

6TH FORM AT QUEEN'S COLLEGE

A student may seek admission to 6th Form at Queen's College. The basic criteria for consideration of admission are as follows:

- (a) Students must have a minimum of five (5) subjects, including Mathematics and English Language, at General Proficiency Level (CXC-CSEC) at one sitting.
- (b) Grade 1 (CXC-CSEC) is preferred in the subjects requested for 6th form study.
- (c) Qualification in CSEC Geography and either Biology, Chemistry or Physics, are pre-requisites for the study of **Environmental Science** and **Geography** at CXC-CAPE.
- (d) Qualification in CSEC Biology at Grade 1 or 2, Chemistry and Mathematics are pre-requisites for the study of CXC-CAPE **Biology**.
- (e) Qualification in CSEC Physics at Grade 1 or 2 is a pre-requisite for the study of CXC-CAPE **Physics**.
- (f) Qualification in CSEC Chemistry at Grade 1 or 2 is a pre-requisite for the study of CXC-CAPE **Chemistry**.
- (g) Qualification in CSEC Principles of Accounts is a pre-requisite for the study of CXC-CAPE **Accounting**.
- (h) CSEC Principles of Accounts is a compulsory pre-requisite for CXC-CAPE **Management of Business**.
- (i) Qualification in CSEC Principles of Business is a pre-requisite for the study of CXC-CAPE **Entrepreneurship**.
- (j) Qualifications in CSEC Economics and/or Mathematics Grade 1 or 2 are pre-requisites for CXC-CAPE **Economics**.

- (k) Qualifications in CSEC Information Technology at Grade 1 and Mathematics at Grade 1 are pre-requisites for CXC-CAPE **Computer Science**.
- (l) Qualification in CSEC History Grade 1 is a pre-requisite for the study of **Law and History** at CXC-CAPE. (Spaces are limited.)
- (m) Students with qualifications in CSEC English Literature and History, who display good writing and analytical skills may apply for CXC-CAPE **Sociology**.
- (n) (i) The pre-requisite for study in CXC-CAPE **Pure Math** is a Grade 1 at CXC-CSEC Mathematics **and** a Grade 1 or 2 at CXC Additional Maths.
(ii) The pre-requisite for study in CXC-CAPE **Applied Math** is a Grade 1 at CXC-CSEC Mathematics.
- (o) For **Foreign Languages**, it is strongly recommended that the student would have done English Literature at CXC-CSEC and would have had a pass at Grade 2 and received a Grade 1 or 2 in the Foreign Language chosen..

The following courses are offered:

French	Performing Arts	Computer Science
Spanish	Environmental Science	Management of Business
Literatures in English	Chemistry	Accounting
History	Physics	Economics
Sociology	Biology	Art & Design
Law	Pure Mathematics	Building & Mechanical Engineering Drawing
Geography	Applied Mathematics	

N.B. Combinations which include the Arts and Science subjects are not advisable since these subjects are rarely complementary on the timetable.

GENERAL COMMENTS

A student who is admitted to Lower 6 to study three subjects at CAPE must expect to have his/her position reviewed at the end of the school year. If, at the end of the Lower 6 year, the pupil's progress is not satisfactory, he/she may be, in his/her own interest, required to drop one of these subjects, repeat the year, or withdraw from school.

Students are advised to choose their subject combinations very carefully. They should be aware of the heavy volume of reading required (e.g. English - History - Geography); the complementary nature of certain subject areas, (e.g. Mathematics - Geography; Biology - Chemistry); and the pitfalls inherent in the combination of unrelated disciplines, (e.g. English - French - Biology).

In particular, students should also, at this point, carefully investigate the alternatives which will determine the next stage of their careers after completing their 6th form courses.

Other Courses

All students in the 6th form **MUST** follow courses in Caribbean Studies, Communication Studies and Physical Education.

Barbados Scholarships and Exhibitions

The criteria for the award of a Barbados Scholarship or Exhibition are as follows:

- (i) citizens of Barbados
- (ii) children of citizens of Barbados
- (iii) children of a person who is ordinarily resident in Barbados and has been resident for a period of at least seven (7) years.

Barbados Scholarship Requirements

- (i) Grade A in all courses in their main field of study and in the two core subjects;
- (ii) a GPA of 4.0 no less than 72 credits
- (iii) students pursuing CAPE must attain:
 - (a) Grade 1 in all eight (8) Units of their programme, that is, three two-unit courses plus the two core subjects.
- (iv) students pursuing a mixture of CAPE and 'A' Levels, must obtain a mixture of Grade **As** and Grade **1s**. Students can only pursue the subjects **NOT** offered by CXC at the 'A' Level.

Barbados Government Exhibition Requirements

- (i) attain at least an **A** in two-thirds of the courses in their main field of study and at least **B+** in the other one-third of their main field of study;
- (ii) attain a Grade **A** in one of the core courses Caribbean Society and Politics, and English and Communication Studies and no less than a **B+** in the other;
- (iii) attain a GPA of at least 3.81 over no less than 72 credits including 60 credits in their main field of study;
- (iv) students pursuing CAPE must:
 - (a) attain Grade 1 in both units of the same two subjects, and not less than Grade 2 in Unit 1 or 2 of the third subject;
 - (b) attain at least a Grade 1 in one of the core courses Caribbean Studies and Communication Studies and no less than a Grade 2 in the other; and
- (v) students pursuing a combination of CAPE and 'A' Levels can only do so in the subjects **NOT** offered by CXC and must obtain a mixture of Grade **As, 1s, Bs** and **2s**.

★ SHOULD I CHOOSE ART & DESIGN?

Students choosing to pursue this course must attain not less than **Grade II** in Visual Arts and be prepared to undertake individual research in both practical and written forms. Attitude is as significant as technical ability and creativity.

CAPE Art & Design requires a high level of commitment to the development of your own work. This development can only take place with consistent effort over the two years. There must be a willingness to consult with teachers regarding the work in progress. Working primarily at home without an on-going critique of your work will not benefit you.

Much of the student's own time outside of school hours must be devoted to their Art work if it is to reach the required standard. They should possess a high level of self-motivation together with a mature level of self-criticism.

There must be an understanding of the seriousness and importance of deadlines. Work produced hurriedly at the last minute is not usually quality work. The ideal Art student should be intellectually curious, have an open mind and be willing to experiment in his work. Technical competence without thought is never enough. Students must not close their minds to options not explored at CXC.

A Career with Art & Design

There is the misconception that there are few careers that require Art as an entry requirement or that there are any fields within Art that can be the basis of a career. In fact, there is a wide range of specialization which include Industrial Design, Architecture, Fashion & Accessory Design, Graphic Design, Photography, Animation, Teaching, Visual Communication, Interior Design, Art History, 3-D Design and Textile Design.

Students who wish to go straight into the workforce can often in time become entrepreneurs in many of the related fields mentioned above.

THE SYLLABUS

CAPE Art & Design is a broad and exciting programme designed to expose the student to a wide range of media and techniques, with the emphasis on personal development. Sixth formers are taught technical skills but also encouraged to experiment and strive for originality.

The course covers the following main areas:

- ❑ Fine Art, both 2 Dimensional and 3 Dimensional, where students express ideas through such diverse media as mixed-media, paint, pencil, inks, collage, Plaster of Paris, clay, assemblage **etc.**
- ❑ Applied Arts, where Design is explored and practical pieces are produced for either ceramics, sculptures and vessels, OR interior and fashion design, using surface printing, hand painting and resists techniques.
- ❑ Graphics, both illustrative and conceptual, including computer- aided design. Final pieces may include book covers, signage, logo design, comic illustrations, product design etc.
- ❑ Art History and Personal Research, with particular emphasis on the role of the modern Caribbean Artist and Craft person and their role in society
- ❑ A Creative Project, which is a major piece of work undertaken in Upper 6. The students choose topics of personal interest and are free to work in any media and on any theme, recording their progress in a journal.

☆ SHOULD I ATTEMPT LITERATURES IN ENGLISH?

If you are considering studying English at CAPE, consider the following statements and let them help you to make your decision:

- I enjoy putting my ideas into words and identifying and organising illustrations to support my theories.
- I am willing to do this both in writing and orally in class/group discussions.
- I am willing to do a great deal of background reading - both of literary history and about the places and periods in which literary productions may be set. I am willing to do this reading **ON MY OWN**.
- I enjoy reading plays/novels/poems - both silently and aloud.
- I am interested in exploring the use and the development of words, and their significance in particular settings and at particular times.
- I am interested in exploring trends and ideas, etc, in critical books, and in current magazines, films, TV series, art exhibitions etc.
- I am interested in analysing character, mood, motivation - how people think, feel, and behave, and why - both in the classics and in contemporary literature.
- I find it beneficial and enjoyable to go to dramatic productions.
- I am willing to participate in dramatic interpretation and productions.
- I find it fairly easy to interpret figurative language and meanings that are not straight forward. I am willing to accept the challenge to interpret and to make cross-curricula connections.

- I am eager to extend my awareness of structure and style; to discover the criteria used by others in creating literary works; to try to improve my own writing structure and style as I am influenced by good writers; to acquire and use an extensive vocabulary to express my thoughts.
- I have good general knowledge, a curious mind and I am willing to find out more.

If your response to most of the statements is positive, then and **only then** can you profitably study English at CAPE Level to the common pleasure of yourself, your classmates and your teachers.

After two years (16 months) you will be required to pass 2 units of exams (split to accommodate 1 unit per year) with at least 6 texts in each unit. Each unit must be covered between September one year and April the next. You will need to adequately cover the three genres: Drama, Prose and Poetry. Caribbean Literature is an essential aspect of each unit.

Career Possibilities

A wide variety of jobs are open to someone doing CAPE English these include:

- Journalism
- Teaching
- Creative Arts
- Law
- Librarianship

★ PERFORMING ARTS

Performing Arts is a critical component in the expansion of our experience and consciousness of the world in which we live. It plays a vital role in the formation of cultural identity in the development of a Caribbean aesthetic.

The syllabus comprises Units on Business for the Arts, Cinematic Arts, Dance, Drama and Music. It focuses primarily on Product Development and Management, the histories of the various performing arts, Performance and Production as well as Techniques and Skills that will encourage and enhance an appreciation for the cultural diversity of the region.

Acquired techniques and skills in financing, marketing, research, design, application of artistic as well as technical theories, production and performance will provide students with an informed knowledge base to encourage growth in all spheres of artistic endeavour as well as exposing them to the range of possibilities of the varied career choices for the world of work as well as for further education and training.

The syllabus consists of two Units, each containing three Modules.

Unit 2, Theory consists of FOUR Options. Students can choose ONE or MORE of the FOUR Options in Unit 2.

UNIT 1: BUSINESS FOR THE CREATIVE ARTS

Module 1	Business Feasibility
Module 2	Business Development and Planning
Module 3	Project Planning For The Arts

UNIT 2: THEORY, PRACTICE AND INNOVATION

OPTION A: CINEMATIC ARTS

Module 1	Tools and Theory
Module 2	Process in Practice
Module 3	Production

OPTION B: DANCE

Module 1	History and the Dancing Body
Module 2	Technique and Performance Skills
Module 3	Choreography and Performance

OPTION C: DRAMA

Module 1	Caribbean Theatre and the World
Module 2	Forming the Performer
Module 3	The Art of Performance

OPTION D: MUSIC

Module 1	Caribbean Music
Module 2	Western European Art Music
Module 3	Jazz

Career Possibilities

Playwright	Creative Industry Administrator	Marketing Officer
Events Manager	Business Agent	Booking Agent
Talent Manager	Actor	Theatre Director
Facilities Manager		

★ SHOULD I CHOOSE FRENCH/SPANISH?

The main question to ask yourself is “How committed am I to this subject”? Study of a Foreign Language beyond CSEC is extremely demanding and a high level of personal motivation and dynamism are required.

The CAPE French and Spanish syllabi are designed to

- (a) enable the student to understand a variety of registers in the standard spoken and written form of the language;
- (b) enable the student to communicate clearly and appropriately in Spanish/French with an educated native speaker;
- (c) equip the student with the necessary skills for collection, analysis and exchange of information, ideas and opinions in Spanish/French;
- (d) enable the student to acquire knowledge of and to encourage an interest in contemporary society and institutions in target language countries;
- (e) enable the student to develop literary skills.

The CAPE Syllabi require students to work through 3 Modules in Lower VI, Unit I, and 3 Modules in Upper VI, Unit II. Unit I Modules are built around the topics, The Individual, Family and Daily Life, Society and Social Topics, The Environment. In Unit II, Modules are built around Current Affairs, Industry, Business and Economic Affairs and Science and Technology. By May 15th of the first year, students will have sat an internal recorded oral examination that will require them to present a topic chosen from Module 1, 2 or 3, answer questions on the topic, and participate in a general conversation based on Modules 1, 2 and 3 and current affairs. In Unit 1 students will study a literature text related to a theme, as well as develop the skills necessary for literary analysis in the Foreign Language.

For Unit II, students will study a minimum of 2 Literature texts, one related to a theme, the other for the purpose of deepening their literary analysis skills. Thematic essays are to be written in English. Answers for Literary Analysis will be written in the target language.

Students must also develop the listening skill to a high level of competence through listening to authentic spoken language in the form of news items, announcements, advertisements, interviews, discussions etc. Having your own ‘discman’ is obligatory.

In terms of speaking, students will be expected to elicit and provide opinions and information on a variety of topics, choosing language appropriate to the context.

Extensive practice will also be given in the development of the reading and writing skills through the use of teaching and testing techniques that will enable the student to develop greater control over the Foreign Language.

A Foreign Language can help you in terms of general knowledge and current affairs. It can provide exposure to another culture, as well as provide insights into your own, and provide you with a global perspective.

Career Possibilities - Teacher, Translator/Interpreter, Foreign Service Officer, Bilingual Executive, Bi-lingual Secretary; Any job in the Tourism field, Diplomatic Services; Any job with International Agencies; increasingly working in corporate Barbados

☆ HISTORY

CAPE HISTORY SYLLABUS

The discipline of history consists of three aspects - its content, its organising principles, and its enquiry. The syllabus seeks to promote these aspects of the historian's craft and has been organised accordingly. Its content emphasises the historical experience of the peoples of the Caribbean in the context of the Atlantic region.

The concept of an Atlantic region is central to the syllabus. It emphasises the geo-political as well as socio-economic relations among the societies on all the shores of the Atlantic, of Europe with Africa, of Africa with the Americas and the Americas with Europe. The syllabus also recognises that the societies created in the Caribbean by diverse ethnicities, languages, religions and customs were later enriched by the arrival of peoples from Asia and elsewhere.

AIMS

The syllabus aims to:

1. prepare students for tertiary education in the study of history and other disciplines.
- For example Law, Journalism, Tourism.
2. develop in students an understanding of the Caribbean world by locating it within the larger history of the Atlantic region;
3. develop in students a knowledge and understanding of the historical linkages between the peoples of the Caribbean and peoples in other areas of the world;
4. assist students to conceive of themselves not only as citizens of states but also as persons sharing a common Caribbean culture;

Research Skills and Attitudes

Students are expected to:

- analyse and evaluate various historical sources;
- use various methods of historical investigation, engaging both primary and secondary sources;
- investigate historical questions, problems and issues;
- communicate the conclusions of historical enquiries in appropriate formats, such as research papers, essays, reports and classroom presentations.

STRUCTURE OF THE SYLLABUS

The syllabus is divided into two Units, each made up of three Modules. Students are required to do Unit 1 during their first year of study and Unit 2 during their second year of study. An exam will be held at the end of each year for each Unit. There is an S.B.A. component for each unit. However, students may opt to carry over their S.B.A marks gained in Unit 1 to the Unit 2 examination.

Unit 1: **The Caribbean in the Atlantic World**, contains three Modules, each requiring at least 40 contact hours, over a period of approximately 10 weeks. Total contact time is expected to be 120 hours.

Module 1	Indigenous Societies
Module 2	Slave Societies: Character and Dismantlement
Module 3	Freedom in Action

Unit 2: **Atlantic World and Global Transformations**, contains three Modules, each requiring at least 40 contact hours, over a period approximately 10 weeks. Total contact time is expected to be 120 hours.

- Module 1 Atlantic Worlds: Interactions
- Module 2 Atlantic Development: Identity and Industry
- Module 3 International Relations: Conflict and Liberation

OUTLINE OF ASSESSMENT

Each Unit of the syllabus will be assessed separately. The scheme of assessment for each Unit will be the same. Candidates’ performance on each Unit will be reported as an overall grade and a grade on each Module of the Unit. The scheme of assessment will comprise two components, one external and the other internal.

EXTERNAL ASSESSMENT

Written Papers

- Paper 01 (1½ hours) Forty-five multiple choice questions
- Paper 02 (2 hours 40 minutes) (90 marks)
 - Section A: Module 1
 - Section B: Module 2
 - Section C: Module 3

(80%)

50%

Each section consists of one document-based question and two essay questions.

Candidates must answer THREE questions, ONE from EACH Module.

Candidates are allowed to answer only ONE document-based question.

INTERNAL ASSESSMENT (Criteria)

- Paper 03 A (24 marks) A research paper, (1,500 - 2,000 words), requiring the candidate to demonstrate the skills of the historian that are embedded in each module of the Unit..

ALTERNATIVE TO INTERNAL ASSESSMENT

- Paper 03 B (1½ hours) (24 marks) A written paper consisting of questions related to the candidates’ research

N.B. Students who join the programme in Upper Sixth will be required to do a SBA on a topic from Unit 2.

Careers: Museum Curator, Archivist, Librarian, Journalist,
Lawyer, Historian, Teacher, Researcher

★ SHOULD I CHOOSE GEOGRAPHY?

In recent times, issues such as climate change and decreasing water resources have become increasingly relevant globally, as well as here in Barbados. A sound knowledge of Geography, with its interplay between Human and Earth Systems is key in finding solutions to overcome these and other global issues. As a bridge between the Sciences and Arts, Geography is a discipline which opens a world of opportunities for students.

Emphasis is placed on field study and on direct observation of the environment and the way it is used. Interrelationships are at the heart of the subject. To understand these, the 6th form student must be able to make logical deductions, and analyze critically. Wide reading is also essential, as is clear expression. Geography is a dynamic subject. The student must be cognisant of new developments occurring in a constantly changing environment. The subject also has a mathematical component. Quantitative analysis has become important, and statistical techniques must be mastered. The drawing of diagrams and sketchmaps, and reading of maps are essential skills.

Students are expected to participate in local field trips, sometimes conducted on weekends or in vacation time. The approximate cost of these field trips is \$100.00 for the year.

The Geography Department, occasionally, organises an overseas field trip for 6th form students. Parents must be prepared to bear the brunt of the cost of this, and students to help to defray the costs to their parents by fund-raising.

CXC Mathematics is a pre-requisite

SYNOPSIS OF THE CAPE GEOGRAPHY SYLLABUS

The syllabus is divided into two Units, each made up of three Modules. Students are required to do Unit 1 during their first year of study and Unit 2 during their second year of study. An exam will be held at the end of each year for each Unit. Unit 1 can be re-taken in Upper 6.

UNIT 1	Module 1	Population and Settlement
	Module 2	Hydrological, Fluvial, Coastal and Limestone Environments
	Module 3	Natural Events and Hazards

UNIT 2	Module 1	Climate, Vegetation and Soils
	Module 2	Economic Activity
	Module 3	Development and Disparity in the Caribbean Region.

EXAMINATIONS

There are three papers for each Unit:

PAPER 1	1½ hours	- 30% of Assessment
45 multiple choice questions		
PAPER 2	3 hours	- 50 % of Total Assessment
Four (4) extended response or essay questions; one mapwork question drawn from each module and 1 other from each Module		
PAPER 3	SBA (Internal Assessment)	
This will be based on 1 practical assignment. The student will complete one practical assignment marked out of 54. Students should be mindful of the need to start the SBA very early.		

The following are very important:

- Management of time
- Meeting deadlines
- Starting assignments as soon as they are received
- Reading widely

<i>Career Possibilities</i>		
• Tourism	• Environmental Science	• Urban Planning
• Airline Industry	• Resource Management	• Marine Engineering
• Architecture	• Oceanography	• Meteorology
• Landscaping	• Disaster Management	



ENVIRONMENTAL SCIENCE

Environmental Science is an interdisciplinary subject drawing its content from several subjects such as Geography, Biology and Chemistry, to offer a balanced scientific and holistic perspective of environmental issues. It uses scientific methods to investigate natural resource and environmental management; it provides knowledge, skills and attitudes to identify, prevent and solve environmental problems.

The syllabus aims to develop an understanding of environmental issues and principles, particularly in a Caribbean context. It seeks to encourage positive attitudes and a commitment to sustainable development in the Caribbean. Students are prepared for careers in fields of environmental management and sustainable development.

Environmental Science includes research of environmental variables and presentation and analysis of such data.

CSEC Geography **AND** either Physics/Biology/Chemistry are prerequisites

SYNOPSIS OF THE CAPE ENVIRONMENTAL SCIENCE SYLLABUS

The syllabus is divided into two Units, each made up of three Modules. Students are required to do Unit 1 during their first year of study and Unit 2 during their second year of study. An exam will be held at the end of each year for each Unit. Unit 1 can be re-taken in Upper 6.

UNIT 1

- Module 1 - Fundamental Ecological Principles
- Module 2 - Human Population and the Environment
- Module 3 - Sustainable use of Natural Resources

UNIT 2

- Module 1 - Agriculture and the Environment
- Module 2 - Energy and the Environment
- Module 3 - Pollution of the Environment

EXAMINATIONS

There are three papers for each Unit:

PAPER 1- 1½ hours - 30% of Assessment
45 multiple choice questions

PAPER 2- 2½ hours - 40% of total Assessment
6 compulsory extended response or essay questions (2 from each Module)

PAPER 3- For each Unit, a journal consisting of reports on site visits and laboratory exercises. The journal will focus on at least one specific objective from any of the three Modules in the Unit, and incorporate the relevant practical skills. - **Marked out of 90.**

Students should be mindful of the need to start the SBA very early.

The following are very important:

- Management of time
- Meeting deadlines
- Starting assignments as soon as they are received
- Reading widely
- An appreciation for the overlap between different subject areas

Career Possibilities

- Tourism
- Airline Industry
- Architecture
- Landscaping
- Environmental Science
- Resource Management
- Oceanography
- Disaster Management
- Urban Planning
- Marine Engineering
- Meteorology

★MANAGEMENT OF BUSINESS

□ RATIONALE

The uncertainties and the dynamic environment within which businesses operate today present serious challenges for business leaders. The growth in economic and social needs in most economies also constitute another area of great challenge. As students proceed beyond the post-CSEC level, preparing to pursue their career goals, they must be cognisant of the changing socio-economic climate and global environment within which modern businesses operate.

Management of Business students must understand the principles that govern the human and operational interactions within a business. In addition, Management of Business students must be aware of the way a business operates within a society. Moreover, it is imperative that the Caribbean management student possesses a comprehensive understanding of the markets in the region, in addition to knowledge of the global marketplace.

The CAPE Management of Business syllabus provides opportunities for students to develop the tacit and explicit knowledge, and understanding of management principles and practices. The syllabus also equips students with the basic skills required to address managerial problems and the challenges faced by businesses. These skills will enable students to function not only in existing business organisations but also as independent entrepreneurs. Additionally, the subject prepares students to access management training at the tertiary level. Furthermore, it enables students to develop and apply higher order skills namely critical thinking, problem-solving, inquiry skills and synthesising skills.

In designing this syllabus, a comprehensive approach to management has been adopted. However, special attention was given to ensuring that the aims of the syllabus are realisable within the time frame available for this course.

□ AIMS

The syllabus aims to:

1. develop an understanding of the integrated nature of business organisations and the environment in which they operate;
2. develop an awareness of how global issues impact on the development of business organisations with special reference to the Caribbean;
3. provide basic information about knowledge of principles, legal issues, and practices of modern management with special reference to the Caribbean;
4. develop critical thinking skills that involves analysis, evaluations, decision making and problem solving;
5. develop an understanding of the importance of management of people;
6. develop skills in communicating information effectively in numerical, graphical and verbal form;
7. provide opportunities to acquire experience of practical decision-making;
8. provide opportunities for exposure to related disciplines, namely, Accounting, Finance, Banking, Economics, Production and Operations management;
9. provide opportunities for acquisition of prerequisite knowledge and skills necessary to pursue further studies and career development in the field;
10. provide knowledge and skills needed to become successful entrepreneurs;
11. develop attitudes, values, and ethics related to the challenges of leading change in a dynamic business environment;
12. develop an appreciation of the need for organisations and individuals to act as responsible citizens.

□ **SKILLS AND ABILITIES TO BE ASSESSED**

The skills that students are expected to have developed on completion of this syllabus have been grouped under two main headings:

- (i) Knowledge and Comprehension;
- (ii) Use of Knowledge.

Knowledge and Comprehension

The examination will test candidates' skills and ability to:

- 1. grasp and recall basic facts, concepts, and principles of management theory;
- 2. understand the diverse managerial functions and roles;
- 3. understand the impact of workforce diversity on the management of organizations.

Use of Knowledge

The examination will test the candidates skills and ability to:

- 1. select and use facts, theories and concepts appropriately in formulating solutions to managerial and marketing problems;
- 2. draw conclusions based on a body of information;
- 3. distinguish relationships between various components of the business environment;

- 4. assemble relevant information and data to make predictions or solve problems;
- 5. draw logical conclusions and make recommendations about managerial issues.

□ **STRUCTURE OF THE SYLLABUS**

The syllabus is divided into two (2) Units. Each unit comprises three Modules. Each Module requires fifty (50) contact hours.

The six Modules making up the two-Unit course in Management of Business are listed below:

UNIT 1: Management Principles and Processes

- Module 1 - Business and its Environment
- Module 2 - The Management of People
- Module 3 - Business Finance and Accounting

UNIT 2: Applications in Management

- Module 1 - Production/Operations Management
- Module 2 - Fundamentals of Marketing
- Module 3 - Small Business Management

□ **OUTLINE OF ASSESSMENT**

Each Unit of the syllabus will be assessed separately. The same scheme of assessment will be applied to each Module in each Unit. Grades will be awarded independently for each Unit.

The scheme of the assessment for each Unit will comprise two components, an external component and an internal component. The internal component contributes 20 per cent towards the overall assessment for each Unit. These arrangements are detailed below.

EXTERNAL ASSESSMENT

80%

Paper 01
(1½ hours) This paper will consist of 45 compulsory multiple choice questions covering the three Modules in the Unit. There will be fifteen items based on each module.

Paper 02
(2½ hours) This paper will consist of three sections, each section corresponds to a Module in the Unit. Each section contains two essay - type questions. Students are required to attempt three questions, one from each section.

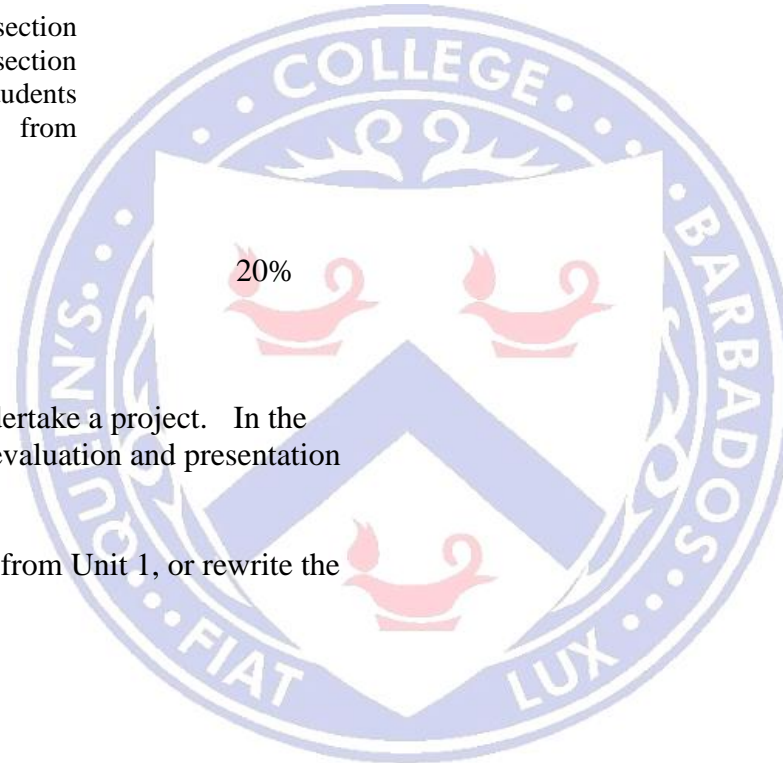
INTERNAL ASSESSMENT

Paper 03A

The Internal Assessment for any Unit requires that candidates undertake a project. In the project, candidates must demonstrate skills in research, analysis, evaluation and presentation of information.

In the second year (Unit 2), students may carry forward the grade from Unit 1, or rewrite the project in order to gain a better grade.

PRE-REQUISITES: CSEC Principles of Accounts.



20%

★ENTREPRENEURSHIP

CAPE Entrepreneurship seeks to empower students by providing information which will enable them to assess opportunities and risks; generate innovative ideas and manage a start-up venture in a changing Caribbean business environment.

Through practical studies and applications, students are educated in the art and science of initiating, harvesting and managing a venture. It acquaints students with various business structures, legal frameworks and the development process for the construction of successful business plans.

Students will be instructed through:

1. Experiential learning - “learning by doing”
2. Guest lectures from stakeholders in the business community
3. Project work
4. First hand interaction with local entrepreneurs
5. Research, discussion and role play

□ CONTENT

UNIT 1:	Entrepreneurship Theory
Module 1	The Entrepreneurial Mind Set - This will allow students to determine the characteristics of entrepreneurs.
Module 2:	The Entrepreneurial Process - This will allow students to understand key stages of the entrepreneurial process.
Module 3:	Creativity and Innovation - This will allow students to understand the nature of creativity and innovation, and the importance of protecting creations.

UNIT 2: Entrepreneurial Practice

Module 1: Essentials of Business Ownership - This module seeks to introduce various ventures, legal frameworks and responsibilities of entrepreneurs.

Module 2: New Venture Planning - This includes the construction of business plans, feasibility studies and sources of start-up capital.

Module 3: Managing, Growing and Harvesting Ventures - This allows students to understand stages of the business life cycle, and the value of e-commerce.

ASSESSMENT

INTERNAL ASESMENT (SBA) 60%

The SBA is worth 60% of the overall CAPE assessment. It must be completed for each Unit. It involves the creation of a case study report and an oral presentation in Unit 1, while students must develop a business plan in Unit 2.

EXTERNAL ASSESSMENT 40%

Paper 1 45 Multiple Choice questions 20%
(1 hour 30 minutes)

Paper 2: Two case study questions per module 20%
(2 hours 45 minutes)

CSEC Principles of Business is a pre-requisite

★ ACCOUNTING

□ RATIONALE

Accounting is the financial information system that provides relevant information to anyone who owns, manages or uses economic resources or engages in economic activity. As an information system having many different constituent users internal and external, several branches of accounting have emerged. The external users, normally consisting of investors, creditors, customers and others, have particular interest in Accounting which deals with the recording, summarising and communicating of the economic events of entities, based on established sound accounting principles, standards and legislation.

To manage entities effectively in our dynamic environment, internal users, such as management, require knowledge, skills and the appropriate attitudes in planning, controlling and decision-making, hence their need for Cost and Management Accounting. This branch of accounting draws on information from the accounting system as well as methods, and techniques from other disciplines to provide users with tools which can be applied at various levels within personal and business environments. It provides students with the opportunity to analyze financial statements of various businesses and ascertain the accounting methods used.

The syllabus aims at providing a good foundation for further study of Accounting at pre-professional and professional levels. It also equips individuals with relevant competencies, attitudes and values for the labour market. Furthermore, it aims at fostering in individuals an awareness of the social, ethical and corporate responsibilities of accountants and users of financial information in our developing economies.

□ AIMS

The syllabus aims to:

1. provide an understanding and appreciation of the principles and practices of Accounting;
2. develop a capacity for systematic and critical thought which would serve as a base for further study as well as for application in the working and social environment;
3. develop in students the ability to make connections between concepts in Accounting and those pertaining to other disciplines;
4. develop in students the requisite knowledge and skills for decision-making;
5. promote an understanding and appreciation of social, ethical, economic and technological aspects of Accounting in our dynamic environments;
6. develop the capacity to communicate and present information in written, numerical and diagrammatic form appropriate to its purpose.

□ SKILLS AND ABILITIES TO BE ASSESSED

The assessment will test candidates' skills and abilities to:

- (i) recall, select and use appropriate formulae, concepts and principles in a variety of contexts;
- (ii) collect, classify, record and communicate accounting information to users of financial statements in a logical way;
- (iii) investigate the usefulness of accounting standards and be able to interpret, make judgements and recommendations appropriate to their environment based on said standards and legislation.

□ **STRUCTURE OF THE SYLLABUS**

There are two (2) Units for this syllabus. The content of Unit 1 assumes that individuals possess competencies in the double-entry system and in preparing simple financial statements for various entities. They should also have knowledge and understanding of accounting concepts, principles and the flow of accounting information. Knowledge of accounting for depreciation and bad debts would be useful.

In this syllabus, International Accounting Standards (IAS) have been used as the basis for application of principles and the presentation of financial statements.

The two Units are independent of each other and may be completed in any order. Successful completion of the two-Unit programme, containing core topics common to all advanced level courses, facilitates the recognition of achievement of A-level equivalence.

Each Unit is further subdivided into three (3) modules.

The Modules contained in Unit 1 are:

- 1.1 Accounting Theory, Recording and Control Systems
- 1.2 Preparation of Financial Statements
- 1.3 Financial Reporting and Interpretation

The Modules contained in Unit 2 are:

- 2.1 Costing Principles
- 2.2 Costing Systems
- 2.3 Planning and Decision Making

□ **OUTLINE OF ASSESSMENT: UNIT 1**

UNIT 1: FINANCIAL ACCOUNTING

EXTERNAL ASSESSMENT 80%

Paper 01 (1 hour 30 minutes) Fifty-four compulsory multiple choice questions 30%

Paper 02 This paper will consist of three compulsory questions. 50%

INTERNAL ASSESSMENT 20%

Paper 03A A project requiring the candidate to demonstrate skills in research, analysis, evaluation and presentation of information.

PRE-REQUISITE: CSEC Principles of Accounts

Career Possibilities for Management of Business and Accounting

Accounting Secretarial	Banking Insurance	Management Investment
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★ LAW

RATIONALE

Law is essential for ensuring relative stability, peace and order in society, for regulating interpersonal behaviour and expectations and for defining public and private rights. The study of law not only assists students who wish to embark on further study and training for entry into the legal profession, but also addresses the needs of other persons engaged in occupations which require some knowledge of the law, such as law clerks, paralegals, administrators, managers, the police and public officers. It also serves to inform persons of their rights and obligations, and to inculcate in students certain positive values, which are necessary in any civilised society.

A course in law at the Advanced Proficiency level must provide the bases and scope for promoting a sound knowledge and understanding of legal principles and the role of law in the society, particularly in the evolving and developing Caribbean states. It must also provide flexibility of movements by students into professional and other law related programme. Moreover, in order to motivate students, emphasis must be placed on providing an exciting, challenging and intellectually stimulating framework for them to engage in the study of law as a discrete discipline and an important tool of social engineering.

This syllabus seeks to develop in students knowledge and conceptual understanding, analytical, functional and problem-solving skills, and the ability to synthesise and evaluate legal materials. It also seeks to promote an awareness and appreciation of the role and mechanism of law, in the resolution of disputes whether by:

- (i) the courts (civil or criminal);
- (ii) Alternative Dispute Resolution (ADR) such as arbitration, mediation, conciliation; or
- (iii) tribunals.

AIMS

The syllabus aims to enable students to:

1. promote knowledge and understanding of legal principles;
2. develop knowledge and understanding of selected areas of law in the Commonwealth Caribbean;
3. develop techniques of legal reasoning and the ability to analyse and solve legal problems, with reference to the recognised sources of law;
4. develop an appreciation of the role of law in society;
5. promote respect for the Rule of Law and legal institution in society;
6. promote a critical awareness of the process of developing Caribbean jurisprudence;
7. encourage an awareness of the fundamental rights and freedom enshrined in the constitution of Commonwealth Caribbean states and the methods of their enforcement;
8. provide an awareness of the individual's right to proper administration.

SKILLS AND ABILITIES TO BE ASSESSED

The examinations will test candidates' skills and abilities to:

1. **recall, select and use** appropriate legal principles, concepts and theories;
2. apply legal precedent from case material or statute to solve factual or simulated problems;
3. Analyze a body of information to determine the legal issues contained therein;
4. Evaluate and synthesize in a logical and analytical manner evidence from law reports, statutes, legal journals, and case materials to address specific issues (cases).

STRUCTURE OF THE SYLLABUS

This syllabus is arranged into two Units. Each Unit consists of three Modules. Though designed independently, these Units together present a panoramic and holistic view of law as it operates in a general and basic sense in the Caribbean.

Unit 1, Public Law, contains three Modules, each requiring at least 50 contact or teaching hours. The total contact or teaching time, therefore, is expected to be 150 hours.

UNIT 1: Public Law

- Module 1 - Caribbean Legal Systems
- Module 2 - Principles of Public Law
- Module 3 - Criminal Law

UNIT 2: Private Law

- Module 1 - Law of Torts
- Module 2 - Law of Contract
- Module 3 - Law of Real Property

EXTERNAL ASSESSMENT

Paper 1
(1½ hours) Forty-five multiple choice questions

Paper 2
(2 hours 30 minutes) Three essay questions

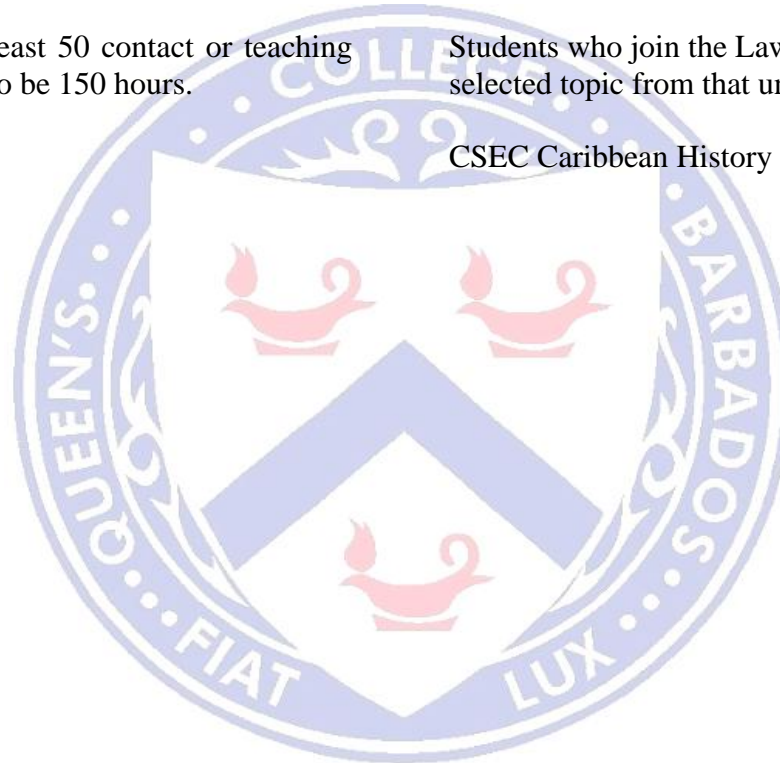
INTERNAL ASSESSMENT

Marks from projects in Unit 1 will be taken forward to Unit 2 assessment.

A School Based Assessment of 2,500 words on a topic from any of the 3 modules in Unit 1.

Students who join the Law programme in Upper Sixth will be required to do a SBA on a selected topic from that unit (Unit 2).

CSEC Caribbean History at Grade 1 is a pre-requisite for entry into the Law programme.



★ SHOULD I CHOOSE ECONOMICS?

RATIONALE

Economics is the study of the way in which society provides for itself by making the most efficient use of scarce resources so that both private and social welfare may be improved. The subject, therefore, covers the study of households, firms, government and international economic institutions as they attempt to make better use of scarce resources.

The study of economics enables individuals to develop a better understanding of the economic issues which affect them and the world in which they live. It will also enable students to offer informed comments on economic matters. The knowledge gained from an advanced course in economics will be of life long value to the student. The influence of the subject on all areas of activity should stimulate the individual to continue reading and to engage in further research in Economics. It is recognised that persons doing the course may be drawn from different backgrounds and may possess different interests. Some may wish to study Economics as preparation for further specialisation in the subject. Others may study the subject to complement other subjects disciplines required for careers in finance, accounting, or law. Some students may see the subject as one worthy of study in its own right.

A study of Economics at this level will be of benefit to all students by introducing them to the philosophy which underlies everyday economic interactions. The study will also train a student to think logically, critically and impartially on a variety of contentious issues.

The training received in this discipline will also allow students to transfer, successfully, knowledge and skills acquired to a range of paths for further education. Students of Economics will be able to contribute, significantly, to economic and social development in the Caribbean by acting as catalysts for wider awareness of social and economic issues.

AIMS

The syllabus aims to:

1. promote understanding of the basic principles and concepts of economics

which are accepted in large measure by economists while recognising that the field is changing continuously;

2. develop an appreciation of the various methods used by economists in analysing economic problems;
3. develop an understanding of the global economy and of the relationships between rich and poor nations with respect to international trade and finance and the most important international financial institutions;
4. encourage students to apply economic principles, theories and tools to everyday economic problems, for example, inflation, unemployment, environmental degradation, *sustainable development* and exchange rate instability and to contribute meaningfully to any dialogue on these issues;
5. encourage students to apply economic theory to the critical issues which affect the small open Caribbean- type economy;
6. encourage students to evaluate contentious economic issues, so that decision-making may be informed by logical and *critical* thinking;
7. sensitize students to the need for ethical behaviour in the conduct of economic transactions.

SKILLS AND ABILITIES TO BE ASSESSED

The assessment will test candidates' skills and abilities to:

1. **identify and explain** economic theories, principles, concepts and methods;
2. **interpret, analyse and solve** economic problems, using economic models and concepts;
3. **develop** structural and reasoned expositions and evaluate economic theories and policies.

PRE-REQUISITES OF THE SYLLABUS

Successful participation in this course of study will be enhanced by the possession of good verbal and written communications skills. A good foundation in Mathematics would be an asset to students doing this course.

Students should be able to analyse and interpret numerical data as well as be able to critically assess information represented diagrammatically.

STRUCTURE OF THE SYLLABUS

The syllabus is arranged into two Units. Each Unit consists of three Modules, each Module requiring 50 contact hours.

UNIT 1: MICROECONOMICS

- | | | |
|----------|---|---|
| Module 1 | - | Methodology: Demand and Supply |
| Module 2 | - | Market Structure, Market Failure and Intervention |
| Module 3 | - | Distribution Theory |

UNIT 2: MACROECONOMICS

- | | | |
|----------|---|--|
| Module 1 | - | Models of the Macroeconomy |
| Module 2 | - | Macroeconomic <i>Problems and Policies</i> |
| Module 3 | - | Growth, Sustainable Development and Global Relations |

Lists of resources are provided in the *syllabus*. The lists provide information that may be helpful for the study of each Module.

It is advised that the topics listed in the sections do not necessarily follow sequentially. Teachers may thus introduce certain concepts before others.

It is recognised that Economics may be taught using a strictly qualitative approach or a strictly quantitative approach. However, a proper mix of the two approaches is critical to the understanding of the subject at this level.

INTERNAL ASSESSMENT

The Project - Paper 03/1

Presentation of Project

In this subject, the Internal Assessment for Unit 1 will be a project. Marks will be carried forward to Unit 2.

The Aims of the Project are to:

- promote self-learning;
- promote investigative skills;
- enable the teacher to contribute to the evaluation;
- develop in students improved attitudes and skills;
- develop in students an ability to identify suitable resource material on their own and to develop a disposition for independent research.

The project may appear daunting as students would not be accustomed to the abstract nature of the content.

An electronic document regarding the requirements of the Internal Assessment will be circulated to students by Week 2 of the first term. Students should refer to the document regularly while completing the project. A series of deadlines will be given to students which they should respect to finish the project in a timely manner.

★ SOCIOLOGY

RATIONALE

The Caribbean today is unparalleled in its diversity of cultures, religions, artistic expressions and linguistic forms.

Historical forces have led to the emergence of several small, diverse and sharply divided societies, each unique in many respects but sharing a common history of colonialism, slavery and indentureship, and power struggle. Though rapidly changing and gradually becoming assimilate into the global village, the region still maintains a distinct identity. Such a dynamic and diverse area is in dire need of the type of dispassionate and objective analysis to which the discipline of Sociology is ideally and uniquely suited. The inclusion of Sociology in the CAPE range of courses is vital for equipping students with the necessary knowledge and skills of mainstream and Caribbean Sociology for the understanding and analysis of Caribbean social reality.

Today, not only is there widespread general interest in Sociology, but there is a growth in the number of new courses in the discipline offered at universities, colleges of further education and labour and industrial institutions. As a result, there is an increasing number of potential students in Sociology: some are motivated by general interest; some desire to learn enough about the subject to decide whether they should pursue further education in the subject; and some are already pursuing courses in areas into which an element of Sociology is fused.

The syllabus, consisting of two (2) Units comprising six (6) Modules, is designed to meet the needs of students. The syllabus aims to provide students with the necessary skills for an understanding of the structures, organisation and development of societies particularly those in the Caribbean. This is achieved by introducing students to the knowledge of the theories and basic research methods of Sociology, the sociological perspective, and the processes of social structural change with specific emphasis on the development and modernization of societies.

These areas are expected to provide students with an understanding of the social problems present in the Caribbean societies and other parts of the world.

Finally, it is hoped that through this syllabus students will acquire a set of sociological competencies that will enable them to view the discipline of sociology as a practical and problem-centered approach to, a proactive tool for, understanding changing social institutions as well as their own personal experiences.

AIMS

The syllabus aims to:

1. develop an understanding of mainstream and Caribbean sociological perspectives
2. develop a critical, objective and analytical approach to the study of society;
3. develop sociological skills including comprehension, analysis, interpretation and argument;
4. develop an understanding of Caribbean society, social problems and social development within a broader global context;
5. encourage an appreciation and an understanding of Caribbean society focusing on socio-cultural continuity and change, diversity and similarity, consensus and conflict.
6. develop a sense of personal and cultural identity, including a moral responsibility and social commitment, as Caribbean people.

GENERAL OBJECTIVES

The syllabus seeks to:

1. develop in students an understanding of the basic concepts and principles of Sociology;
2. develop in students an understanding of the main theoretical perspectives in Sociology from the classical to the contemporary period, in mainstream and Caribbean Sociology;
3. develop in students knowledge and application of the main research methods used by Sociologists;
4. develop in students knowledge of the application of the concepts and theories of Sociology to the study of society, with special reference to the Caribbean region;
5. develop in students an understanding and appreciation of Caribbean social and cultural diversity;
6. enable students to reflect on their own experience of the social world in which they live, thereby enhancing their ability to participate more effectively in adult life.

SKILLS AND ABILITIES TO BE ASSESSED

The skills and abilities that students are expected to have developed on completion of the syllabus have been grouped under three main headings: Knowledge and Understanding; Application and Analysis; and Synthesis/Evaluation.

Knowledge and Understanding

The examination will test candidates' skills and abilities to:

- (i) define sociological concepts;
- (ii) describe sociological theories and perspectives;

- (iii) explain various methods of research;
- (iv) identify and explain sociological issues.

Application and Analysis

The examination will test candidates' skills and abilities to:

- apply sociological concepts to Caribbean reality;
- analyse demographic trends;
- compare and contrast mainstream perspectives and Caribbean perspectives.

Synthesis and Evaluation

The examination will test candidates' skills and abilities to:

- (i) assess the importance of sociological theories to modern life;
- (ii) evaluate different theoretical perspectives used to justify Caribbean social institutions;
- (iii) draw conclusions based on sociological research.

EXTERNAL ASSESSMENT

Paper 1 Forty-five multiple choice questions
(1½ hours)

Paper 2 Three essay questions
(2 hours 30 minutes)

★ SHOULD I ATTEMPT SCIENCE AT CAPE ?

Potential science students must appreciate that in the Sciences, possibly more so than in any other discipline, attitudes are as important as academic ability. Work of an investigative / experimental nature is encountered in all subjects and often involves the use of very expensive equipment which must be shared. Science students should therefore be *alert, unselfish and responsible, capable of working independently as well as sharing freely of knowledge and tasks with other members of the working group*. They should be fully organised. Careful planning and execution of experiments as well as the keeping of accurate records are common essentials of all science subjects. They should also be always aware of the inter-relationships of the sciences even though the subjects may be taught individually and thus avoid any unnatural mental compartmentalization.

N.B. Students of Science are required to have lab coats and safety glasses.

Career Possibilities			
Teaching	Medicine	Research / Laboratory	Nursing
Therapy	Dental / Medical Technology	Engineering	Computer Science
Pharmacy	Food Technology	Surveying	Coastal Conservation

★ BIOLOGY

This is a two-year course, and presumes that the student has successfully written examinations at CXC General Proficiency Level.

In order to cope with the Biochemistry component of the syllabus the student should also have followed and **passed** a course in Chemistry at CXC General Proficiency Level, or their equivalent. Mathematics at a similar level is also a prerequisite.

All Biology students should:

1. adopt a humane approach to the handling and general treatment of plants and animals;
2. appreciate the necessity and importance of dissection exercises, and endeavour to handle animals, live and preserved with respect;
3. appreciate the high and ever spiraling cost of laboratory equipment and materials and exercise care in the use of the same;
4. realise the need for **private research** and extensive reading so as to familiarize themselves with current developments in Science, and acquire fluency of expression which would enhance their written work;
5. be prepared to involve themselves in ecological studies i.e. the study of plants and animals in their natural environment, doing much of this work on their own;
6. keep clear and accurate records of all experimental work done both in and out of the classroom;
7. **contribute to the maintenance and smooth running of the laboratories as far as it lies in their power to do so.**

REQUIREMENTS OF THE SYLLABUS

Students should have successfully completed:
both CSEC General Proficiency Biology and CSEC General Proficiency Chemistry.

STRUCTURE OF THE SYLLABUS

The syllabus is a two-Unit course, each Unit consisting of three Modules as follows:

UNIT 1:	Module 1	-	Cell and Molecular Biology
	Module 2	-	Genetics, Variation and Natural Selections
	Module 3	-	Reproductive Biology
UNIT 2:	Module 1	-	Bioenergetics
	Module 2	-	Biosystems Maintenance
	Module 3	-	Applications of Biology

OUTLINE OF ASSESSMENT

EXTERNAL ASSESSMENT - 80%

Written Papers - 4 hours

Paper 01 Forty-five (45) multiple choice items
(1 hour 30 minutes)

Paper 02 Paper 2 will consist of two sections: A and B
(2 hours 30 minutes)

Section A - Three (3) compulsory structured questions

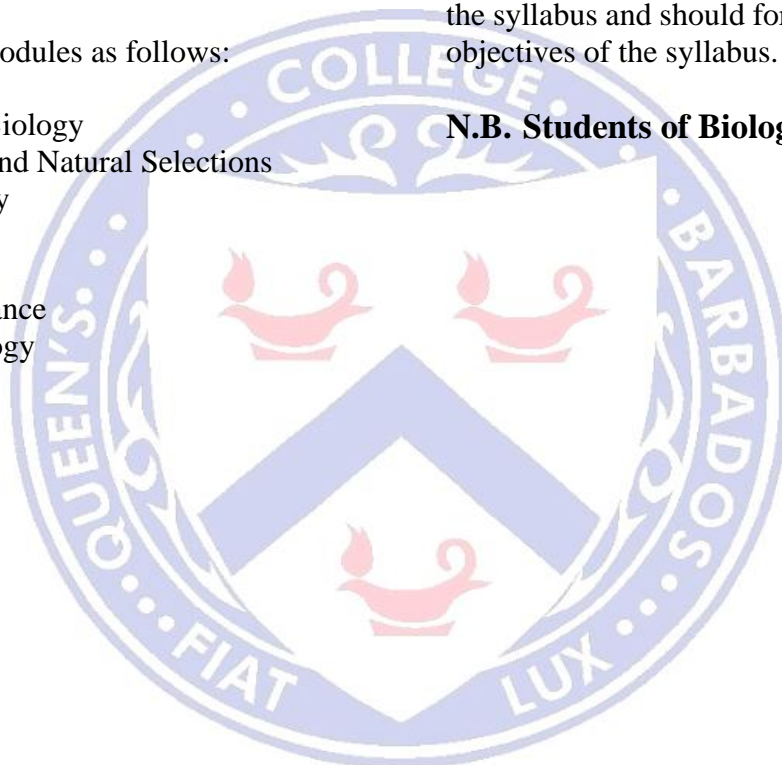
Section B - Three (3) compulsory Essay questions.

INTERNAL ASSESSMENT - 20%

The internal assessment will consist of selected practical skills.

Internal Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the Internal Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

N.B. Students of Biology are required to have lab coats and safety glasses.



☆ CHEMISTRY

REQUIREMENTS OF THE SYLLABUS

Students should have successfully completed:

- (a) CSEC General Proficiency Chemistry (Grades 1 and 2)
- (b) CSEC General Proficiency Mathematics (Grades 1 and 2)

STRUCTURE OF THE SYLLABUS

This syllabus is arranged into TWO Units, each made up of three Modules. Whilst each Module in each Unit is independent, together they form a coherent course of study which should prepare candidates for the world of work and/or further studies at the tertiary level.

UNIT 1

Unit 1 is expected to be covered in 150 hours, and consists of three Modules, each requiring approximately 50 contact hours. This Unit is structured as follows:

Module 1 - Fundamentals in Chemistry
Module 2 - Kinetics and Equilibria
Module 3 - Chemistry of the Elements

UNIT 2

Unit 2 is expected to be covered in 150 hours, and consists of three Modules, each requiring approximately 50 contact hours. This Unit is structured as follows:

Module 1 - The Chemistry of Carbon Compounds

Module 2 - Analytical Methods and Separation Techniques
Module 3 - Industry and the Environment

OUTLINE OF ASSESSMENT

Each unit of the syllabus will be assessed separately. The same scheme will be applied to each module in each unit. Grades will be awarded independently for each unit.

The scheme of assessment for each unit will comprise two components, one external and the other internal. For each unit, the internal component will consist of internal assessment of practical skills . 20%. The external component will consist of **TWO** written examination papers, Paper 1 and Paper 2.

EXTERNAL ASSESSMENT (80%)

Paper 01 - forty-five multiple choice items, 15 from each module
(1 hour 30 minutes) 40%

Paper 02 - will consist of two sections: A and B
(2 hours 30 minutes) 40%

Section A - Three compulsory structured questions testing the application of experimental skills, one question from each module.

Section B - Three compulsory essay questions one from each Module
Each question is worth 15 marks.

INTERNAL ASSESSMENT : (SBA) (20%)

Consists of **Practical Work** only

Internal Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the Internal Assessment are linked to

the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

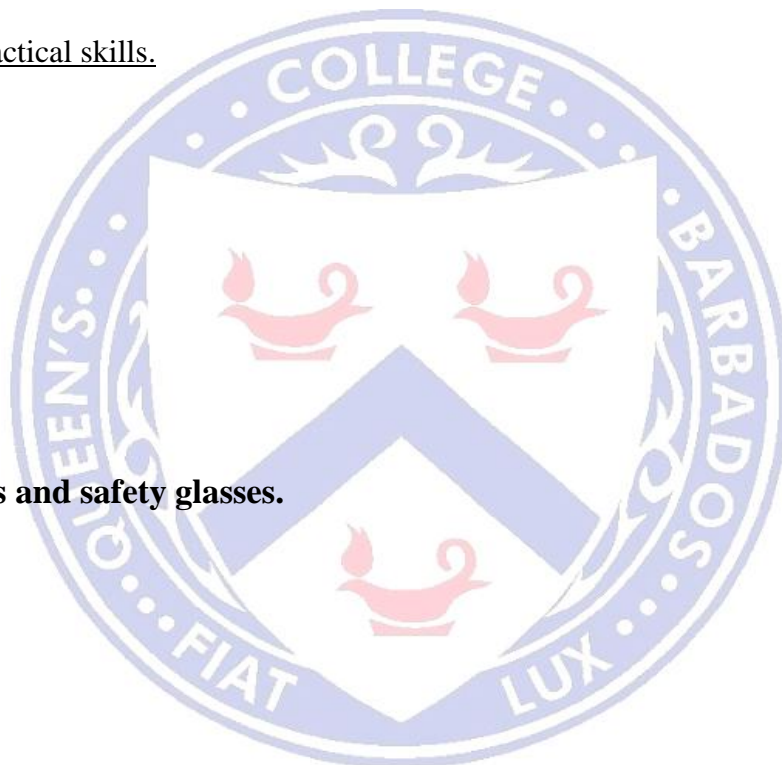
During the course of study for the subject, students obtain marks for competencies they develop and demonstrate in undertaking their Internal Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The internal assessment for EACH unit will consist of selected practical skills.

The following experimental skills are assessed:

1. Manipulation and measurement
2. Planning and Design
3. Analysis and interpretation
4. Observation, reporting and recording

N.B. Students of Chemistry are required to have lab coats and safety glasses.



★ CAPE PHYSICS

REQUIREMENTS OF THE SYLLABUS

Students should have successfully completed:

- (a) CSEC General Proficiency Physics (Grades 1 and 2)
- (b) CSEC General Proficiency Mathematics (Grades 1 and 2)

STRUCTURE OF THE SYLLABUS

This syllabus is arranged into two Units, each made up of three Modules. Each Unit is based on a carefully selected body of knowledge and skills drawn from the discipline of Physics, together with associated techniques, methods of investigation and applications. Each Unit, independently of the other, can offer students a comprehensive programme of study of the appropriate breadth, balance and depth, to provide a basis for further study in appropriate fields. The underlining of a specific objective indicates those areas of the syllabus that are suitable for laboratory work while the double underlining of a specific objective indicates those areas of the syllabus that are suitable for research projects. The contents of units and modules are as described below:

UNIT 1: Mechanics, Waves, Properties of Matter

- Module 1: Mechanics
- Module 2: Oscillations and Waves
- Module 3: Thermal and Mechanical Properties of Matter

UNIT 2: Electromagnetism, Electronics, Atomic and Nuclear Physics

- Module 1: Electromagnetism
- Module 2: Electronics
- Module 3: Atomic and Nuclear Physics

OUTLINE OF ASSESSMENT

Each unit of the syllabus will be assessed separately. The same scheme of assessment will be applied to each module in each unit. Grades will be awarded independently for each unit.

The scheme of assessment for each unit will comprise two components, one external and the other internal. For each unit, the internal component will consist of an internal assessment of practical skills. The external component will consist of TWO written examination papers, Paper 1 and Paper 2.

EXTERNAL ASSESSMENT

(80%)

Paper 01 45 multiple choice questions 15 from each module
(1 hour 30 minutes)

40%

Paper 02 Paper 2 will consist of two sections: A and B
(2 hours)

40%

Section A - three compulsory structured questions testing the application of experimental skills, one question from each module.

Section B - three free-response questions, one from each module.

All questions are compulsory

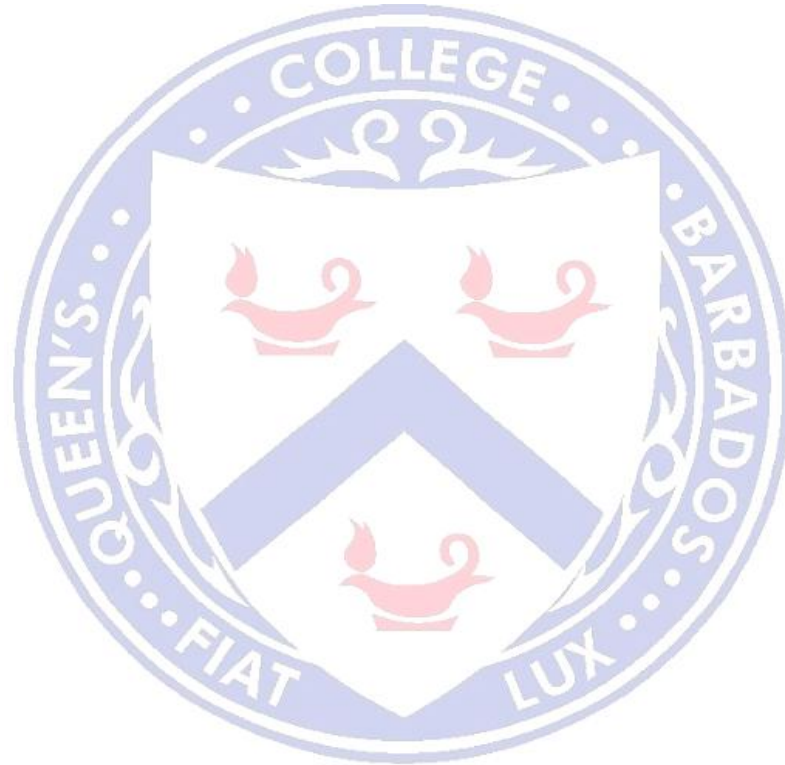
INTERNAL ASSESSMENT

Internal Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills and attitudes that are associated with the subject. The activities for the Internal Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their Internal Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

Consists of practical work only, testing the following skills:

1. Manipulation and Measurement
2. Planning and Design
3. Analysis and Interpretation
4. Observation/ Recording/ Reporting.



★ MATHEMATICS AT CAPE

We will be offering either Pure Mathematics or Applied Mathematics at CAPE. Students may choose **ONE** of these options.

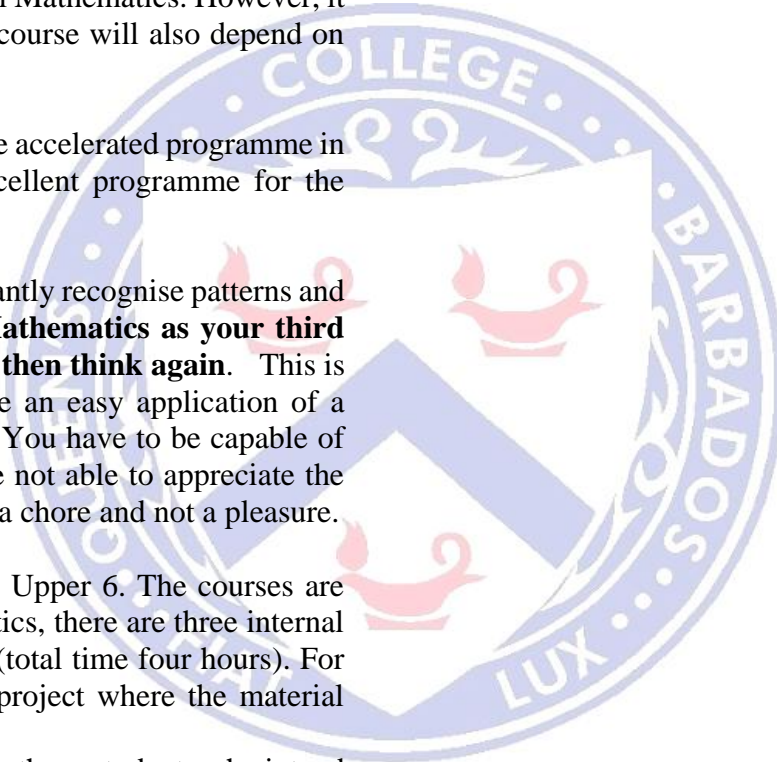
To cope with the demands of the Pure Mathematics course, students must be in possession of a Grade 1 at CXC Mathematics and a Grade 1 or 2 at CXC Additional Mathematics. However, it cannot be emphasised enough that successful participation in the course will also depend on the possession of good verbal and written communication skills.

Students who wish to do Mathematics in 6th form but were not in the accelerated programme in 4th and 5th form, may do Applied Mathematics. This is an excellent programme for the Business Studies students.

In essence, if you see Mathematics all around you in the world, instantly recognise patterns and connections, then this course is for you. **If you are choosing Mathematics as your third option so as to fulfill the requirements for entry into 6th form - then think again.** This is not a “number-crunching” course. There are no instances where an easy application of a given formula will magically produce the result that is required. You have to be capable of understanding the underlying mathematical principles. If you are not able to appreciate the abstract concepts that Mathematics entails then this course will be a chore and not a pleasure.

We will follow the syllabus for Unit 1 in Lower 6 and Unit 2 in Upper 6. The courses are internally and externally assessed. For each unit of Pure Mathematics, there are three internal tests (total time approximately four hours) and two examinations (total time four hours). For each unit of Applied Mathematics, the internal assessment is a project where the material covered is used to solve a real-world problem.

Following a Mathematics course at this stage would be necessary for those students who intend to pursue a degree course in Mathematics at a tertiary institution. It is of obvious benefit to those who are looking to related fields such as the sciences especially Physics, Medicine, Engineering, Accounting, Actuarial Science and Economics.



☆ BUILDING & MECHANICAL ENGINEERING DRAWING

The Industrial Arts Department is pleased to offer the Building & Mechanical Engineering Drawing syllabus to students in the 6th. Form.

Students will be exposed to both aspects of the Drawing syllabus, in an effort to ensure that they are well prepared for the diverse opportunities in the engineering field.

RATIONALE:

Building and Mechanical Engineering Drawing (BMED) is the universal graphic language of communication for individuals in the field of engineering and architecture as well as for technicians and craftsmen. This type of universal communication is facilitated by the use of standards published by the International Organisation for Standards (ISO) for Building & Engineering Drawing. Building and Mechanical Engineering Drawing provides a significant contribution to the development of the human resources required for the creation of advanced designing and creative solutions to the twenty-first century demands of industrial production and manufacturing in the Caribbean.

The course of study for BMED incorporates aspects of architectural drawings of buildings as well as mechanical drawings for the development and communication of design ideas and concepts. As a form of graphical communication, the course provides the student with the opportunity of visualising and comprehending information presented verbally, graphically and mathematically.

A student who completes this syllabus would be experienced in the use of the latest developments of Computer Aided Drawing (CAD). In addition, the student would become dexterous in the application of the British Standard (BS8888), ISO Standards, Caribbean Uniform Building Codes (CUBiC) and other local codes to building and engineering drawings.

By pursuing this course, students will develop twenty-first century skills such as creativity, decision-making, problem-solving, critical thinking and collaboration. This syllabus is designed to provide in depth knowledge, skills and competencies that are required for further studies and for the world of work.

AIMS:

The syllabus aims to:

1. develop proficiency in technical communication and production of building and mechanical engineering drawings which conform to BS and ISO Standards, CUBiC and local codes;
2. develop skills in the preparation of working and assembly drawings conforming to BS and ISO standards, CUBiC and local codes;
3. develop an understanding of the properties, uses and production of materials used in the manufacture of building and engineering components;
4. provide knowledge of the different methods of production of building and engineering components;
5. develop skills in communicating technical information using illustrations, scaled models and working drawings to solve engineering design problems;
6. develop skills in applying drawing principles to facilitate product development and manufacture.
7. develop proficiency in the use of Computer Aided-Drafting (CAD) software, instruments, media and reference materials to produce engineering drawings;

8. develop an interest in architectural or mechanical engineering as a career and intellectual disciplines;

9. develop the capacity for critical and creative thinking, problem-solving, leadership and cooperative behaviours through authentic learning experiences

SKILLS AND ABILITIES TO BE ASSESSED

The skills and abilities which students are expected to develop on completion of the syllabus have been grouped under three headings:

- (a) Knowledge
- (b) Application
- (c) Drawing Skills

Knowledge: The ability to identify, recall and grasp the meaning of fundamental facts, concepts and principles.

Application: The ability to use facts, concepts, principles and procedures in unfamiliar situations; transform data accurately and appropriately; use common characteristics as a basis for classification; use formulae accurately for computations.

Drawing Skills: The ability to produce neatly organized, clean and accurate drawings according to specifications

PRE-REQUISITES OF THE SYLLABUS

It is expected that persons with a good grasp of the Building or Mechanical Engineering Drawing option of the CSEC Technical Drawing or Industrial Technology syllabuses or the equivalent should be able to successfully pursue this course

STRUCTURE OF THE SYLLABUS

The syllabus is divided into two units. Each unit consists of three Modules. The units are independent of each other. Each Unit consists of three Modules. Each Module is compulsory. Together they provide a comprehensive post-secondary course in the field of Building and Mechanical Engineering Drawing.

Unit 1: Building and Mechanical Engineering Drawing contains three Modules of approximately 50 hours each. Unit 1 is designed to provide the students with an all-rounded development experience in building and engineering drawing. Candidates are required to complete Modules 1 and 2 which are compulsory and either Module 3A or Module 3B.

Module 1 - Geometry 1

Module 2 - Geometry

Options

Module 3A - Engineering Drawing

OR
Module 3B - Building Drawing

Unit 2: Building and Engineering Design contains three Modules. Unit 2 offers two options: Option A, Mechanical Engineering Drawing and Design, and Option B, Building Drawing and Design.

Option A: Mechanical Engineering Drawing and Design

Module 1 - Mechanics of Machines

Module 2 - Engineering Materials and Processes

Module 3 - Management and Design

Option B: Building Drawing and Design

Module 1 - Structural Drawing

Module 2 - Building Materials and Processes

Module 3 - Building Design Elements

★ CARIBBEAN STUDIES

CARIBBEAN STUDIES SYLLABUS

The major focus of the Caribbean Studies course is the acquisition of skills or enquiry, reasoned action, critical analysis and reflection, as students explore common geographical, historical, social, political and economic factors which have shaped the different countries of the Caribbean region.

These skills and understandings are essential for the students' own individual development, for further study at the University of the West Indies and for the world of work.

The syllabus aims to:

1. prepare students for tertiary education in the study of History, Law, Journalism, Tourism, Psychology and Geography;
2. become aware of how current global issues affect the development of the Caribbean region;
3. develop a respect for other cultures, and how these contribute to the development of the region;
4. select, analyse and use information from a variety of sources

Caribbean Studies is a one-unit core course made up of 3 modules, each requiring at least 40 contact hours. It is done in year two of the Sixth Form programme

- Module 1 - Caribbean Society and Culture
- Module 2 - Issues in Caribbean Development
- Module 3 - Investigating issues in the Caribbean

A School Based Assessment of 2,500 words on a topic approved by the examining body which can be found in the syllabus.

EXTERNAL ASSESSMENT

Paper 01: Consists of short answer questions from all three modules.
(1 hour 30 minutes)

Paper 2: 4 questions, (2, 20 mark and 2, 30 mark)
(3 hours)

★ COMMUNICATION STUDIES

Communication Studies introduces the students to the study of language as a dynamic aspect of human life and seeks to equip them to:

- appreciate the diversity and values of Caribbean Language
- carry out research and evaluate sources and information
- summarize research findings
- communicate effectively in varied situations
- provide a practical value for language skills already acquired

It is a 1 year course, divided into three modules. The assessment is comprised of three (3) areas - an SBA, an oral examination and a two-part written examination.

The course should be of significant value, whether one intends to do further study or enter employment.

★ SHOULD I CHOOSE COMPUTER SCIENCE?

The widespread application of Computer Science, as embodied in the tools and techniques for gathering, manipulating, analysing and disseminating information, made possible because of dramatic improvements in computer and telecommunications technologies, has significantly changed society. A large proportion of business transactions are performed over computer networks. Multi-media computers have had a significant impact on the way in which people learn and on the way they seek entertainment. Moreover, the increased integration of computer and telecommunications technology, exemplified by the Internet and associated technologies, has led to an increased globalisation of the world economy. Computer Science, including the Internet, has significantly changed personal communication, commerce and the way in which academic research is conducted. Moreover, continuing developments in this field, including the emergence of new programming languages and the further improvement and decreasing cost of computer hardware, mean that the world has not seen the last of these changes.

The increasing importance of computer-based applications provides an important economic opportunity for the region. In recognition of this, a number of regional governments have made the provision of information services, including computer programming and software engineering, an important element in their economic development plans.

However, in order for the Caribbean to become an integral part of this new world and to take advantage of the economic opportunities it offers, citizens need to be able to use existing computer-based systems and to create and maintain them. The latter requires a solid foundation in Computer Science.

Thus, Caribbean students need to acquire advanced knowledge, skills and attitudes to enable them to understand the uses and the impact of computer technologies, and to use the technology to create new computer applications for all areas of human activity. The syllabus is intended primarily for people who want to pursue a professional career in Computer Science or related disciplines and provides the opportunity for the acquisition of relevant knowledge, skills and attitudes as preparation for further studies in Computer Science and the world of work.

AIMS

The syllabus aims to:

1. develop a range of cognitive skills, including critical thinking skills;
2. develop an understanding of the components, the architecture and the organisation of a computer system;
3. equip students with the knowledge necessary to make informed decisions about the selection of components of computer systems;
4. develop an understanding of the problem-solving process;
5. equip students with skills to create algorithms to solve problems;
6. develop skills to write correct programs to solve problems;
7. develop an understanding of the concepts of software engineering;
8. provide students with an understanding of abstract data types and their usefulness for manipulating data;
9. develop skills in using essential tools and techniques in system development;
10. develop an appreciation for the characteristics of operating systems and their applications;
11. develop an understanding of how computer networks can be used to connect computers together, regardless of distance;
12. equip students with skills to design simple computer networks.

SKILLS AND ABILITIES TO BE ASSESSED

NOTES

The skills that students are expected to have developed on completion of this syllabus have been grouped under three headings:

- (i) Knowledge and Comprehension;
- (ii) Application and Analysis;
- (iii) Synthesis and Evaluation.

PRE-REQUISITES OF THE SYLLABUS

Any person with a good grasp of the Caribbean Secondary Education Certificate (CSEC) Information Technology and Mathematics syllabuses, or their equivalent, should be able to pursue the course of study defined by this syllabus. However, successful participation in the course of study will also depend on the possession of good verbal and written communication skills. Students are required to select CAPE Pure Mathematics or Applied Mathematics as a co-requisite to CAPE Computer Studies.

STRUCTURE OF THE SYLLABUS

This syllabus consists of two Units comprising three Modules each of 50 hours. Although the Units are independent of each other, together they provide a comprehensive introduction to the field of Computer Science.

UNIT 1 : FUNDAMENTALS OF COMPUTER SCIENCE

- Module 1 - Computer Architecture and Organisation
- Module 2 - Problem - Solving with Computers
- Module 3 - Programming (Using C programming language)

UNIT 2: FURTHER TOPICS IN COMPUTER SCIENCE

- Module 1 - Data Structures (Using C programming language)
- Module 2 - Software Engineering
- Module 3 - Operating Systems and Computer Networks

