

CONTRIBUTED

Debaters of Holy Trinity High School demonstrate a key technique as they show Scotiabank's Hope McMillan Canaan (fifth from right) how to indicate a point of information, which is a question or a statement that is raised while a speaker of the opposing team is speaking. Debatemate uses a peer-to-peer method of teaching debating that enables students to channel negative behaviour into a positive and constructive way that can be applied to conflict resolution. Scotiabank has partnered with Debatemate to expose students in inner-city communities to an alternative way to encourage discussion through debate.

yl:office administration

The purchasing department

HYACINTH TUGMAN Contributor

PURCHASING IS simply buying anything from suppliers. However, in any business organisation, items must be purchased in a systematic manner for the smooth operation of the business. In the department, one person may be in charge of purchasing.

The staff responsible for purchasing is to ensure that materials and equipment are available immediately when required in the organisation. Purchases must provide value for money and be within budget. Purchases must be authorised by the manager.

RESPONSIBILITIES OF THE PURCHASING DEPARTMENT

■ Sourcing suppliers: The purchasing manager will source the best materials that will be of benefit to the business. There will be a list of frequently used suppliers. These suppliers are expected to provide quality goods at competitive prices. Catalogues and brochures are usually given to the purchasing department. A catalogue is a book containing a list of items, including pictures, that can be bought from a particular supplier. They may or may not show the prices of the items listed, but more than often the prices are shown is a separate list.

■ Negotiating: The purchasing manager will negotiate with the suppliers to get the best price for goods and prompt delivery. When a decision has been made as to who is the supplier, an order is placed.

The following should be included on the order form.

- Purchase order number
- Name and address of buyer
- Name and address of supplier
- Supplier's quotation
- Full details of goods
- Delivery date
- Delivery address
- Trade discount
- Terms of payment



Signature of person authorising the order.

■ Placing contracts: A supplier must provide goods or services at stated times. A contract is a legally enforceable, binding agreement between two or more parties. A contract involves an obligation on the part of the contractors. This contract may be expressed verbally or in writing.

■ Maintaining suppliers records: The

purchasing department must monitor stock records so that supplies can be reordered in good time so as not to stall the production process.

RELATIONSHIP WITH OTHER DEPARTMENTS

In order for the purchasing department to carry out its functions effectively, it requires input from the other departments in the organisation.

The stockroom must clearly monitor levels of

stock so that the purchasing department can be given sufficient time to select the best supplier.

The receiving department reports to the purchasing department about the condition, quantity and the quality of the goods received. This information enables the purchasing department to decide whether to continue ordering from the supplier.

The accounting department checks the accuracy of figures shown on invoices and makes payment.

DUTIES OF A PURCHASING CLERK

The following are the duties of a purchasing clerk.

Receiving and checking requisitions against stock issued and stock held.

- Filing of purchase records.
- Maintaining stock records.
- Maintaining database of suppliers.
- Recommending suppliers.

ACTIVITY FOR TODAY

Your supervisor has reacted to a particular problem with a decision to send a letter to all 3,000 staff, today if possible, otherwise first thing tomorrow morning. You put in a requisition for 3,000 C5 envelopes to be delivered today. The storeroom clerk rings you to say that they have no stock of C5 envelopes although the stock record (on computer) shows that there should be 1,500 in store. He has contacted the organisation's usual supplier, who says they can deliver tomorrow afternoon.

1. What would you do?

2. Why might there be the discrepancybetween the stock record and the actual stock?3. Which of your ideas do you think is mostlikely?

This is all for this week.

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yl:principles of business

Social accounting and global trade – Part 3

YVONNE HARVEY Contributor

T IS always good to communicate with you all through this medium. I sincerely hope that you are doing well and that you are really getting into the principles of business syllabus. As we get closer to the final examination, it would be in your best interest to begin looking at and practising past-paper questions. It would also be good for you to do some serious revision, especially the areas that you find difficult to grasp. Let us now look at economic development and economic growth.

THE DISTINCTION BETWEEN ECONOMIC GROWTH AND DEVELOPMENT

Economic growth is a quantitative concept, i.e., it deals with numbers or figures or amounts. It refers to the real growth in, or expansion in, national output, and is most often measured in terms of real gross domestic product (GDP).

The concept of economic growth is positive; this means it always refers to an increase in output. Negative growth, while quantitative, as is economic growth, refers to a decrease in the national output.

The production possibilities frontier can be used to illustrate economic growth. A production possibilities curve is a curve showing all the possible combinations of two goods that can be produced using up all the resources and at a given state of technology. When economic growth takes place, the production possibilities curve shifts to the right.

The curve may shift to the right and economic growth results if either the productivity of labour or other factors of production improve, if there is an improvement in technology, or if there is an increase in resources.

Try to find a diagram of a production possibilities curve. Copy it into your notebooks and then shift the curve to the right. The first curve represents production possibilities for the country NOW and the second one will represent the production possibilities at a future date, for example, five years later.

Economic development is qualitative and refers to the process by which the standard of living and the well-being of the entire nation are improved by raising real per capita income. Economic well-being is concerned with the quality of housing, clothing, education, food, health, peace of mind, security, eradication of poverty and eradication of inequalities in income and wealth, etc. If any of these factors increase, there will be economic development.

Human resource development looks at improving the human resources of labour and the entrepreneur. Improvement of labour and the entrepreneur means that the productivity of both will increase. In turn, there will likely be an increase in economic growth and development.

The human resource can be improved through education, training or retraining, improved health facilities, improved working conditions and an improvement in the factors of production that they have to work with.

THE ROLE OF EDUCATION IN ECONOMIC GROWTH AND DEVELOPMENT

Improved education and training means that labour and the entrepreneur will now have more knowledge to increase the national output and improve the well-being of the nation. Through education and training, labour might learn new and more efficient methods of production and thereby increase the overall output. The entrepreneur may learn how better to organise and bear risks, thereby causing improved output and improved economic well-being. Education, thus, improves the productivity and efficiency of both of the human factors.

Now for your homework assignment: (a) Distinguish between economic growth and economic development. **(6 marks)** (b) Why is economic growth regarded as a quantitative concept while economic development is regarded as a qualitative concept? **(4 marks)** (c) Discuss TWO factors that might result in economic growth and TWO factors that might result in economic development. (8 marks)

(d) Explain ONE way in which education can cause economic growth and development. (2 marks)

Total marks: 20

See you next week.

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yl:principles of accounts

Incomplete records

ROXANNE WRIGHT Contributor

T IS my hope that all examination candidates sitting the exam in May/June 2018 have already prepared and are being guided by their study/review timetable. As I continue to assist you, a worked example is presented below. Read the question carefully, look at the reasoning and the workings, then try solving the question on your own. At the end, match your answer with the solution given.

QUESTION

M. Lawrence started her business on January 1, 2016, with \$40,000, which she deposited in a business bank account. Although full accounting records were not kept, the following information was available about her business as at December 31, 2016:

	\$
Stock	12800
Debtors	13600
Balance at bank	4240
Loan from a Finance Company	8000
Fixed assets	44800
Creditors	6240

The bank statement for 2016 showed that Lee had sold some private investments for \$8,000, which had been used for business purposes. [>1]

The bank statement also showed that Lawrence had withdrawn \$20,000 for her personal use.

She decided at December 31, 2016, that \$4,000 should be provided for depreciation on the fixed assets. [>2]

(a) Prepare a statement, in good style of layout of your own choice, clearly showing the profit or loss for the year ended December 31, 2016. [>3]

(b) State THREE ways in which a trading and profit and loss account drawn up from full double-entry records gives the information about a business which the owner needs.

REASONING:

[>1] This is additional capital contributed by M. Lawrence to the business.

[>2] Subtract depreciation from the fixed assets when computing the ending capital at December 31, 2016.

[>3] Compute the profit or loss by using the formula: Net profit = Capital attend - Additional capital + Drawings -Capital at beginning

[>4] View the relevant components found in the trading and profit and loss account, which are not found in the statement in (a), and explain briefly their relevance in checking the progress of a business.

SOLUTION:

(a) M. Lawrence

Statement of computing profit or loss for the year ended December 31, 2016.

	\$	\$	\$
Capital as at December 31, 2016:			
Assets:			
Stock		12800	
Debtors		13600	
Balance at Bank		4240	
Fixed Assets	44800		
Less Depreciation	4000	40800	
		71440	
Less Liabilities:			
Loan from Finance Company	8000		
Creditors	6240	14240	5720
Less Additional Contribution			800
			4920
Add Withdrawals			2000
			6920
Less Capital as at January 1, 2016:			
Assets: Balance at Bank			4000
Therefore, Net Profit for the year ended December 31, 2016			2920

(b) A trading and profit and loss account drawn up from

double-entry records shows, among others:

i. Sales

ii. Expenses

iii. Gross profit

These data cannot be found in the statement prepared in (a).

SALES DATA

■ These are important since they enable the owners to see how much sales are made for that year and, hence, be able to compare to other years.

■ The future of a business depends on its sales volume, so this data is important if owners want to check the progress of their businesses.

EXPENSE

■ This represents the cost of goods and services used up in the process of obtaining revenue.

■ It allows owners to see where their money goes and whether any effort is made to control costs and expenses.

■ It shows that high sales may be offset by high expenses, hence, resulting in low net profit.

■ It proves that low expenses must be ensured to secure maximum profits.

GROSS PROFIT

Gross profit is used to help to determine whether the products sold are profitable.

■ It also helps the deciding whether to increase or decrease price, and whether costs could be reduced further.

EXAMINATION PREPARATION TIP

As you get closer to your examination date, to assist with your preparation, I encourage you to:

- Review your notes.
- Solve at least one question per day.

■ Identify and start putting together the items you need to take to your examination room.

This is where we 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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yl:chemistry

Carboxylic acids and esters

FRANCINE TAYLOR-CAMPBELL

ontributor

CARBOXYLIC ACIDS are generally weak acids and have the formula $C_n\;H_{2n+1}COOH$

Carboxylic acids (R-COOH)



Acids are named based on the number of carbon atoms in the entire formula with the suffix 'oic' added to the root name.

Carboxylic acids are commonly found in a number of substances such as citrus fruits, which contain citric acid. Other common acids are shown below.



example:

Methanoic acid, also called formic acid; and ethanoic acid, also called acetic acid.

WHAT ARE THE CHARACTERISTIC REACTIONS OF CARBOXYLIC ACIDS?

Since carboxylic acids are weak acids, they are able to carry out typical reactions with substances such as metals, bases and carbonates. In these reactions, the -COOH group is the functional group that reacts.

1. Organic acids react with metals to form salts and liberate hydrogen.

 $2Na(s) + 2CH_3COOH(aq) \longrightarrow 2CH_3COONa(aq) + H_2(g)$ sodium ethanoate

Only the hydrogen of the -COOH is replaced in these acid-type reactions.

2. Acids react with oxides and hydroxides of metals. MgO (s) + 2CH₃COOH (aq) \longrightarrow (CH₃COO)₂Mg (aq) + H₂O Magnesium ethanoate

3. Organic acids react with carbonates and hydrogencarbonates to form salts and carbon dioxide. CH₃COOH (aq) + NaHCO₃ (aq) → CH₃COONa (aq) + CO₂ (g) + H₂O

4. Alcohols and carboxylic acids combine to produce ESTERS, which have the general formula RCOOR, where R is an alkyl group such as CH_3 and C_2H_5 . This is called an esterification reaction.

Esters have the functional group - COO- with two alkyl groups attached.

HOW ARE ESTERS NAMED?

Esters are named from the carboxylic acid and alcohol from which they are made. The alcohol gives the first part of the name and the carboxylic acid gives the second. The suffix - 'oate' is added to the acid part to get the name of the ester. In the example, ethanoic acid and methanol are reacted to form the ester methyl athenaeta

Ester formation is a type of condensation reaction in which a large molecule is formed from the joining of two reactive groups with the elimination of a small molecule such as H_2O .



In the formation of ethyl ethanoate, ethanol (alcohol) and ethanoic acid (carboxylic acid) are reacted to form the ester and water. This usually takes place in the presence of acid as the catalyst.



Esters can be hydrolysed (broken down) using acid or alkali to yield the acid (or salt of the acid) and alcohol that formed the ester.



In this hydrolysis reaction, acid is used as a catalyst and the reaction is reversible. The alcohol and acid that made up the ester is reformed.

HOW ARE ESTERS IDENTIFIED?

Esters are very important compounds known by a characteristic fruity or sweet smell. They are responsible for the smell of fruits, perfumes and flavourings in fruits and cakes. Esters also form solvents for organic compounds such as glues, paints and varnishes.

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yl:biology

The environment – Conservation

MONACIA WILLIAMS Contributor

"The best time to plant a tree was 20 years ago; the next best time is today." — Old Chinese proverb

OW HAVE you been over the last week? I should not have to ask; you have been well, and I know that this good feeling is going to continue because you have confidence in yourself and your ability to succeed at whatever you choose to do!

This week, we will conclude our study of the environment and we will do so by looking at some of the ways in which we can help to preserve it, not only for our continued use, but also for the use of generations to come. We have already discussed some of the negative effects of human activities on the environment. Let us now see if there are ways to improve or correct these activities.

SUSTAINABLE DEVELOPMENT

This is the term given to cover the different ways that can be used to protect the earth's environment, i.e., using the natural resources wisely so that future generations will be able to enjoy and benefit from using these resources. We have covered some of these ways in previous lessons, hence these will only be mentioned in this lesson.

In a previous lesson, we discussed the effects of man's negative activities on forests. Now, we will look at how we can reduce these impacts.

■ **Reforestation:** This involves replanting the trees that have been cut down; not necessarily planting a tree for a tree, but being specific in replanting and planting a cedar tree to replace a cedar or a mahogany to replace a mahogany. This would require coordinating efforts between the loggers and plant nurseries.

■ Sustainable management of forests: This, again, would require coordination between loggers and government agencies so that trees are removed at the right age and replanting occurs at the right time.

■ Providing alternative fast-growing species: This is necessary to account for the cutting



State Minister in the Ministry of Education, Youth and Information, Floyd Green (right), shares in the reading of the Access to Information Unit's (ATI) youth information booklet titled 'Abby and Friends ATI Adventure' with (from left) ATI youth ambassador and student of Westwood High Shadae Graham; Vauxhall High School student Charlecia Robinson; student of Ardenne High School Josh Pratt; and ATI youth ambassador and student at Wolmers' Boys' School, Shaquille Johnson. The publication was launched at the Kingston and St Andrew Parish Library on March 26.

down of trees to provide charcoal and also to provide yam sticks in the yam-growing areas of Jamaica.

We can reduce our consumption of certain goods. We can also begin to recycle; many developed countries are ahead of us in this respect. Additionally, we can begin to, or increase our attempts to, reuse anything that is reusable. We can reduce our use of fossil fuels by conserving electricity or changing the methods used to generate electricity by developing wind and solar energies.

We can seek to develop our public transportation system so that less dependence is placed on private motor vehicles. This would also reduce our consumption of fossil fuels.

While farming exploits the land, fishing

exploits the sea. There is a large dependence on fishing in all of the Caribbean, and if this industry is not properly managed, it will continue to suffer from the negative impact of humans.

WHAT IS REQUIRED FOR PROPER MANAGEMENT?

Regulation in the size of the nets and traps used to catch fish, crabs and lobsters so that the young remain to continue the generations.

Regulation of harvesting so that these animals are not fished during their breeding seasons.

We can also change farming practices by monitoring the use of fertilizers and reducing the use of pesticides. This will reduce agricultural run-off, as well as prevent harm to wildlife such as birds. We can also conserve what remains of our ecosystems. The aim of conservation is to help the ecosystem to remain stable even if environmental conditions change. Conservation helps to preserve biodiversity, and biodiversity serves to make the ecosystem more stable.

Conservation methods can be either *in situ* or *ex situ*.

■ *In situ* methods take place in the natural habitat of the organism — in parks, sanctuaries, reserves. These areas are usually protected through legislation.

■ *Ex situ* takes place outside of the natural habitat of the organism.

CONSERVATION METHODS:

■ Zoos: *ex situ* method – Zoos around the world are involved in captive breeding programmes. Animals belonging to endangered species are bred in these zoos and are reared until they are less susceptible to predation and are then released back into the wild. In Jamaica, this is being done for the Jamaican iguana.

■ Botanic gardens: *ex situ* – In botanic gardens all over the world, endangered plants are collected and grown for conservation, research and education.

■ Seed banks: *ex situ* – These conserve seeds of endangered as well as valuable species of plants. Conditions in these banks are optimal to ensure continued viability of the seeds.

■ Germ banks: *ex situ* – Sex cells from plants and animals are stored in a dormant state.

Restricting trade in endangered species.
 Controlling pollution, especially in

sensitive environments where species are at the risk of extinction.

Restricting urban and industrial development.

■ Legally protecting endangered species.

Did you enjoy this section of the syllabus? I hope you did, because I did! Here is where you can make a difference: Be bold, be brave, and stand up for planet Earth.

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

yl:history

Movements towards independence and regional integration up to 1985

DEBBION HYMAN Contributor

OBJECTIVES

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

1. Describe the attempts at unification up to 1962 and reasons for its failure.

2. Describe the constitutional steps towards independence in the British-colonised territories.

3. Discuss the constitutional arrangements in the French and Dutch Antilles and Puerto Rico.

Hi, guys. This week's lesson has been done in a multiple-choice format to assist with your exam preparations.

1. Which of the following individuals was the prime minister of the West Indies Federation?

- a) Uriah Butler
- b) Robert Bradshaw
- c) Grantley Adams
- d) Cheddi Jagan

2. Which of the following Caribbean countries experienced assimilation?

- a) Haiti, Martinique, St Croix
- b) Guadeloupe, Martinique, St Eustatius
- c) Dominica, Haiti, St John
- d) Martinique, Guadeloupe, French Guiana

3. The term 'tripartite kingdom' is best associated with the

a) French Caribbean

b) Dutch Caribbean

- c) Portuguese Caribbean
- d) Spanish Caribbean

4. Which Caribbean territory is an associated state of the United States of America?

- a) Puerto Rico
- b) Cuba
- c) Mexico
- d) Venezuela

5. In response to Jamaica's withdrawal from the West Indian Federation, Eric Williams uttered the following statement:



b) One minus ten equals zero.

c) One plus ten equals eleven.

d) One country cannot carry the federation.

6. Which of the following factors BEST

explains why a West Indian Federation was promoted?

i. Federation could allow for greater progress in regional economic development.

ii. The federations of Canada and Australia provided clear examples of political unions within the British Empire.

iii. Federation was seen as a necessary first step in the direction of an advanced political status for British Caribbean territories.

a) i only

b) ii only c) ii and iii only

d) i, ii and iii

7. In what year did Jamaica hold a referendum on the question of its continued involvement in the West Indian Federation?

- a) 1961
- b) 1963
- c) 1962
- d) 1951

8. What factors accounted for the collapse of the federation of the West Indies?

i. The federal government had too-weak powers and lacked sufficient impact on the everyday life of the people.

ii. Contact among the constituent units of the federation was hampered by inadequate and expensive means of transportation and communication.

iii. Jamaica and Trinidad believed that their continued participation meant slower economic development.

iv. The federal structure was an expensive model of aovernment.

a) i, ii and iii only b) i and iii only c) ii and iii only d) i, ii, iii and iv

ANSWERS

1. C 2. D 3. B 4. A 5. B 6. D 7. A 8. A

RESOURCE MATERIAL

1. A Post-Emancipation History of the West Indies – Isaac Dookhan

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yl:information technology

Introduction to Pascal language

NATALEE A. JOHNSON



OOD DAy, students. This is lesson 27 in our series of lessons. In this week's lesson, you will be introduced to the Pascal language.

You would have learnt last week that the Pascal language is a high level language. Now you are going to learn how to write a program using the Pascal language and appreciate the first step of the implementation phase (translate the algorithm into a specific programming language). There are different versions of the Pascal program, such as Ezy Pascal, Dev Pascal, Turbo Pascal 1.5, Free Pascal, etc. You will work with the one selected by your teacher. The formats are similar for all versions with a few unique program syntax requirements. I will be using the Dev Pascal version for the upcoming lessons.



STRUCTURE OF A PASCAL PROGRAM

- A Pascal program has three distinct parts:
- 1. The program heading
- 2. The program block
- 3. The program terminator (a period)

The program heading is a single statement beginning with the word 'program'. The heading assigns a name to the program and lists the input and output streams in parentheses. The program block is the body of the program. The block is divided into two distinct parts:

1. The variable declaration section, where all the variables and data structures used by the program are defined (shown in program as var).

2. The statement section is where all the action statements of the program are specified. The statement section is encapsulated within 'begin' and 'end' statements.

Begin and end are examples of keywords used in Pascal. Keywords (or reserved words) are words that have special meaning in Pascal and can only be used in the predefined context. That is, they cannot be used as variable names or in any other context. Other key words are: program, type, var, const, read, write, readIn, and writeIn.

When you are adding comments to your program, they are included between parenthesis { } or between (* *) and can span multiple lines.

Below is a table comparing the keywords of a pseudocode versus the keywords used in Pascal.

PSEUDOCODE KEYWORDS	PASCAL KEYWORDS
1) The word Start is used to begin an algorithm	The word Begin is used to start a Pascal program
2) The word Read is used to input values	The words Read and Readln is used to input values
3)Multiplication * and Division /	Same
4) Assignment Symbol ←	Assignment symbol :=
5) To display results/messages: Print, Display,	To display results: Write or Writeln
Output	
6) To end an algorithm the word Stop is used	To end a Pascal program the word End followed by a full stop is used. (End.)

KEY DISTINCTIONS IN PASCAL

The difference between READ and READLN.

There is no difference between 'read' and 'readIn' when working with numeric values such as 2, 6, and 10. The difference applies when working with string values or characters on different lines such as 'A', 'B' and 'C'. When the computer reads the first letter ('A') if you use the keyword READ, the program will not move to the next line to read B and C, so the keyword READLN is used to read in such values.

THE DIFFERENCE BETWEEN WRITE AND WRITELN

The keyword Write outputs text or values to the screen in a single line, leaving the cursor positioned at the end of line. On the contrary, Writeln, which means 'write line', outputs text or values to the screen in more than one line, leaving the cursor at the beginning of the next line instead of at the end of the current line. For example, if you were outputting the sentence 'my first program'.

yl:information technology



yl:english language

Multiple choice – Argumentative essay

MELISSA MCKENZIE Contributor

W ELCOME TO another lesson! This week, you will be getting further multiplechoice practice. The extracts that will be used are argumentative in nature and will help in preparing you for the upcoming lessons that will focus on argumentative essay writing.

DIRECTIONS

Read the following extract carefully and then answer the questions on the basis of what is stated or implied.

The main argument in favour of keeping the death penalty for murder is that it will frighten men out of the desire to commit the crime. In other words, it will act as a preventative. It is curious that the more ineffective it is in this way. that is, the more murders actually take place, the more defenders of capital punishment cry for it to be kept. Two reasons at least account for its ineffectiveness as a preventative. The first is that few men, when they commit murder, either know clearly what they are doing or are in sufficient control of themselves to mind what will follow. The second is that figures show that for every eleven murders committed. only one man is executed. So that a murderer who calculates the chances may well decide to take the risk. Society can best show its horror at murder by refusing to imitate it in the name of justice.

1. To 'frighten men out of the desire' presents the view that:

- A. Desire can be counteracted by fear.B. Fear is the strongest emotion that men
- possess. C. Fear causes great desire in men.
- D. Desire is man's weakest emotion.

2. 'Preventive' as used in line 2 of the extract means:

- A. Law
- B. Precaution
- C. Deterrent
- D. Terror

3. The writer mentions statistics in the extract in order to:

A. Convince the reader that the death penalty encourages murder.

B. Inform the reader that the number of murderers receiving the death penalty has increased.

C. Impress the reader with his knowledge of the law regarding the death penalty. D. Show that most murderers are not given

the death penalty.

4. The term 'calculate the chances' as used in the passage means:

- A. Computes the score.
- B. Works out the odds.
- C. Thinks about the opportunities.
- D. Predicts the future.

5. In the last sentence of the extract, the writer is expressing the view that:

A. Murders are increasing because society is influenced by the courts.

B. Society should not regard the death penalty as justice but as murder.

C. People have a desire to imitate what they see and, therefore, commit murder.

D. Courts of justice should prevent people from committing the horrible crime of murder.

6. According to the extract, which of the following is NOT given as a reason for the death penalty being ineffective as a deterrent? A. Only eleven murderers are caught and

- executed.
- B. Murderers feel that they are unlikely to be executed.
- C. Only one out of every eleven murderers is executed.

D. Most murderers lack the control during the act about the consequences.

- 7. The style of writing in the
- extract can BEST be described as: A. Descriptive
 - B. Factual

C. Argumentative D. Narrative

8. The writer uses the

sentence ' The first is that ...

- decide to take a risk' in order to:
- A. Convince the reader that the death penalty is ineffective.
- B. Persuade the reader that only one out of every eleven murderers is executed.
- C. Show the reader the adverse effects of

crime.

D. Inform the reader how a would-be killer might think.

DIRECTIONS

Read the following extract carefully and then answer the questions on the basis of what is stated or implied.

The Press must be, in any democratic society, a dedicated Opposition.

Amy Government – to a good press – is a suspect instrument. Any Opposition, to a good Press, is opposing ineptly.

The good Press represents nobody but itself. It is the last stronghold of totally aristocratic privilege. It speaks for the people because it depends on the people who buy it because they like it; and because it has an unwritten contract between it and the people who would otherwise know about the Government of the day only what the Government wanted the people to know. But this allegiance to, and contract with, the people do not bind the press to any commitment except telling the truth. The press elects itself and can be removed from office only by a legitimate revolution of the people when they stop buying it, or by an illegitimate coup mounted by the elected estates of the Government

Every Government is, potentially, a ravager, every people, potentially, a victim. Every good Press is an individualistic, opinionated knight who simply declares that between ravager and victim there is a force which will not be frightened by the ravager and which will not be influenced by those to whom it sells its opinions.

A good press speaks for the people who vote a Government out of power. But the day after such a Government takes power, the press must be ready to rebuke the people for shouting "Hurrah!" for a patently incompetent Government.

A good press, in short, is the product of 500 years of technological development between Caxton and Baird and we make history as well as record it. The politician never knows when one editorial, one story, one commentary, one pictorial feature might not destroy him or create him.

There is nothing that the politician can do about us in the free press. We do not seek office, influence or advantage form the party in power. We simply reserve the right to be a part of the governing process, with or without the approval of the elected Government or its elected Opposition. Our constituency does not depend on those who say, "I agree or I disagree" with what you had to say, but on those who say, "I read you! I listened to you! I saw you last night on TV!"

9. The function of the second and third sentences in the extract is to:

A. give specific examples of a 'dedicated Opposition'.

B. Explain the statement made in the first sentence.

C. Show that the press is only good when it acts as an opposition.

D. Arouse the reader's concern about the role of the press.

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yl:english literature

BERYL CLARKE

N OUR discussion last time, we stopped after establishing that the 'son' in the poem had no male influence in his childhood and possibly in his youth or part of it. His mother's ambitious dreams are cut short when he becomes a criminal, toting a gun a sub-machine gun. Now, this makes me wonder why this is the particular weapon that is chosen. Research will show you that this was at one time the type of gun favoured by the military, especially during World War II. The son, therefore, seems to be involved in a war, and we know that soldiers who are in active combat are vulnerable. In other words, while they are expected to carry out their job, they can be killed at any time. This is why his mother makes the preparation she does, for she expects his imminent death. Her concern is heightened by her knowledge that this is not a conventional conflict, but that of criminals against society. Her son, she believes, is in bad company, and has become a criminal.

Do you know the expression 'knee city' that is used here? The expression is very evocative, you know what I mean, don't you? It refers to constant prayer, a practice of many Christians or believers in Christ who spend time literally and/or metaphorically on their knees, bowing before God as they take their concerns to Him or worship Him with praise and thanksgiving. This action on the mother's part reinforces her lack of human support, her inability to influence the 'employer' or to change her son's behaviour, as well as her trust in God. She believes that there is only one useful thing she can do and that is to go to God to seek His help.

Our culture is very evident in this poem. Here, the 'woman' says psalms for her son and reads psalms for his employer. Jamaicans believe in the efficacy/power of the Psalms. Many of us can quote whole Psalms or sections of them, all the while believing that we can get protection through them. Notice that the mother knows enough to say, that is to quote. Why then does she have to read some? What do you think? I am suggesting that those she reads are the ones in which the writers had asked for God's punishment on their enemies. This suggests that while she is familiar with the psalms of praise and protection, she is not accustomed to those that call on God to hurt others.

We could take this a step further and use it to analyse the mother's character. If she had been vindictive and bitter before, she would have tried to use those psalms against the 'sperm donor'. As the stanza continues, we see where she is so very concerned about her son's soul that she cries, for she is aware that not only his body, but his soul, is in grave danger. He is, so she believes, a murderer and is destined for eternal damnation. No doubt, she cries with regret and probably pleads for God to help him; for his link with crime to be broken. When she cries over what the man he works for is doing to him, however, it is with a different purpose.

The last verse is full of allusions. It starts with a biblical

'The Woman Speaks to the Man Who Has Employed her Son'



Academy Award nominee, media proprietor and philanthropist Oprah Winfrey as Mrs Which in the Walt Disney pictures film A Wrinkle in Time .

reference to Judas Iscariot, whose infamous betrayal of Jesus has guaranteed him a place in history. She compares herself to Judas' mother. Imagine how she must have felt – the pain, the shame, the disappointment at her son's deed! The mother in our poem claims similar feelings. She speaks of being in a 'partner' with Judas' mother and the mother of the thief on the left-hand side of the cross, acknowledging that these three mothers have lost all that they invested in their sons. For her, it is worse than for the other women, for she has invested her all. She had given her son everything she had, as she was playing the roles of both mother and father. It is fitting, therefore, for the poem to close with the one word allusion 'Absalom'. Yes, you may ask why and I will now send you to read about King David and his son Absalom in the Bible.

It is not my intention to spoil things for you by telling you the story of this father and son. It is enough to say that if you consider the mother's position and her attitude to the circumstances in which she finds herself, you will have an idea of why she makes this allusion.

In the beginning of **The Woman Speaks to the Man Who Has Employed her Son,** the tone is conversational and the mood, while not happy in the beginning, is buoyant, This doesn't last, though, for it soon deteriorates into disappointment and grief. The mood of hopelessness soon becomes evident and is underscored by a lurking sense of sadness and tragic acceptance.

It is easy to lose one's way, if one does not have or does not accept good guidance. Take care and God bless!

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

yl:social studies

The integration process: Are you a part of it?

MAUREEN CAMPBELL Contributor

OBJECTIVES

1. Examine the role of individual citizens, business organisations and government in the integration process.

2. Explain the role of regional agencies in the integration process.

ROLE OF CITIZENS

Citizens' sensitisation and participation in the design and execution of programmes are critical to the success of regional integration efforts. Citizens must be enlightened, mobilised and engaged, thereby enhancing the collective goal of regional integration. We must strive to create an innovative, peaceful, ready-to-lend-a-hand, thriving and unified region filled with citizens who feel empowered within each country to grasp the opportunities for sustained growth and self-development.

Caribbean integration will only go forward when there is an indication that citizens are aware of the importance of their role in the movement, because it is indeed a very big and critical role. Citizens in the Caribbean region (CARICOM) must be made aware that they are not only citizens of a country, but they are also members of the region. The integration process is proving to be a major concern for the region as there are still conflicts that are reoccurring.

1. Citizens must be made aware of their role in Caribbean integration. It is the citizens' responsibility, also, to be cognizant of the culture, activities and other significant events happening in the region.

2. They must willingly invest in local and regional business, becoming great entrepreneurs.

3. They should support the effort by buying goods produced in the region; buy locally, as encouraged in Jamaica by all governments, past and present.

4. They must show solidarity not only in their individual country, but the CARICOM region.

■ What role do you play in your country that helps in enhancing regional integration?



Tyreke Wilson (left) of Calabar (10.31) and Jhevaughn Matherson of Kingston College (10.41) share a memorable 2018 ISSA/GraceKennedy Boys and Girls' Athletics Championships moment in the Boys' Class One100 metres semi-final.

ROLE OF BUSINESS ORGANISATIONS

This sector is viewed as having the potential for creating economic linkages – to reduce foreign currency expenditure, to utilise local raw material inputs, and to enhance economic and social conditions generally. These business must be flexible, able to respond rapidly to the market, innovative, and must realise that they are the key sources of job creation. Entrepreneurs are, therefore, very vital in the integration process.

1. They must ensure that there is a good, striving, healthy competition in the region.

2. They must focus on the quality and quantity of goods and services produced so that

they can compete on the international market. 3. There will also be the need for businesses to have a wide choice of goods and have aggressive advertising campaigns so that the

CARICOM market can be visible on the international scene.4. Businessmen must make use of

opportunities for investment in the region. When this happens, loyalty will be promoted and this

will engender/encourage regional support. 5. Opportunities for investment and employment provided. Employment must be viewed as one of the central roles of the integration process, since it will make visible the contribution of citizens as they provide goods and services.

■ State THREE reasons why business persons in the Caribbean are tentative with regard to investment in the region.

ROLE OF THE GOVERNMENT

Governments can only provide the enabling environment, but the business sector and citizens have to be the engine of growth and development. A government must play an important role in enhancing citizen awareness of the importance of regional cooperation. It is also the role of the government to ensure that the citizens of CARICOM are given greater

recognition throughout the region.

1. Increasing levels of international awareness of citizens and enhance their competitiveness.

2. Educating citizens about the objectives and benefits of integration is also key. Education is the most effective way to bring about change as citizens and students are made aware of the benefits of integration.

3. Ensuring that legislation made in the region is void of all forms of discrimination.4. Enacting policies which will make it easier

for working and travelling in the region. 5. Harmonising policies/agreements which

will be beneficial to the integration process. 6. Honouring all protocols by ensuring that treaties signed are observed, and making the effort to think about the region in spite of particular territories.

REGIONAL AGENCIES AND THEIR ROLES

CARDI (THE CARIBBEAN AGRICULTURAL RESEARCH AND DEVELOPMENT INSTITUTE)

Established in 1975.

Headquarters located at St Augustine in Trinidad.

■ It was established in order to contribution to the sustainable economic well-being of Caribbean people by the generation and the transfer of appropriate technology through agricultural research and development.

WICB (WEST INDIES CRICKET BOARD)

Established in 1920.

Headquarters in St Johns, Antigua and Barbuda.

■ It was established to sustain West Indies cricket as the sporting symbol of the region and the WI team as the dominant team in international cricket.

CONCACAF (CONFEDERATION OF NORTH, CENTRAL AMERICAN AND CARIBBEAN ASSOCIATION OF FOOTBALL)

Established in 1961.

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yl:communication studies

Oral presentation

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 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 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 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

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 vocalised pauses such as 'ahmmm', 'ummm' 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. #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! Treat yourself to something nice, ice cream or cake. Then get back to studying!!!!

Next week, we will take a look at the listening comprehension. Until then, keep working on those speeches. #YouGotThis!

Trudi Morrison Reid teaches at The Queen's School. Send questions and comments to kerry-ann.hepburn@qleanerim.com

yl:mathematics

CLEMENT RADCLIFFE

Contributor

E BEGAN the review of matrices by concentrating on the addition and subtraction of matrices. You are asked to note the following:

■ In the addition of matrices, corresponding values are added. ■ In the subtraction of matrices, corresponding values are subtracted.

Corresponding values in equal matrices are equal.

■ In the multiplication of matrix by a constant, all values of the matrix are multiplied by the constant.

aq

The product: ap

Where a, p, q, r and s are constants.

EXAMPLE

(i) Find the product of
$$2 \times \begin{bmatrix} 3 & -4 \\ 2 & 0 \end{bmatrix}$$

Answer = $\begin{bmatrix} 6 & -8 \\ 4 & 0 \end{bmatrix}$
(ii) Find the product of $-3 \times \begin{bmatrix} 2 & -1 \\ 3 & 0 \end{bmatrix}$ Answer = $\begin{bmatrix} -6 & 3 \\ -9 & 0 \end{bmatrix}$
(iii) Find the product of $\frac{1}{2} \times \begin{bmatrix} 6 & -10 \\ -8 & 0 \end{bmatrix}$ Answer = $\begin{bmatrix} 3 & -5 \\ -4 & 0 \end{bmatrix}$

NB: Please be reminded that multiplication by a half is identical to divide by two.

MULTIPLICATION OF TWO MATRICES

The matrix A_{xxy} refers to the Matrix A with order $x_x y$; that is the matrix with x rows and y columns.

It is important that you consider their orders when multiplying two matrices. The orders are reviewed to determine:

- If multiplication is possible.
- The order of the product (matrix).

Given the matrices A_{xxy} & B_{xxz} , the product can be found since the number of columns of A is the same as the number of rows of B; that is, y in each case.

The order of the answer is $x \times z$ It is important to follow this procedure, especially if you are not comfortable with the topic.

Having established that both matrices can be multiplied, let us attempt the following:

Find the product of A = (2, 3) and B = $\begin{pmatrix} -5 \\ 1 \end{pmatrix}$

Using the approach indicated previously to consider the orders of both, then A1x2X B2x1

They can be multiplied since there are 2 columns and 2 rows, respectively. The order of the product is 1 x 1.

The product is found as follows:
2, 3)
$$\begin{pmatrix} -5 \\ 1 \end{pmatrix} = (2 \times -5 + 3 ? 1) = (-10 + 3) = (-7)$$

This forms the basis of matrix multiplication, where you multiply row by column. This is repeated to other rows and columns in matrices.

Now, let us attempt the following together.

EXAMPLE

• Given
$$X = \begin{pmatrix} 2 & -1 \\ 1 & 0 \end{pmatrix}$$
 and $Y = \begin{pmatrix} 3 \\ -2 \end{pmatrix}$

Evaluate X x Y

SOLUTION

From the above, $X_{\scriptscriptstyle 2\,x\,2}\,x\;Y_{\scriptscriptstyle 2\,x\,1}$ has order 2 x 1

$$\begin{bmatrix} 2 & -1 \\ 1 & 0 \end{bmatrix} \times \begin{bmatrix} 3 \\ -2 \end{bmatrix} = \begin{bmatrix} 2 \times 3 + -1 \times -2 \\ 1 \times 3 + 0 \times -2 \end{bmatrix}$$
$$= \begin{bmatrix} 8 \\ 3 \end{bmatrix}$$

Directed numbers is very important in this problem in order to evaluate the negative sign appropriately. Please review.

• Given A =
$$\begin{pmatrix} 2 & 1 \\ 0 & 3 \end{pmatrix}$$
 and B = $\begin{pmatrix} 3 & 1 \\ 1 & 4 \end{pmatrix}$

Evaluate A x B.

The product of two 2 x 2 matrices has order 2 x 2

Δ

$$\overline{\mathbf{A} \times \mathbf{B}} = \begin{bmatrix} 2 & 1 \\ 0 & 3 \end{bmatrix} \times \begin{bmatrix} 3 & 1 \\ 1 & 4 \end{bmatrix} = \begin{bmatrix} 2 \times 3 + 1 \times 1 & 2 \times 1 + 1 \times 4 \\ 0 \times 3 + 3 \times 1 & 0 \times 1 + 3 \times 4 \end{bmatrix}$$

$$\underline{\mathbf{Answer}} = \begin{bmatrix} 7 & 6 \\ 3 & 12 \end{bmatrix}$$

You are encouraged to practise as many examples of the multiplication of two 2 x 2 matrices as possible, as these provide the most challenge with respect to the topic.

The following is a typical exam-type problem.

Given that P =
$$\begin{pmatrix} 3 & 1 \\ -2 & 0 \end{pmatrix}$$
 and S = $\begin{pmatrix} 2 & 1 \\ -1 & -2 \end{pmatrix}$

Find the value of: (i) 2P-S (ii) S²

SOLUTION

(i)

Given the matrices P and S, then:

$$2P-S = 2 \times \begin{bmatrix} 3 & 1 \\ -2 & 0 \end{bmatrix} - \begin{bmatrix} 2 & 1 \\ -1 & -2 \end{bmatrix}$$
$$= \begin{bmatrix} 6 & 2 \\ -4 & 0 \end{bmatrix} - \begin{bmatrix} 2 & 1 \\ -1 & -2 \end{bmatrix} = \begin{bmatrix} 4 & 1 \\ -3 & 2 \end{bmatrix}$$

()

Answer:
$$\begin{pmatrix} 4 & 1 \\ -3 & 2 \end{pmatrix}$$

(ii) $S^2 = \begin{pmatrix} 2 & 1 \\ -1 & -2 \end{pmatrix} \begin{pmatrix} 2 & 1 \\ -1 & -2 \end{pmatrix} = \begin{pmatrix} 2 \times 2 + 1 \times -1 & 2 \times 1 + 1 \times -2 \\ -1 \times 2 + -2 \times -1 & -1 \times 1 \times -2 \times -2 \end{pmatrix}$
= $\begin{pmatrix} 3 & 0 \\ 0 & 3 \end{pmatrix}$
Answer: $\begin{pmatrix} 3 & 0 \\ 0 & 3 \end{pmatrix}$

Now that you are comfortable with multiplying two 2 x 2 matrices, we can proceed to note the following:

The unit matrix with respect to multiplication is $1 \ 0$ 0 1 I am sure that you can prove that given matrix $\begin{bmatrix} 3 & 6 \\ 2 & 4 \end{bmatrix}$

then
$$B \times I = B$$
 (2 4
• Given the 2 × 2 matrix A (a b) determinant of A

value
$$ad - bc$$

is denoted as $\begin{vmatrix} a & b \\ c & d \end{vmatrix}$ and its

yl:mathematics

EXAMPLE HOMEWORK 1. Given the Matrices, $A = \begin{bmatrix} 3 & 1 \\ 2 & 0 \end{bmatrix}$ and $B = \begin{bmatrix} -2 & 4 \\ 3 & -1 \end{bmatrix}$ $N = \begin{bmatrix} 2 & 1 \\ 5 & 2 \end{bmatrix}$ and M = $\begin{pmatrix} -2\\ 1 \end{pmatrix}$ 5 -2 A is 3 5 , then the determinant of 2 4 A = ad- bc = $3 \times 4 - 5 \times 2 = 2$ (i) Find NM (ii) Determine M⁻¹, the inverse of M. Find the values of : i) 3A ii) - 2B iii) B + 4A (iii) Given that: ■ The determinant of a single matrix is 0. It follows that ad bc = 02. Matrix C $\begin{pmatrix} 6 & 2 \\ 5 & P \end{pmatrix}$ is a singular matrix. $\begin{pmatrix} -2 & 5 \\ 1 & -2 \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} -1 \\ 1 \end{pmatrix}$ Given the matrix A, then the inverse of A is: $\frac{1}{ad-bc} \begin{pmatrix} d & -b \\ -c & a \end{pmatrix}$ as a product of TWO matrices. Write x y Calculate the value of P. Given P, find C^2 EXAMPLE 3. The matrix H= $\begin{pmatrix} h & 2 \\ 2 & -h \end{pmatrix}$ Given that $A = \begin{pmatrix} 3 & 5 \\ 2 & 4 \end{pmatrix}$, find the inverse of A, or A^{-1} (iv) Hence, calculate the values of x and y. 2 -h Have a good week. Determine H². Using the formula above, $A^{-1} = \frac{1}{2}$ Clement Radcliffe is an independent contributor. Send questions and $\begin{bmatrix} 4 & -5 \\ -2 & 3 \end{bmatrix}$ comments to kerry-ann.hepburn@gleanerjm.com (i

Please note the above well as they form the basis of finding the solution of simultaneous equations using matrices.

4. N and M are two 2 x 2 matrices such that:

A group of students from Ardenne High completing classwork in the school's library.

i) Evaluate h, if
$$H^2 = \begin{pmatrix} 1 & 0 \\ 0 & 1 \end{pmatrix}$$

yl:english language

CONTINUED FROM PAGE 18

10. Why does the writer repeat the phrase 'good press' at the beginning of paragraphs three, five and six?

- A. To emphasise the ideal characteristics of the 'good press'.B. To indicate contempt for the press which is not an
- opposition.
- C. To stimulate greater identification of a 'good press'.
- D. to emphasise that he is a member of a 'good press'.

11. According to the writer, the MOST important function of the good press is to:

- A. Oppose the Government.
- B. Present the truth.
- C. Increase the number of its subscribers.
- D. Represent the views of the people.

12. By describing the good PRESS as "an individualistic, opinionated knight", the writer is emphasising

A. strength

- B. wisdom
- C. honesty
- D. independence

13. The writer states that the good press 'depends on the people who buy it because they like it' and that it 'will not be influenced by those to whom it sells its opinions'. These two statements taken together:

A. Show that the power of the press depends upon the number of its subscribers.

B. Argue that the press creates popular opinions.

C. Repeat that the good press owes its allegiance only to its subscribers.

D. Appear contradictory but support the argument that a good press should be independent.

14. According to the writer, the good press should regard Government with:

- A. Disrespect
- B. Mistrust
- C. Resentment
- D. Fear

In next week's lesson I will provide the answers. Until then, take care!

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

yl:social studies

CONTINUED FROM PAGE 20

Headquarters in New York City, United States.

■ It was established to develop the game of football within the region.

OECS SPORTS DESK

- Established in 1984.
- Headquarters in St Lucia.

■ It was established to promote the effective marketing of sports and to support regional activities, in particular regional championships, and to ensure that all member states receive maximum benefits from programmes aired.

CEHI (CARIBBEAN ENVIRONMENTAL AND HEALTH INSTITUTE)

- Established in 1988.
- Headquarters in St Lucia.
- It was established to address

environmental issues and to enhance the sustainable development of the region.

CAREC (CARIBBEAN EPIDEMIOLOGY CENTRE)

Established in 1975.

Headquarters is in Port of Spain, Trinidad and Tobago.

■ It was established to improve the health status of the people in the Caribbean by advancing the capability of member countries in epidemiology, laboratory technology and related public health disciplines through technical cooperation, service, training, research and a well-trained and motivated staff.

CDERA (CARIBBEAN DISASTER EMERGENCY RESPONSE AGENCY)

- Established in 1991.
- Headquarters in Barbados.

■ It was established to coordinate relief in response to any natural disaster and to provide information on disasters that are likely to affect Caribbean states.

CMC (CARIBBEAN MEDIA COMPANY)

- Established in June 2000.
- Headquarters in St Michaels in Barbados.
- It was established to provide a free flow of

intraregional news.

UWI (UNIVERSITY OF THE WEST INDIES)

Established in 1948.

■ Located in Mona, Jamaica; Cave Hill, Barbados; and St Augustine, Trinidad.

■ It was established to propel the economic, social, political and cultural development of West Indian society through teaching, research, innovation, advisory and community service, and intellectual leadership.

CXC (CARIBBEAN EXAMINATIONS COUNCIL)

Established in 1972.

Headquarters in Barbados.

■ It was established to provide regionally and internationally recognised secondary school-leaving examinations.

CCJ (CARIBBEAN COURT OF JUSTICE)

Established around 2001

Headquarters in Port of Spain, Trinidad.

■ It was established to provide for CARICOM an accessible, fair, efficient, innovative and impartial justice system located within the immediate region.

RSS (REGIONAL SECURITY SYSTEM)

- Established in 1982.
- Headquarters in Barbados.

■ It was established to provide a collective response to security threats that may impact the region. It is, therefore, geared to sustain stability and the well-being of member states.

ACTIVITY

Research and explain ways in which THREE of the agencies within CARICOM have recently helped or responded to the needs of CARICOM citizens, and with what success, in the past three years.

