output in the advanced economies consists of largely non-tradable services: education, government, finance, insurance, real estate, and wholesale and retail trade.
- Developing countries' imports have been growing faster than those of advanced economies and the share of advanced economies' exports going to developing countries has been rising.
- Changes in product prices are the result of trade rather than other purely domestic influences.
- Global competition has brought down international trade prices.

RESPONSE OF LABOUR TO GLOBALIZATION

- Decentralization of labour market to industry hubs.
- Persisting large cross-country differences.
- Reductions in the tax wedge.
- Deregulation of product markets benefits from the bigger economic 'pie', although their share of it has declined.

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of life and raising foreign exchange earnings. Human resources must be employed to make the most of a country's physical resources.

ACCOUNTABILITY

Decision-makers in government and civil society organisations are accountable to the public, as well as to the institutional stakeholders. Governments must always strive to put in place structures to ensure transparency and accountability.

STRATEGIC VISION

Leaders and the public have a broad and long-term perspective on good governance and human development, along with a sense of their rights and duties. There is also an

understanding of the historical, cultural and social complexities in which that perspective is grounded.

FOR YOUR INFORMATION

Good governance is essential, but it is difficult to achieve in its entirety. Very few countries and societies have come close to achieving good governance in its entirety. It must be remembered, however, to guarantee sustainable human development. The foundation of any democratic government is its citizens. Here, democracy is viewed as not only a right, but also a responsibility, and establishes the foundation for citizens taking part in governance.

The rights and responsibilities of citizenship develop in many ways: citizen involvement in governance encompasses not only citizen

participation, but also citizen decision-making, information sharing, freedom of expression and voting. The methods of citizen involvement range from the spreading of information through electronic networks, newsletters, and public meetings, to engaged participatory processes that encourage all citizens to be active players in decisions made for their country.

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ACTIVITIES

1. What is a constitution?
2. Why do countries need to have constitutions?
3. Suggest THREE reasons why citizens are considered the most important stakeholders in a country.
4. Explain the methods of ensuring good governance and state THREE reasons why it is important in any country.

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straight line), substituting
 $CDA + 135 = 180$
 $CDA = 180 - 135 = 45$
 $CDA = 450$.

ii) $ACD = 900$ (Angle in the semicircle at the circumference is a right angle.)

$CDA + CAD + ACD = 180$ (Interior angles of a triangle are supplementary.)

Substituting, $CAD + 45 + 90 = 180$

$CAD + 135 = 180$

$CAD = 180 - 135 = 45$

$CAD = 450$

$BAC + CAD = 72$ substituting,

$BAC + 45 = 72$

$BAC = 72 - 45 = 270$

$ABC + CDA = 180$ (Opposite angles of a cyclic quadrilateral are supplementary.)

$ABC + 45 = 180$

$ABC = 180 - 45 = 135$

In triangle ABC,
 $BAC + ABC + BCA = 180$ (Interior angles of a triangle are supplementary.)

Substituting, $BCA + 135 + 27 = 180$

$BCA = 180 - 162$.

$BCA = 180$

Since $BCD = BCA + ACD$ and $ACD = 90$

$BCD = 18 + 90 = 108$

$BCD = 1080$

iii) $AED = 900$ (Angle in the semicircle at the



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PHOTOGRAPHER

Pembroke Hall High School students Andre Jackson (left) and Shantoy Blackwood in dialogue with principal Reverend Claude Ellis at the institution in Kingston on Tuesday, March 6. The students volunteered to work with Citizens Action for Free and Fair Elections (CAFFE), where they functioned as field observers at polling stations for the by- election held on March 5.

circumference is a right angle.)

EXAMPLE 6

O is the centre of the circle ABCDE and TEF is a tangent to the circle at E.

Given that $DEF = 300$, calculate, giving reasons to support your answer, the sizes of the angle:

- i) ACD ii) EAD iii) EOD .

SOLUTION

i) $ACD = 900$ (Angle in the semicircle at the circumference is a right angle.)

ii) Since $DEF = 300$

$EDA = DEF = 30$ (Angle between chord and tangent is equal to the angle in the alternate segment.)

$EDA = 300$

iii) $EOD = 60$ (Angle at the centre is twice the angle at the circumference subtended by the same chord.)

$EOD = 600$

It is recommended that you establish a group to develop a comprehensive list of theorems. After ensuring that you are comfortable with their use, you should commit them to memory. Please continue to practise other examples.

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