



From left (back row): FHC's Chief Operating Officer, Maria Morrison; FHC Board Secretary Leodis Douglas; First Vice-Chairman and FHC Foundation Chair O'Neil Grant; and Second Chairman, Edmund Jones join the 2016 scholarship awardees for a photo.

LOOKING FOR A SCHOLARSHIP? COMING THE GLEANER'S 2018 MAY J SCHOLARSHIPS TO GO

DON'T MISS A COMPLETE LIST OF SECONDARY AND TERTIARY SCHOLARSHIPS FOR 2018 IN THE GLEANER ON MAY 1.

CONTRIBUTED

yl:office administration

HYACINTH TUGMAN

Contributor

ELLO, STUDENTS. I hope you are in high gears for your upcoming examinations as the time draws closer. This week I will answer the questions that you did last week. I will not repeat the questions. Good Luck.

(a) Four reasons for good communication in a business:
 (i) To provide information.
 (ii) To give or receive instructions.
 (iii) To encourage and praise.
 (iv) To set procedures.

(v) To discuss and evaluate.

(b) Three methods of communication:
(i) Oral – conversation and meetings
(ii) Electronic – teleconference, video conferencing
(iii) Written – letters, reports
(iv) Visual – graphs, signals

(c) Characteristics of good communication.

INFLUENTIAL FACTORS

The choice of the communication channel must be determined by the factors that influence it, e.g., urgency.

CLARITY

The recipient must be able to understand the message in terms of language and expression, e.g., appropriate language.

ACCURACY

Information (facts, figures, diagrams) must be correct.

EFFECTIVENESS

It must be well timed to produce the desired effect.

COMPLETENESS

Everything must be included.

SPECIFIC

The message must not be misleading nor have double meanings. It must be relevant.

2. Letter of application:

10 Mona Road Kingston 10

27 April, 2018

The Human Resource Manager Whims International

Revision

17 Holbourne Road New Kingston

Dear Sir /Madam

The body should state that you are interested in the position advertised, give your educational attainments, and request an interview.

Be sure you have the correct format for letter writing. This example is a blocked style letter.

Yours faithfully,

l Douglas Ilene Douglas (Mrs)

3. (a) (i) Must be well-spoken (ii) Friendly (iii) Works well under pressure (iv) Be sensitive to the needs of people of all ages (v) Be pleasant (vi) Must be computer literate.

(b) Application for employment, curriculum vitae, payroll authorization records, including direct deposit, vacation records, contract of employment, training acknowledgements, performance evaluation, termination notice, benefits information, internal complaints/grievances.

Personal records contain sensitive data on employees which may relate to health, family connections or medical reports, hence unauthorised persons should not get hold of these records.

(c) (i) Give immediate attention (ii) Make visitors feel welcome and comfortable (iii) Follow up if they are kept waiting (iv) Offer seat and reading material.

Create a good impression for your company: (i) Be professional, (ii) Keep reception area tidy (iii) Answer telephone promptly (iv) Be knowledgeable about the business.

4. (a) Characteristics of a good filing system: (i) Simple to operate (ii) Provide security for files (iii) Provides for tracing files (iv) Has a retention policy.

(b) **Retention** – Length of time each document or record will be retained as an active record.

 $\ensuremath{\text{Microfilming}} - \ensuremath{\text{Film}}$ on which materials are photographed at reduced size.

 $\label{eq:chronological order} {\mbox{ Filing documents in date with the most recent on top.}}$

(C)

Bridgeview Country Club, The Burke Yvonne, Mrs Harvey, Kirk L. Jones, Neville (Dr) Payne C. D. & Co Ltd Thompson Paul (Sir)

5. **Standing order** – An instruction a bank account holder (the payer) gives to his or her bank to pay a set amount at regular intervals to another (the payee) account.

Credit card – A small plastic card, issued to users as a system of payment, which allows the holder to purchase goods and services with a promise to pay for these at a later date.

Direct debit – A financial transaction in which one person withdraws funds from another person's bank account - before the payer's banker will allow the transaction to take place, the payer must advise the bank that he or she has authorised the payee to directly draw the funds.

6. (a) Services offered by travel agents – Preparing itinerary, making reservations – hotel/car – preparing tickets.

(b) Reasons for a travel folder – To keep track of planned trips, ensure that all documents are in one place.

Question 7 and 8 will be answered in my next lesson. Hope you got all correct.

See you next week.

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



Jamaica Information Service (JIS) copywriter Nackeshia Tomlinson (right) makes a point to students during the first day of activities marking Calabar High School's Career Week. Looking on is JIS reporter Chad Bryan (standing). The week ran from April 23 to 27.

yl:principles of business

Balance of payments – Cont'd

YVONNE HARVEY Contributor

ELLO AGAIN. Before you read this week's lesson, it would be a good thing for you to read over the previous lessons for international trade and balance of payments. Here is a little question to test how you are progressing in the

topic so far:

(a) Define the term 'balance of payments'.

(b) What is meant by a country's balance of trade?

(c) Calculate the balance of trade for the country shown below:

VISIBLE TRADE US\$(M)

Exports 26,000 Imports 29,000

INVISIBLE (NET)

Exports	20,000
Imports	15,000

(d) Name two items that are regarded as invisibles.

(e) Calculate the current account balance.

Now that you have completed the question and done so well (smile), you may continue with the lesson.

THE BALANCE OF PAYMENTS MUST BALANCE

Ultimately, the balance of payments must balance, since every export becomes an import and every import was an export. Balancing the balance of payments means that there must neither be a surplus nor a deficit in the end. A way must be found to finance the surplus or deficit through external strategies which are shown in the official financing account.

THE OFFICIAL FINANCING ACCOUNT

This account shows how the balance of payments is financed, i.e., it shows what is done with the surplus or the deficit on the balance of payments. Let us look at some ways of financing a balance of payments deficit.

FINANCING A BALANCE OF PAYMENTS DEFICIT

Borrowing from international financial institutions, e.g., The International Monetary Fund and The World Bank.

Borrowing locally.

- Drawing down on the official reserves of foreign exchange.
- Selling an asset locally or overseas.
- Borrowing from other countries.
- Receiving gifts and grants.
- Rescheduling of the debt.

■ Importing on credit – permission must be granted from the exporting country.

What if the balance of payments showed a surplus? This surplus could be financed in the following ways.

FINANCING A BALANCE OF PAYMENTS SURPLUS

The surplus may be used in the following ways:

- Lend money, for e.g., to other countries.
- Purchase an asset locally or overseas.
- Increase the official reserves of foreign exchange.
- Pay outstanding debts.
- Invest the surplus.
- Give gifts and grants to other countries.

Below is an example of the official financing account. Assume that the balance of payments figure is -US\$1,500.

THE OFFICIAL FINANCING ACCOUNT

	US\$(M)
Foreign currency borrowing	+800
Official reserves	+700
Total	+1.500

Now we have balanced the balance of payments by eliminating the deficit of US\$1,500M.

What, though, if a country continues to have an adverse balance of payments, year after year? Well, that country must find ways of correcting that adverse balance of payments. The country has a balance of payments problem and must, therefore, earn more by:

CORRECTING AN ADVERSE BALANCE OF PAYMENTS

- (a) Increasing exports through:
- Offering incentives and subsidies to local manufacturers.
- Encouraging foreign investment.
- Extending credit facilities.
- Reducing spending.
- Improving marketing skills and sponsoring exhibitions.
- Devaluing the local currency, which makes exports cheaper.

(b) Reducing imports by:

- Increasing tariffs (duties) on imported goods and services.
- Setting quotas to limit the physical amount imported.
- Requiring special licences to import.
- Devaluation. which makes imports dearer.
- Foreign exchange controls, which limit the amount of

foreign currency available to individuals.

The question below will test how much you have grasped of this lesson.

(a) What is the official financing account? (2 marks)(b) (i) List two ways of financing a balance of payments

surplus. (2 marks)

(ii) List two ways of financing a balance of payments deficit. (2 marks)

(c) A country has a balance of payments of +US\$300M; draw up the official financing account to show how this may be financed. (2 marks)

(d) Explain two ways of correcting an adverse balance of ______payments.

Total: 10 marks

That's it for this week. I hope you have all done well on your SBAs. Remember, the SBA gives you a chance of going into the exam with a maximum of 20%.

Bye until next week.

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

yl:principles of accounts

Non-trading concern

ROXANNE WRIGHT

Contributor

HE TREASURER of Always Helping social club has provided the following information. It is related to the financial position at December 31, 2014.

Stock of refreshment	1 200
Subscription in arrears 2014	240
Subscriptions in advance 2015	120
Cash at bank	4600
Insurance prepaid to March 31, 2015	120
Premises repairs bills owing	500
Premises	80000
Equipment	30000

The treasurer has also drawn up the following summary of the

Receipts	\$	Payments	\$
Subscription 2014	240	Refreshments bought	7400
Subscription 2015	10200	General expenses	3300
Subscription 2016	40	Premises repairs	1500
Sale of refreshments	12800	Purchase of equipment	6000
Old equipment sold	2400	Insurance	800

receipts and payments for the year ended December 31, 2015:

The following additional information is available for the year ended December 31, 2014:

1. The stock of refreshments at December 31, 2015 was valued at \$1,400.

2. The old equipment sold had a book value of \$3,000.

3. The insurance premium paid was for the twelve months ended March 31, 2016.

 $4. \ \mbox{Equipment}$ is to be depreciated by 20% of the year-end value.

You are required to:

a. Calculate the accumulated fund (capital) at January 1, 2014.b. Prepare the refreshment account to show the profit or loss

for the year ended December 31, 2014.

c. Prepare the income and expenditure account for the year ended December 31, 2014.

d. Calculate the cash at bank at December 31, 2015.

e. At the end of the financial year, many non-profit

organisations, such as clubs, provide members with a receipts and payments account. Explain why this can be unsatisfactory for the members.

SOLUTION

(a) Computation of accumulated fund (capital) at January 1, 2015.

	\$	\$
Assets:		
Premises	80 000	
Equipment	30 000	
Stock of Refreshments	1 200	
Subscription in arrears 2014	240	
Cash at Bank	4 600	
Insurance Prepaid to March 31, 2015	<u>120</u>	116 160
Less Liabilities:		
Subscriptions in advance 2015	120	
Premises repairs bills owing	<u>500</u>	<u>620</u>
Accumulated Fund at January 2015		115 540

(b) Always Helping refreshments account for the year ended December 31, 2015

	\$		\$
Stock of Refreshments Dec. 31 2014	1 200	Sale of Refreshments	12 800
Add Purchases	7 400		
Stock of Refreshments for sale	8 600		
Less Stock of Refreshments Dec. 31, 2015	<u>1 400</u>		
Cost of Refreshments sold	7 200		
Profit on Sale of Refreshments	5 600		
	12 800		12 800

(c) Always Helping income and expenditure for the year ended December 31, 2015.

Expenditure	\$	Income	\$
General expenses	3 300	Subscriptions	10 320
Premises repairs	1 000	Refreshment Trading Profit	5 600
Insurance	720		
Loss on Sale of Equipment	600		
Depreciation of Equipment	6 900		
Excess of Income over Expenditure	<u>3 700</u>		
	15 920		15 20

(d) Computation of bank balance as at December 31, 2015

(d) Computation of Bank Balance as at December 31, 2015

	\$
Opening Balance	4600
Add Total Receipt for 2015	25680
	30280
Less Total Expenses 2015	19000
Ending Balance	11280

(e) Receipts and payments show only the movement into and out of the club; it does not show the profit made in selling refreshments, the actual expenses and income for the year, and whether there is an excess of income over expenditure or otherwise. All this is important information since members want to know if the club can still operate in the next year. The Income and expenditure account and balance sheet are two other documents which members are interested in seeing.

EXAMINATION PREPARATION TIPS

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

Get friends to ask you specific questions about various topics.

Ask your friends questions from various topics. This will help to build your understanding and confidence.

Solve at least one long question and five multiple-choice questions per day.

Remain calm and continue on the path of reviewing what you have done over the period.

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

See you next week.

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



yl:chemistry

Polymer

FRANCINE TAYLOR-CAMPBELL

POLYMERS ARE large molecules formed from adding together smaller molecules (repeating units) called monomers.

Polymerization can be of two types: addition and condensation polymerization.

Addition polymerization occurs when unsaturated molecules such as alkenes (or substituted alkenes) are joined together. The double bonds of the monomers break, forming single bonds between molecules, thus creating the polymer. These reactions are normally carried out under high pressures or in the presence of catalysts.



Ethene molecules (monomer) add to form a long chain of poly(ethene) or polythene, which is the polymer. Polythene is used to make high- and low-density plastics.

By replacing one or more H atoms in the ethene molecule, other monomers can be created forming different addition polymers.



Chloroethene is also called vinyl chloride, hence the name poly(vinyl chloride), or PVC, used to make pipes and fittings.

When many propene molecules add to each other, poly(propene) is formed, used in making harder plastics.



Polystyrene, another polymer, is used to make styrofoam containers and in packaging.

Condensation polymerization describes the joining together of two different monomer units (repeatedly) to form a polymer, along with the removal of a small molecule such as water. A typical condensation reaction is the joining of an alcohol with a carboxylic acid to form an ester. A molecule of water is also removed in the process.



POLYESTERS are formed in a similar process. In this case, a dicarboxylic acid, or diacid (molecule with two -COOH groups), is joined with a diol (molecule with two -OH groups) and a molecule of water is removed. The ester link O-C=O is the same. Terylene is an example of a polyester used in textiles.



When a carboxylic acid and an amine (has a -NH₂ group) are joined, an amide is formed.

A POLYAMIDE such as nylon is formed when a dicarboxylic acid, or diacid, combines with a diamine (two amine -NH2 groups). A molecule of water is removed and the amide link H-N-C=O is formed. This amide link is present in proteins and is also known as the peptide link. Nylon is used in clothing and ropes.



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YOUTHLINK MAGAZINE | MAY 1-7, 2018

yl:biology

Cells and their organelles

MONACIA WILLIAMS Contributor

"Just one living cell in the human body is more complex than New York City."

– Linus Pauling

WW FELCOME TO a brand new week; one that is full of promise and one in which you can achieve everything that you think is possible! Isn't that a wonderful challenge? Are you willing to rise to it?

This week, as we continue our study of cells, the building blocks of living organisms, we will be looking at:

The functions of the structures (organelles) that are found within them.

The differences between plant and animal cells.

The structures found within the cell are known as organelles. Organelles are structures within the cell with special functions. Last week you were provided with electron micrographs of both plant and animal cells; the micrographs gave detailed views of the structures of these cells.

Now we are going to look at the functions of some of these organelles.

Do you remember what forms the outermost layer of the animal cell? Of course you do, it is the cell membrane! Now look back at the plant cell, is the cell membrane the outermost layer? No, it is not; there is another layer on the outside of the plant's cell membrane. This layer is the cell wall. Later on, we will see why plant cells need this extra layer.

What is the cell membrane which is sometimes called the plasma membrane? This is the very thin layer made from phospholipid and protein that encloses the contents of the cell. The cell membrane is selectively permeable, meaning that it has the ability to control what enters or exits the cell – i.e., only some substances can pass through it freely. Remember that the cell membrane is present in both plant and animal cells but that in the plant cell, it is covered by the cell wall.

What is the cell wall? The cell wall is made of cellulose; it is often referred to as the cellulose cell wall. Cellulose is a polysaccharide found in plants. Unlike the cell membrane, it does not have the ability to select what passes through it and, hence, it is fully permeable (allows all substances to pass through). The cell membrane on its inside will determine what gets in and out of the cell.

The cell membrane surrounds and contains the cytoplasm. What is the cytoplasm? The cytoplasm is a clear, jelly-like substance consisting mainly of water in which many substances are dissolved and in which the organelles are suspended. This is where the chemical reactions of the cell take place.

Let us look now at some of the organelles:

CHLOROPLAST

Chloroplasts are found only in plant cells, typically in the cells of the green parts of the plant – mainly the leaves. The chloroplast contains chlorophyll, the green pigment which allows the plant to carry out photosynthesis. Photosynthesis is the process by which plants manufacture their food using carbon dioxide and water in the presence of sunlight and chlorophyll. Sometimes the chloroplast contains starch grains which are formed as the end product of photosynthesis.

MITOCHONDRION

The mitochondrion(s) – mitochondria (plural) – are the organelles in which cellular respiration takes place. Cellular respiration provides energy for the cell to carry out its activities. Cells that are very active and require a lot of energy have many mitochondria.

VACUOLE

A vacuole is a space in a cell which is surrounded by a membrane known as a tonoplast. Within the membrane/tonoplast is a solution of sugars, salts and organic acids known as vacuolar sap. Plant cells have large, permanent vacuoles, while animal cells may have smaller, short-lasting vacuoles.

NUCLEUS

The nucleus is surrounded by the nuclear membrane and contains the genetic material required to create new cells. The nucleus controls the activity of the cell.



CONTRIBUTED

From left: Travis Rowe, 2017 Future Plan Head-Start Scholarship recipient; Laraine Harrison, Group chief human resources officer, Victoria Mutual; Doniellia Wilks, 2017 Future Plan Head- Start Scholarship recipient; Courtney Campbell, President & CEO, Victual Mutual; and Shantel Regent, 2017 Future Plan Head-Start Scholarship recipient share a light moment following the 2017 Scholarship Awards Presentation Ceremony, held at The Knutsford Court Hotel on August 25.

DIFFERENCES BETWEEN PLANT AND ANIMAL CELLS

PLANT CELLS

- Have cell walls on the outside of the cell membrane.
- Have cells with chloroplast containing chlorophyll.
- Large vacuoles present.
- Starch is the storage carbohydrate in plants, so starch granules are sometimes present.
- Shape tends to be regular (box-like).
- The nucleus tends to be found at the side of the cell,
- pushed to one side by the vacuole.

ANIMAL CELLS

- Do not have cell walls.
- Do not have cells with chloroplasts.
- Small vacuoles sometimes present.
- Starch granules are never present, glycogen is the storage carbohydrate of animals.
- Shape tends to be irregular.
- The nucleus tends to be found in the middle of the cell.

What are the similarities between plant and animal cells?

- Both have cell membranes.
- Both contain cytoplasm.
- Both have nuclei.
- Both have mitochondria.

Have a great week!

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

yl:geography



G REETINGS! I hope that the preparations for your external examinations are going well and that you are spending quality time reviewing and understanding concepts in keeping with the syllabus. I also hope that you have prepared for yourself a study timetable, and that there is some order in what you are doing. As the cliché goes, 'If you fail to plan, you plan to fail'. Remember to reduce distractions in your study space and remain focus as you study. Some of you may have already started to write examinations. I do trust that you have done well in them. Your ability to do well in the examinations is dependent on the extent to which you have prepared for the examinations. Do not depend on your luck - that certainly does not always work.

In the last lesson, I started to look at wave processes, these you are required to describe as students of geography. At the outset, I stated that waves are one of the three movements associated with seawater and that they are the most powerful agents of marine erosion. The processes identified by which they carry out their work of erosion are corrasion, hydraulic action, solution and attrition. I concluded the lesson with information on two of the processes of erosion, namely, corrasion (or abrasion) and hydraulic action. I will continue to share with you today on solution and attrition.

Solution is also referred to as corrosion: Seawater contains

dissolved chemicals, hence its solvent action is more effective than that of land water. Where rocks which are susceptible to solution, such as chalk and limestone, abut the coast, the chemical solvent action of seawater may have a pronounced effect. On limestone coasts, the solvent action of seawater on calcium carbonate sets up chemical changes in the rocks and disintegration takes place.

Attrition: The constantly moving waves that transport beach materials such as boulders, pebbles, shingle and fine sand also hurl these fragments against one another, until they are broken down by attrition into very small pieces. The grinding and polishing of such fragmental materials against cliff faces and against each other is largely responsible for fine sand which forms the beaches that are so typical of the seaside resorts.

Having discussed the erosive action of waves, I must point out that there are different types of waves and not all of them result in erosion. It is possible to identify two types of waves, namely, constructive and destructive. The text, **Geography for CSEC** by Nelson Thornes, tells us about each of these types of waves.

Constructive waves are waves that surge up the beach with a powerful swash. They carry large amounts of sediment and 'construct' the beach, making it more extensive. They are formed

by storms often hundreds of kilometres away. The waves are spaced well apart and are very powerful when they reach the coast.

Destructive waves are so named because they 'destroy' the beach. They are formed by local storms close to the coast. Destructive waves are closely spaced and often interfere with each other, producing a chaotic swirling mass of water. They rear up to form towering waves before crashing down on to the beach. There is little forward motion (swash) when a destructive wave breaks, but there is a powerful backwash. This explains the removal of sediment and the destruction of the beach.

The rate at which marine erosion proceeds depends upon a variety of conditions or factors. In the meanwhile, read on the topic from any source available to you.

REFERENCES

Certificate Physical and Human Geography – Goh Cheng Leong

Geography for CSEC – Jeanette Ottlet *et al* Geography for CSEC – Nelson Thornes Morphology and Landscape – Harry Robinson

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yl:history

Constitutional arrangements in the Dutch Antilles and Puerto Rico

DEBBION HYMAN Contributor

OBJECTIVE

At the end of the lesson, you should be able to: 1. Describe the constitutional arrangements undertaken in the Dutch Antilles and Puerto Rico.

DUTCH – THE TRIPARTITE KINGDOM

The Dutch Caribbean still had the old colonial system intact until 1939. The colonial assemblies, or statens, were fully controlled by the wealthy Dutch families comprising planters and merchants. The top official would have the governor appointed in Holland.

By 1939, the emerging middle class within the Dutch Caribbean was lobbying for increased autonomy. A number of political parties also began to emerge which were interested in gaining self-government. Their efforts paid off, and in 1949 the colonies were granted universal adult suffrage and internal selfgovernment.

In 1954, the Dutch colonies were made partners in a tripartite kingdom. By the Charter of the Kingdom of the Netherlands, the three equal members of the one kingdom were declared; these were the Dutch Antilles, Suriname and the Netherlands. Each kingdom was to keep full internal self-government, while defence and foreign affairs were to be a joint responsibility. The Dutch had lost their colonies in the East Indies and, as such, would have done anything to keep the ones in the Caribbean appeased.

Many Dutch Caribbean persons were comfortable with a tripartite kingdom instead of independence, as they would still receive aid and preferential trade with Holland. However, those who opposed it complained that they were unable to develop a national identity.

Economic difficulties were to arise in the Dutch Caribbean in the 1960s. These were as a result of:

(1) Mechanisation in the oil industry, which resulted in the decline in the number of jobs.

(2) Rising unemployment.

The government tried intervening by creating jobs in the light



RUDOLPH BROWN/PHOTOGRAPHER

Erica Simmons, executive director of Caribbean Maritime University, shows students of Vere Technical High School how a 3D digital printer works at the JEA-JMA Expo at the National Indoor Sports Centre and the National Arena on Friday, April 20.

industry and tourism sector. There was some success, but not enough jobs were created and the unrest continued. This resulted in labour unrest and calls for autonomy from the colonies. Holland began to seriously contemplate the idea of full independence for its colonies. Many wished to remain a part of the tripartite kingdom, except Suriname. Under the leadership of Henk A. E. Arron, Suriname negotiated and gained independence in 1975.

PUERTO RICO – COMMONWEALTH

In 1902, Puerto Rico was still uncertain about its rule. As you recall, the United States (US) had gained control of Puerto Rico after the Spanish-American War. Many had a problem with US colonialism and lobbied for this to change. This would change in 1952 when Luis Muñoz Marín gained general acceptance for a Commonwealth. Puerto Rico became an 'associated free state'

(Estado Libre Asociado) of the US with its own governor and bicameral legislature which managed its own budget and all internal affairs.

The power of the US president to appoint officials was removed. The US Congress could no longer overrule laws passed in Puerto Rico. However, the US remained responsible for defence and foreign affairs. Puerto Rico was to remain in the US commercial sphere and all US tariffs were to apply, but Puerto Ricans did not pay federal income tax. Puerto Ricans became US citizens, but had no vote in federal elections. Since 1952, the supporters of Commonwealth have been challenged by those demanding complete statehood or complete autonomy, but the 1952 compromise still has general acceptance.

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

yl:social studies

MAUREEN CAMPBELL

Ace your Social Studies Examination! 2018 Exams are here ... Time to prepare!!

> Focus on studying, I know it's hard, but believe me, it's going to be worth it.



Think about these quotes ... (All adapted)

YOU NEED TO STUDY!

WW E ALL have dreams of becoming someone; to be this someone, we have to work for it. If we don't work for it, then we will be no one in the future. We tend to study to have a wider option. Yes, if we have good grades, we have the privilege to choose and excel on the career we want to pursue. HOW EXCITING!

Students, your mission is to improve and make a difference in this world. Our society, based on meritocracy, dictates that you have to learn at school and pass your exams in order to accomplish this mission. Mission Possible!

No one is born with the natural ability to study. Study skills, learning how to read, take notes, write effectively, managing your time and thinking critically have to be learned. We are all unique individuals; we are different. Different methods of studying work for different people.

Please do not try to do all your studying the night before the test; this is called cramming and it is certainly not the best way to

Study time

study.

It is important that you space out your studying. You will learn more by studying a little every day instead of waiting to cram everything at the last minute. By doing this, the material will stay in your long-term memory, but if you try to study at the last moment, the material will only be in your short-term memory and you will forget it soon.

Have all of your study material in front of you: class notes, handouts, textbooks, study guides and any other relevant material so that you can actually make a comparison.

Most persons prefer a comfortable and quiet place to study, with good lighting and little distractions. Avoid your own bed; it is very tempting to take a quick rest, which may result in you taking a long rest.

Always try to study the most important information first; the rest will be easy to remember. It is always good to learn the general concepts first; the learning of the details will be made easier after you have learnt the main ideas.

Study with a pen and blank paper; it may be necessary to take notes and write down a summary of the important ideas as you read through your study material, just to see if you have committed anything to your memory. Do not memorise the information; instead, ensure that you understand the material. It is always recommended that you test yourself or have someone test you on the material to find out what your weak and strong areas are. Practise review questions at the end of each chapter, and practise tests or other pertinent work that the teacher may have given out.

Do not procrastinate and take short breaks frequently.

Do not waste your time, and do not let others waste your time. If you choose to study in a group, only study with others who are serious about doing well.

Although a quiet environment is recommended, listening to relaxing music on a low volume can relieve some of the boredom of studying. Study when you are most awake; do not study later than the time you usually go to sleep. If you are a morning person, try studying in the morning.

WRITING A GOOD ESSAY

When writing an essay, there are several key elements that should be considered. All good essays have a strong introduction, which includes an argument statement; there is also the body that gives support through specific details; and a thought-provoking conclusion. In addition, writers should organise the information in a logical manner; choose words appropriate to the essay. The most important thing to write is the content.

EXAMPLE QUESTIONS

Integration is the way forward.

Write an essay using the above title. In your essay, define the term integration, state THREE reasons why integration is possible in the Caribbean, and outline THREE ways in which CARICOM countries have demonstrated the benefits of integration.

State THREE disadvantages of economic integration in the CARICOM. Suggest THREE new ways in which Caribbean countries should integrate and explain why these are necessary.

It is advised that you answer the question by following its layout, step by step. In that way you will answer the entire question.

- a. Integration is the way forward.
- b. Give the meaning of integration.
- c. Three reasons why integration is possible in the Caribbean.
- d. Three ways in which CARICOM countries have
- demonstrated the benefits from integration.
- e. Three disadvantages of economic integration.
- f. Suggest three new ways for the integration process.
 - g. Explain why you think these new ways suggested are necessary.

SOURCES

http://www.testtakingtips.com/study/

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

yl:english literature

'My Parents' – Cont'd

BERYL CLARKE Contributor

HIS WEEK, we are going to spend more time discussing **My Parents**. Spender, the poet, creates a situation in which an individual is pitted against a group. The individual, the boy who tells us about the events in the poem, is isolated from his peers by the control that his parents exert over him. The use of the word 'kept' tells us that it is not his desire to be separated from the frolicking boys. He is the outsider looking at others who are having fun, even though it is sometimes at his expense. Diction is an important part of any writer's work, so do pay special attention to the poet's word choice, as its helps us to get more than the superficial understanding. Kept makes us aware that it is his parents who make the choice for him; a choice which, for them, is made out of protectiveness but for him brings loneliness, weakness and ridicule.

We can appreciate both points of view. Many families who live in the same community may have very little to do with each other, for one reason or another. Parents do have a right to bring up their children in the way they think best. Unfortunately, sometimes the children may not agree with their parents as to what is best for them, and it does seem as if this is one such case. Tell me, would your parents want you to be friends with such boys as described here? Would you want your children, when you become parents, to behave as they do?

Admittedly, there are aspects of their way of living that would appeal to any child, or perhaps even adults. Think about it! Which child wouldn't want the freedom to go roaming without any restriction? Many, especially boys as we know, enjoy being in water! So you see, we can easily understand why our loner would be somewhat envious of those who are 'free' to do and to say what they wish. Don't you think that there are things he wants to do and say in response to how he is treated?

The poet uses a particular literary device in each verse. I hope that you have identified it and that you also see his purpose in including it each time. In the second line of stanza one, a comparison is made between words and stones. This is unusual but it makes sense, for stones can be heavy and they can be used to hurt. The verb 'threw' shows that the words were deliberately chosen. You see, a stone, as we know, cannot pick itself up and voluntarily hit someone; a stone has to be picked up and aimed at a target. So we learn that the bad-behaving boys choose and aim their hurtful words at the boy who is different from them and who is not allowed to mix with them.

In the first line of the following verse, the device is employed to make another comparison in which the muscles of the rough boys are compared to iron. So hard are their muscles that the speaker is more afraid of them than of tigers. Consider that! Of course, we can say that since he is unlikely to run into a tiger and has been at the receiving end of the boys' physical abuse, he is just exaggerating. However, we get the message, don't we? Yes ... he has felt the effect of those muscles! In the third stanza, a similarity is established between the boy's enemies and dogs. How does the poet do this? He does so by saying that the boys have the grace and the suppleness of dogs; that their hateful words are like the barking of dogs; that, like dogs, the boys frighten him with the way they ambush him, the way they unexpectedly dash out at him. In addition, I hope you notice that the boy believes that the others see him and others like him as different, and to be kept at a distance – not friendship material, in other words.

Much of this poem is focused on the boys, as they are of interest to the speaker; of interest mainly because they live so very differently from the way he does. No doubt already a shy person because of his lisp, he becomes even more withdrawn because of the cruelty of the others. What do you think about the line "*They*"

threw mud"? Earlier, we learnt that they threw words like stones, and that is not good. We are left to wonder whether this time the throwing is physical or verbal or both. We need, though, to realise that a lasting impression is made by their action, for mud – being sticky – does leave a mark. When he pretends to smile, it is likely in an attempt to cover his fear, his terror of them. It could also be a shaky but tentative way of reaching out to his tormentors but, as we see, locked in their world of bitterness, they make no attempt to be friendly.

Why, then, is this poem named **My Parents**? Is it that the boy blames his parents for all the bad things that happen to him? It appears that this is a reference to the belief that one's upbringing can create barriers between children, and that these barriers can have a negative impact. Outside of separating him from what they probably see as dangerous influence and situations, we don't see the parents at all. Now, this leads us to an identification of themes, which include isolation, fear, upbringing, social differences and cruelty.

You must have observed that there is no set rhyming pattern, reflective of the free movement of the rough boys. As was said earlier, the word choice is both simple and appropriately powerful. This poem lends itself to a great deal of reflection, like the one we worked on just before.

Exams are approaching rapidly. Try to remain calm and centred. God bless!

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yl:english language

Tips for writing speeches

MELISSA MCKENZIE Contributor

WELCOME TO another lesson, students! This week, we will be focus on writing speeches.

Consider the quotes below:

"I have a dream ..." "Yes, you can!" "When they go low, you go high."

These quotes were taken from the speeches of three remarkable speakers. The first was said by the late Martin Luther King Jr, the second by former President of the United States Barack Obama, and the third by former First Lady Michelle Obama. Many individuals are familiar with speakers like these and express great admiration for their ability to deliver speeches that command the attention of their audiences and remain in their minds long after.

Some of you may have written and delivered speeches, while others may be wondering if you possess the ability to write effective speeches – never mind delivering them. For the CXC English A exam, you may be asked to write a speech based on a given scenario, so it is very important that you all gain as much information as you can about speech writing.

WHAT IS A SPEECH?

This is a form of communication that is delivered to an audience. It involves public discourse. Motivational speakers, guest speakers, politicians, preachers or student council representatives often deliver speeches.

Before you write a speech, consider the following:

■ Audience: Who am I addressing? What is the most appropriate language for them?

■ Purpose: Why am I writing this speech? What do I hope to achieve?

■ Content: What will the speech focus on? How will I present this information?

■ Length: How long should the speech be? (In the exam, you are expected to write 250-300 words in 40 minutes.) It is very important to consider these as you prepare to write your speeches, as they will help in guiding how you construct them.

REMINDER

You are expected to use language that shows that you are addressing individuals directly. Therefore, make use of your personal pronouns like: I, we, us, my, our, etc.

FORMAT OF SPEECH

Above all, remember: Your speech should be so carefully structured so that the content is easy to follow and memorable.

Your speech should have three basic parts. 1. **Introduction** – Ensure that you address your audience and introduce yourself. Also, present the topic/issue you will be elaborating on in the body of your speech. The introduction should be attention-grabbing and creative. You have the choice of sharing a shocking fact, quoting someone, or asking a question in your introduction. Bottom line: Get the audience's interest.

2. **Body** – This is where the bulk of the information will be presented. It should present points in order of importance and be very engaging. This is where you can make use of your persuasive techniques. It is also important that you use transitional words and phrases so your audience can follow key points as you go along.

3. **Conclusion** – The ending of your speech should be memorable. It can serve to reinforce your position and give the audience a call to action. It should give food for thought.

Below, I have shared with you a sample speech. Read it and note its outstanding features or techniques.

SAMPLE SPEECH

Ladies and gentlemen, my rival for the constituency of St Mathias has been very kind to me. He has said that I am not worthy to represent the people of this area or, as he put it, you the people of St Mathias are entitled to better representation than I can offer you.

That, my friends, is the truth. Yes, I am not worthy of such a high honour. But then, can you tell who is? Not even a Bustamante, a Williams, an Adams, would consider himself worthy to represent you, the honest, hard-working and dedicated people of St Mathias.

May I remind you that the previous representative of this constituency was the son of a fisherman? May I remind you of all the good things he accomplished for this community before his untimely death? Well, my friends, it is not generally known, but I, too, am the son of a fisherman. Could there be a better reason for electing me as your representative?

My rival also says that I have had no education, and that he is sure that I have never graced the doors of any university with my presence. That, too, is perfectly true. Little does he realise, poor fellow, that I am the better for it. It is precisely for this reason that I understand you so well. I understand your desires, your aspirations, your suffering in a way that no university graduate can ever do. I am one of you, my dear friends. I am you.

And so, I ask you, my brothers and sisters, to vote for me. I ask this not merely because I am sincere, not merely because I have proven myself to be better than my unfortunate rival. I ask this because St Mathias must be allowed to take its rightful position as the most progressive, dynamic constituency in this country, and I am the only person who can help you achieve this.

– Anonymous

Do you think it is an effective speech? I certainly think so!

After reading this speech, you should have noted the following:

■ Speaker – political candidate

Audience – potential voters

■ Purpose – The speaker aims to persuade his audience to vote for him to be the representative of the constituency of St Mathias.

PERSUASIVE TECHNIQUES

■ Counterarguments: My rival also says that I have had no education and that he is sure that I have never graced the doors of any university with my presence. That, too, is perfectly true. Little does he realise, poor fellow, that I am the better for it.

■ Rhetorical questions: Could there be a better reason for electing me as your representative?

■ **Repetition**: He addresses the audience as 'friends' several times and refers to his opponent as a 'rival'.

■ Emotive language: Not even a Bustamante, a Williams, an Adams, would consider himself worthy to represent you, the honest, hardworking and dedicated people of St Mathias.

■ Inclusive language: He expressions like 'friends', 'brothers and sisters'

■ Direct Personal Appeal: And so, I ask you, my brothers and sisters, to vote for me.

■ Call to Action: The speaker closes by appealing to the audience to vote for him because he believes he is the best person to represent them.

This speech does a good job of achieving its purpose. Use it as a guide, but it is by no means prescriptive. You are encouraged to be as original as you can be in creating your own speeches.

As you prepare for the English A, listen to and read different speeches. Take care!

VOCABULARY TOP-UP

- Prudent careful, cautious
- Profuse plentiful or abundant
- Proliferate to increase rapidly in number. Quarantine – period of isolation, especially of people and animals to prevent the spread of

disease. Quandary – a predicament, dilemma, a

situation in which it is difficult to make a decision.

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yl:information technology

The Pascal language – Cont'd

NATALEE A. JOHNSON Contributor

GOOD DAY, students. This is lesson 29 in our series of lessons. In this week's lesson, we will continue to look at coding in Pascal.

LOOPS

PASCAL CODE WRITTEN USING DEV PASCAL

'WHILE' LOOPS

You would recall that 'while' loops are indefinite loops; the block statements will continue to be executed until a particular condition is met.

EXAMPLE 3

Write a program to read a set of prices terminated by 999. The program should also find the highest price entered and also output the highest price.

Program Prices;

Uses wincrt;

Var price, highest:real;

Begin

highest := 0; { Initialization of variable }



'REPEAT LOOPS'

This loop, as you would recall, is quite similar to the 'while' loop, except the condition is tested at the end of the loop (post-test). Thus, the block of statement(s) will continue to execute as long as the specified condition in the UNTIL statement is true.

Using the same program used in example 3, this is what the 'repeat' loop would look like.

EXAMPLE 4



writeln('The highest price is:',highest:2:2);

End.

NB: There is no need for the key words 'Begin' and 'End' inside this loop or the assignment symbol ':='for the 'until section', a regular equal sign is used, for example, 'Until price '=' 999.

ARRAYS

WHAT IS AN ARRAY?

An array is a data structure that is used to store a fixed number of data items all of the same data type. The items (or elements) of the array are organised in a sequence and can be accessed directly by specifying their positions in the sequence, using an index or subscript.

The index or subscript is the position of the item in the array. If only one index is used, the array is called a one-dimensional array. If more than one index is used, it is referred to as a multi-dimensional array. An array is also seen as a list, where the data being stored are displayed in a table format. See example on page 21.

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The name of the array above is called 'Numbers' and the size of the array is 5, which means that this array list can only store up to 5 elements.

To refer to the third value in array Numbers, we would specify its position in the array as a subscript of the array name. That is, Numbers [3]. Arrays are, therefore, typically used to store and process a list of items.

ACCESSING THE ELEMENTS OF AN ARRAY

The elements of an array can be accessed individually by specifying the name of the array as shown above with the example of Numbers [3], followed by the index or subscript, which identifies the position of the element in the sequence. Therefore, to access the value or element '100'; the program line would look like this:

Numbers[5].

DECLARING ARRAYS IN PASCAL

To declare an array in Pascal, you used the following format:

You type the name of the array followed by a colon(:), then type the word 'Array' and place in square bracket the size of the array followed by the data type of the elements. An example is shown below.



LOADING ELEMENTS (VALUES) INTO AN ARRAY

This can be done in two ways; you can load elements in an array by an assignment statement or by the keyboard (allowing the user to enter the value).

USING AN ASSIGNMENT STATEMENT



To output the three elements in the array on separate lines, this is how you would write it:



LOADING ELEMENTS (VALUES) INTO AN ARRAY

Using the keyboard (allowing the user to enter the value):

Program IT_Scores2;

Uses wincrt;

Var Scores: Array[1..3] of integer;

Begin



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

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{The size of this array is three (3). The computer will only therefore reserve 3 integers in memory.}

yl:mathematics

Matrices – Cont'd

CLEMENT RADCLIFFE Contributor

THIS BEING the end of our nine-month journey, I do hope that my contributions have provided some support. It is, however, your efforts which will make the difference. Those students who have done the SBA, I do hope that your effort was at least adequate. For private candidates, please be sure to familiarise yourself with the structure of this new paper, the alternative to SBA. You need to be effectively prepared for this aspect of your assessment.

As we complete the review of matrices, we will provide the solution of simultaneous linear equations.

SIMULTANEOUS LINEAR EQUATIONS

The simultaneous equations are expressed in matrix form AX = B where A is the 2 x 2 coefficient matrix, X is the 2 x 1 matrix, and B the 2 x 1 matrix of the constant terms, (x, y) = (x, y)

The 2 x 2 coefficient matrix A is converted to the unit matrix by premultiplying both sides by the inverse of A. $A^{-1} x A x X = A^{-1} B.$

■ By simplifying both sides, the equation of two 2 x 1 matrices remain.

Equating terms will enable you to find the values of x and y, the solution of the original simultaneous equations.

The above is illustrated by the following solution to the homework.

SOLUTION OF HOMEWORK

Solve the following simultaneous equations using matrices 1. 4x + y = -33x + 2y = -1

Express in the matrix from $C \ge X = D$

$$\therefore \begin{pmatrix} 4 & 1 \\ 3 & 2 \end{pmatrix} x \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} -3 \\ -1 \end{pmatrix}$$

Given matrix A, $\begin{pmatrix} a & b \\ c & d \end{pmatrix}$ then A⁻¹ = $\frac{1}{ad - cd} \begin{pmatrix} d \\ -c \end{pmatrix}$
Using this formula then the Inverse of C = $\frac{1}{5} \begin{pmatrix} 2 & -1 \\ -3 & 4 \end{pmatrix}$

Premultiply both sides by the inverse

 $\frac{1}{5} \begin{pmatrix} 2 & -1 \\ -3 & 4 \end{pmatrix} \begin{pmatrix} 4 & 1 \\ 3 & 2 \end{pmatrix} \begin{bmatrix} x \\ y \end{bmatrix} = \frac{1}{5} \begin{pmatrix} 2 & -1 \\ -3 & 4 \end{bmatrix} \begin{pmatrix} -3 \\ -1 \end{bmatrix}$ SIMPLIFY

$$\frac{1}{5} \begin{pmatrix} 5 & 0 \\ 0 & 5 \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \frac{1}{5} \begin{pmatrix} -5 \\ 5 \end{pmatrix}$$
$$\begin{pmatrix} 1 & 0 \\ 0 & 1 \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} -1 \\ 1 \end{pmatrix}$$
$$\therefore \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} -1 \\ 1 \end{pmatrix}$$

$$x = -1$$
 and $y = 1$

2. Solve the following simultaneous linear equations using the matrix method:
$$3x + 2y = 1$$

4 -2

5x + 4y = 5

:

Express in matrix form

$$\begin{array}{c} 3 & 2 \\ 5 & 4 \end{array} \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} 1 \\ 5 \end{pmatrix}$$

The inverse of the coefficient matrix is $\frac{1}{2}$

 \therefore Premultiply both sides by the Inverse

$$\frac{1}{2} \begin{pmatrix} 4 & -2 \\ -5 & 3 \end{pmatrix} \begin{pmatrix} 3 & 2 \\ 5 & 4 \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \frac{1}{2} \begin{pmatrix} 4 & -2 \\ -5 & 3 \end{pmatrix} \begin{pmatrix} 1 \\ 5 \end{pmatrix}$$
$$\therefore \quad \frac{1}{2} \begin{pmatrix} 2 & 0 \\ 0 & 2 \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \frac{1}{2} \begin{pmatrix} -6 \\ 10 \end{pmatrix}$$
$$\therefore \quad \begin{bmatrix} x \\ y \end{bmatrix} = \begin{bmatrix} -3 \\ 5 \end{bmatrix}$$

x = -3 and y = 5

- b)

а

I am sure that we can now proceed to the second application of matrices.

MATRIX TRANSFORMATION

- In general, transformation maps a point (x, y) (object) on to its image (x1, y1), that is (x, y) moves to (x1, y1)
- In matrix transformation, the process involves PREMULTIPLYING the column vector of the coordinates of the

point by the 2×2 matrix. The product is the image.

FOR EXAMPLE

$$\begin{pmatrix} a & b \\ c & d \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} x_1 \\ y_1 \end{pmatrix}$$

Object image

EXAMPLE

The matrix A $\begin{bmatrix} 4 & -1 \\ 0 & 2 \end{bmatrix}$ maps the point X (2, 3) onto its image X₁. Determine the

coordinates of X₁.

SOLUTION

$$\begin{pmatrix} a & b \\ c & d \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} x_1 \\ y_1 \end{pmatrix}$$

$$\begin{pmatrix} 4 & -1 \\ 0 & 2 \end{pmatrix} \begin{pmatrix} 2 \\ 3 \end{pmatrix} = \begin{pmatrix} 4x2 + -1x3 \\ 0x2 + 2x3 \end{pmatrix} = \begin{pmatrix} 5 \\ 6 \end{pmatrix}$$

Coordinates of X1 = (5, 6)

We will now look at another example.

EXAMPLE

The equation of a straight line PQ is y = 3x + 1, and T is a transformation represented by the matrix

$$\begin{pmatrix} 3 & 0 \\ 0 & 1 \end{pmatrix}$$

DETERMINE

(i) the value of k if P is the point (2, k).(ii) the coordinates of the image of P under the transformation T.

SOLUTION

(i) Since y = 3x + 1 and P is the point (2, k) Substituting x = 2, therefore $y = 3 \times 2 + 1 = 7$. Since K is the y coordinate of the point P, then K = 7.

yl:mathematics

(ii) P (x, y) under the transformation T is:

$$\begin{pmatrix} 3 & 0 \\ 0 & 1 \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} x_1 \\ y_1 \end{pmatrix}$$
$$\therefore P(2,7) =$$
$$\begin{pmatrix} 3 & 0 \\ 0 & 1 \end{pmatrix} \begin{pmatrix} 2 \\ 7 \end{pmatrix} = \begin{pmatrix} 6 \\ 7 \end{pmatrix}$$

The coordinates of the image of P is (6, 7). For failing to write the answer in coordinate form (6, 7) you may be penalised.

EXAMPLE



The image of the point A under the transformation K is (5, 4).

Determine the coordinates of A.

SOLUTION

N.B.: Since (5, 4) is the image, then (x, y) is the object A.
Multiplying,
$$\begin{bmatrix} -y \\ x \end{bmatrix} = \begin{bmatrix} 5 \\ 4 \end{bmatrix}$$

 $\begin{pmatrix} 0 & -1 \\ 1 & 0 \end{pmatrix}$

-y = 5, or y = -5 and x = 4A = (x, y) = (4, -5)

NOW FOR YOUR HOMEWORK

- Triangle PQR has vertices P (1, 4), Q (3, 1), and R (4, 2). The triangle is transformed by the matrix is $\begin{bmatrix} 0 & 1 \\ -1 & 0 \end{bmatrix}$
- Determine (i) The coordinates of images of P, Q, and R.

As this is the final lesson, I do wish you all the best in the CXC/CSEC examinations:

■ You are encouraged to continue to review effectively, the work presented during the year.

■ It is vital that you have available copies of all the lessons which were presented.

These should be a critical part of your review package.

■ Your review package should also include past-paper

questions, model answers, geometry set and a suitable calculator. ■ You also need a current CXC syllabus to ensure adequate coverage. This will ensure that you review those topics which I omitted.

■ I do hope that you have been using your calculator and that you are familiar with it.

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yl:communication studies

Listening comprehension

WW E HAVE looked at the skill of listening and I gave a preview to the listening comprehension examination. This week, we will look at an actual listening comprehension passage and questions.

Your multiple-choice paper will look something like this:

Section A

Items 1-7

Instructions: You will hear an extract. It will be read twice. Listen carefully before answering the questions based on the extract.

Extract:

Cracked concrete blocks that soar skyward between elegant single-storey houses. Peeling art deco treasures squashed against brand-new smoked-glass shopping centres. Beautifully restored colonial mansions cheek by jowl with collapsing buildings whose ornate balconies hang on by mossy threads. Havana is a city of architectural ironies and paradoxes of harmony and dissonance.

The city's eventful history can be read in its eclectic streets, from its beginnings as a humble settlement on the western shore of the great bay to 20th-century suburban sprawl.

Nowadays, Havana has a special poignancy, as the years have taken their toll on its architectural riches. The beautiful but battered buildings have been shaped by the elements and the lives of the habaneros who have lived out their history side by side with their glorious architectural heritage.

MULTIPLE-CHOICE QUESTIONS

1. What is the MAIN idea in the extract? (A) Havana has had an eventful history which is reflected in its contrasting and varied architecture.

(B) Havana is by far the most beautiful city
when compared to other architectural heritage.
(C) Havana has. faced natural disasters and
its buildings are now collapsing and being held
together by mossy threads.

(D) Havana is a humble settlement on the western shore of the great bay.

2. What details support the main idea of the



extract?

I. "battered buildings"
II. "cracked concrete blocks"
III. " peeling art deco"
(A) I and II only
(B) I and III only
(C) II and III only
(D) I. II and III

3. Which of the following BEST expresses the purpose of the extract?

- (A) To describe how beautiful the country of Havana is.
- (B) To show how the buildings have been destroyed by natural disasters.
- (C) To compare Havana with other great cities.

(D) To show how Havana's history is reflected in its architecture.

4. What is the literary device used in "The beautiful but battered buildings'?(A) Alliteration(B) Hyperbole

(C) Personification (D) Simile

5. Which of the following literary devices are used in the extract?
I. Personification
II. Pun
III. Metaphor
(A) I and II only

(B) I and III only (C) II and III only

(D) I, II and III

6. Which of the following BEST captures the poet's method of discourse?
(A) Narration of an event.
(B) Description of a scene.
(C) Provision of information.
(D) Presentation of an argument.

7. Which of the following comments BEST shows the phrase "peeling art deco treasures squashed against brand-new smoked-glass shopping centres?"

(A) It provides information to the readers.(B) It visually captures the scene of Havana and the historical effects on its architecture.

(C) It compares Havana to other cities.(D) It narrates the story of Havana.

Please note that questions regarding the main idea, the main purpose, and literary devices are staple items. Ensure that you mentally prepare for those.

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

Now we will look at a sample Module 2 essay.

MODULE 2 – PRACTICE QUESTION

This week, we will take a look at a practice question for Module 2.

A TALE OF TWO TONGUES

Miss Ida speaks only English to God Scholars cannot find fault in the diction of her graces and prayers; to her, it is the language of holy things; and the giver of commandments deserves a grammar of respectability as firm and as polished as his tablets of stone.

But to fellow mortals she speaks Creole, the tongue of the markets and field, the language of labrish, su-su, proverbs and stories, hot-words, tracings and preckeh; it is the way to get hard-ears pickney to listen and facety men to keep off; it is the tongue of belly laughs and sweet body action.

And to Miss Ida it is no bother To laugh and suffer in one language And worship in another.

A Tale of Two Tongues, Earl McKenzie Bite in: Stage 3, Cecile Gray Thomas Nelson and Sons Ltd, 1972, p18.

In an ESSAY of no more than 500 words, discuss:

 $\ensuremath{\text{i}}$. The differences in the language in stanzas one and two.

ii. The attitudes to English and Creole as revealed in the poem.

iii. How a televised reading of this poem could enhance its meaning.

Total: 25 marks

SOMETHING TO THINK ABOUT:

■ What are your thoughts on the inclusion of Jamaican Creole in the Easter production of the Easter story aired on television recently?

■ It is also useful for Module 2 to be aware of some of the linguistic features associated with Creole. A fairly detailed list can be found in the CAPE Communication Studies Syllabus, in CAPE Communication Studies by Harold McDermott, and a shortened version can be viewed at http://capecommstudies.blogspot.com/2011/08/linguisticfeatures-of-jamaican-creole.html

Try to familiarise yourself with the categories and the features. This will be especially useful for the multipl-choice examination.

Next week we will take a look at the Module 3 essay question.

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