



GRADE 10

ASCOT HIGH SCHOOL
HUMANITIES DEPARTMENT

SOCIAL STUDIES

REVISED CURRICULUM FOR 2025-2026

Vision 2023 Objectives:

Date	Topic: Sub-Topic	Specific Objectives	Content Outline	Assessments
Sept 8-26, 2025	Individual and Society: The Family Functions of the Family Types of Family Family Union Marriages in the Family	Functions of the Family <ul style="list-style-type: none"> Describe the major functions of the family Evaluate different sources to determine a definition of a family Types, Union and Marriages <ul style="list-style-type: none"> Examine different family types, relations, unions and forms of marriage in the Caribbean and the wider world. Demonstrate respect and tolerance of others from different family types and unions. 	The major functions of the family: as a unit of procreation, as a social unit for rearing children, socialisation of the individuals, as an economic unit for satisfying basic needs (budgeting, finance and availability of credit, practicing thrift and, use of technology for financial transactions), as a social unit for satisfying emotional and psychological needs. Types – nuclear, extended, sibling households, single parent family; Relations – Family Tree (illustrate and interpret); Unions (legal and civil) – visiting relationships, consensual or common law, marriage (legal)	Demonstrate respect and tolerance of others from different family types and unions. Examination of the traditional and modern forms of marriage in the wider world.
Sept 29-Oct 10, 2025	Roles and Responsibilities in the Family	Roles and Responsibilities <ul style="list-style-type: none"> Examine the roles and responsibilities of adults and children of a Caribbean family. Examine the causes and effects of the changes in the roles and responsibilities of family members in Caribbean society. Formulate questions to guide information search. 	Traditional versus Contemporary roles and responsibilities. Factors which contribute to the changing roles and responsibilities of women, men and children in the Caribbean family. status and increased rights of women in society, choice of employment, available technology, societal values/pressure, leisure activities and, educational opportunities. Results of the changing roles and responsibilities of	Formulate questions to guide information search. Qualities of a good research question: (a) feasible with given time (b) researchable – requires more than yes or no to answer (c) specific- variables are clearly stated.

			women, men and children in the Caribbean family. Role conflict, Identity crisis, Breakdown in communication, Marginalization of males, Challenges of gender equality, Independence of family members and, Shared responsibilities.	
Oct 13-24, 2025	Preparation for Parenthood Effective Parenting	Preparation of Parenthood <ul style="list-style-type: none"> Examine factors which assist in the preparation for parenthood Design simple questionnaires to gather information about the family. Effective Parenting <ul style="list-style-type: none"> Examine the qualities of an effective parent. 	Preparation for parenthood – physical, economic, emotional and psychological readiness. Qualities of an effective parent: Problem solving skills, communication skills, socialising skills, disciplinary skills, knowledge of good nutrition, showing of love/warmth, good money management, decision-making skills	Design simple questionnaires to gather information about the family. Guidelines for designing questionnaires: (a) use simple and familiar words; (b) use short, clear and specific questions; (c) ensure each question covers only one issue at a time; (d) do not use leading or biased questions; (e) questions should not be difficult to answer or time consuming; (f) questions should follow a logical sequence; and, (g) questions should be relevant to the research topic.
Oct 27-Nov 7, 2025	Contemporary Social Issues	Social Issues <ul style="list-style-type: none"> Examine causes and effects of contemporary social issues that influence and affect persons in Caribbean family life. Propose solutions to problems faced by the family. Justify solutions to contemporary social issues that influence Caribbean family life. Design interview schedules to gather information about issues which affect the family. Note to Teacher: The causes and effects of the social issues are inter-related and should be presented in that manner.	Vulnerable persons include persons living with disabilities, children, elderly, mentally ill, persons with special needs and the LGBTQ+ community. Causes and effects of contemporary social issues which influence persons in Caribbean family life such as: teenage pregnancy, child abandonment, sibling rivalry, divorce and separation, generation gap, substance abuse, juvenile delinquency, sexually transmitted diseases, child abuse, poverty, desertion, suicide, incest, domestic violence, trafficking in persons, abuse and neglect of the elderly, mentally ill and those with special needs. Solution/s should identify a particular strategy, resources needed; should be feasible. Feasibility should be supported by evidence/arguments. Solutions to contemporary social issues: (education and training, financial support, increased employment opportunities, counselling, law enforcement, social services and institutions and family support).	Design interview schedules to gather information about issues which affect the family. Guidelines for designing Interview Schedules: (a) use open-ended questions (allowing for further questions/probing) (b) sequence questions from general to specific (c) use simple, short questions that do not have multiple parts

Nov 10- Nov 21, 2025	Laws Protecting the Family	<p>Family Laws</p> <ul style="list-style-type: none"> Describe the laws to protect the family in social situations as listed (teenage pregnancy, child abandonment, sibling rivalry, divorce and separation, generation gap, substance abuse, juvenile delinquency, sexually transmitted diseases, child abuse, poverty, desertion, suicide, incest, domestic violence, trafficking in persons, abuse and neglect of the elderly, mentally ill and those with special needs). 	Laws related to: (inheritance, child care, legal separation, divorce and domestic violence).	
Nov 24- Dec 5, 2025	Cultural Diversity in the Caribbean	<p>Cultural Diversity</p> <ul style="list-style-type: none"> Account for the cultural diversity of the Caribbean region. Evaluate the ways in which cultural heritage in the Caribbean is transmitted and transformed. Evaluate the impact of the Caribbean cultural forms on the global stage. 	<p>Transfer of cultural heritage through communication by: Agents of Transmission (family, cultural groups, artists,) mass media (including social media) and institutions).</p> <p>Transformations (customs/festivals/celebrations, cultural exchanges among the various ethnic groups (creolization) and commercialisation).</p> <p>Impact of the following Caribbean Cultural forms on the world: (Music, Literature, Art, Sports, Festivals, Food and drink and Religion)</p>	
Nov 25- 29, 2024	<p>Individual and Society: Society and Governance</p> <p>Types and Characteristics of Groups</p> <p>Group Cohesion</p>	<p>Type and Characteristics of Groups</p> <ul style="list-style-type: none"> Outline the types of social groups and their characteristics. <p>Group Cohesion</p> <ul style="list-style-type: none"> Outline the requirements for cohesion in groups and institutions. 	<p>Types of groups: primary; secondary; formal; informal; peer; interest; voluntary and involuntary groups.</p> <p>Characteristics of Groups: structure, common goals, voluntary/involuntary membership, mark of identity, common needs, interest and values, specific ways of interacting determined by rules and regulations, established patterns and behaviour, cooperation to achieve group goals, sanctions.</p> <p>Requirements for cohesion: leadership, control, cooperation, authority, commitment, loyalty.</p>	
Dec 2 - Dec 6, 2024	<p>Social Control</p> <p>Interaction within a Group</p>	<p>Social Control</p> <ul style="list-style-type: none"> Examine the various means by which social control is achieved in groups. Explain the different aspects of interaction 	<p>Social control: folkways, norms, mores, rules, laws, sanctions (positive and negative).</p> <p>Aspects of interaction: competition, conflict, creativity and problem solving, cooperation/collaboration and</p>	<p>Show respect for differences within and among groups.</p> <p>Characteristics of group members such as Class/social status, educational background,</p>

		<p>within and among social groups.</p> <p>Interaction</p> <ul style="list-style-type: none"> Explain the different aspects of interaction within and among social groups. Show respect for differences within and among groups. Design observation checklists to gather information about social groups. <p>Note to the teacher: make the link between social control and socialisation.</p>	<p>compromise.</p>	<p>race/ethnicity, gender, beliefs, disabilities</p> <p>Design observation checklists to gather information about social groups.</p> <p>Guidelines for developing Observation Checklists: ensure that the characteristics and descriptors listed are clear, specific and observable; leave space to record anecdotal notes or comments; ensure it is short enough to be practical; have tasks chunked into logical sections or flow from start to finish; have information written with clear, detailed wording to minimise the risk of misinterpretation; and have space for other information such as date.</p>
<p>Jan 7- Jan 16 2026</p>	<p>Types and Characteristics of Institutions</p> <p>Functions of Institutions</p> <p>Functions of Institutions</p> <p>System of Government</p>	<p>Types and Characteristics of Institutions</p> <ul style="list-style-type: none"> Outline the types of social institutions and their characteristics. <p>Functions of Institutions</p> <ul style="list-style-type: none"> Evaluate the functions of social institutions in society. <p>Forms of Government</p> <ul style="list-style-type: none"> Differentiate between two major forms of government (democracy and autocracy). <p>System of Government</p> <ul style="list-style-type: none"> Differentiate among the types of government systems in the Commonwealth Caribbean (crown colony, constitutional monarchy and republic). 	<p>Types of Institution: Family; Educational- school; Religious- church/temple/mosque; Recreational- sports club; Economic-bank; and Political-government.</p> <p>Characteristics of institutions: use mores, norms and laws as means of social control; have a clearly defined value system; endure over time; can be modified; influence the working of society; have a hierarchical structure; have specific functions; have rules; have sanctions; have symbols; and rituals.</p> <p>Functions of institutions: Economic- to provide goods and services; Educational-ensure the all-round development of the human resource of a country; Socialisation – to socialise individuals to interact with others; Religious-to provide the moral and spiritual wellbeing of the society; Political- to make laws and policies for the society and maintain international relations with other countries; and Recreational- to promote emotional and mental well-being.</p>	
<p>Jan 20 - 31 -</p>	<p>Structure of Government</p>	<p>Structure of Government</p> <ul style="list-style-type: none"> Outline the structure of Government. 	<p>Legislature – structure, composition and functions, steps in making laws, the role of the Opposition, the role of the</p>	

2026	<p>Functions of Government</p> <p>Relationship between Government and Citizens</p>	<p>(Role of the security systems, for example, police service, prison service, Regional Security Service. Local Government – village council, city council, constituency council, municipal corporation composition and functions and how they are established.)</p> <p>Functions of Government</p> <ul style="list-style-type: none"> Evaluate the functions of government. <p>Relationship between Government and Citizens</p> <ul style="list-style-type: none"> Evaluate the relationship between citizens and governments as stated in the constitution. 	<p>Head of State and Head of Government. Executive – composition and function, the role of the Civil Service. Judiciary – Structure and functions of the court system (various types of courts in the Caribbean region, for example, local courts, Privy Council, Caribbean Court of Justice); Judicial Officials, for example, Director of Public Prosecution.</p> <p>Economic: Raise revenue through direct and indirect taxation; Manage the finances of the country (budgeting); Create employment opportunities; Facilitate economic development; and manage/sustain the country's resources. Provide Social Services: Welfare; and Health care. Infrastructural System-(Public utilities; Public buildings; and Roads. Security: Maintain law and order; and defend the nation state. Maintain international relations. Regulatory: Media; Trade; and Utilities.</p> <p>Relationship between citizen and government as stated in the constitution: Definition of the following terms and concepts: constitution, democracy, authoritarian. Human rights, freedoms and responsibilities. Right to vote (adult suffrage). Role of the Ombudsman and other regulatory authorities.</p>	
Feb 3-7, 2026	<p>The Electoral Process</p> <p>Preparation for Election</p>	<p>Electoral Process</p> <ul style="list-style-type: none"> Describe the systems used to elect a government in the Commonwealth Caribbean. <p>Preparation for Election</p> <ul style="list-style-type: none"> Evaluate how political parties prepare for election. Distinguish among facts, opinion and propaganda. Design data collection tools to collect information on people's opinions. 	<p>Electoral processes: Dissolution of parliament (announcement date for election); Role of Elections Commission/Electoral Office; Independent Observer Mission (regional and international); Role of political parties; Responsibility of voters (for eg, registration/valid identification); Election Day (polling station/voting process/counting of ballot/returning officers/observers/security); Declaration of winners; Selection of Prime Minister or President; and Swearing in activities.</p> <p>Electoral systems: First-past-the-post and Proportional</p>	<p>Design data collection tools to collect information on people's opinions.</p> <p>Refer to Content listed at Specific Objectives 7, 9d and 17c of syllabus.</p> <p>Show tolerance for other people's opinions</p> <p>People have the right to their opinion, for example, the right to support a political party and the right to not vote.</p>

		<ul style="list-style-type: none"> • Make informed decisions based on arguments presented. • Show tolerance for other people's opinions. 	Representation (PR); and Advantages and disadvantages. Preparation for elections: establish the party structure (chairpersons/secretaries/executives constituency branches); select candidates; source campaign financing; conduct campaigns using different forms of communication; example: Face-to-face; Flyers; ICT; Media; and Political rallies. monitor the electoral processes; commission public opinion polls; and develop party manifesto. Facts: information with evidence Opinions: perspective on a topic or issue. May use emotional appeal to persuade Propaganda: relies on emotion, value to persuade, relies on biases, focus on its own message Decision-making Process: (a) define the problem; (b) identify limiting factors; (c) develop potential alternatives; (d) analyse the alternatives; (e) select the best alternative; (f) implement the decision; and, (g) establish a control and evaluation system.	
	Factors Influencing Election Outcome	<p>Factors Influencing Outcome</p> <ul style="list-style-type: none"> • Outline the factors that influence the outcome of elections. • Analyse statistical data in the form of tables, graphs and charts on elections. • Draw conclusions about elections and electoral processes based on data presented. 	Impact of the following on elections: (a) media coverage (traditional media and social media); (b) campaign advertising; (c) public opinion polls; (d) voters' ability to analyse information; (e) voter turnout/ participation: (age, education, party loyalty, candidates, voter attitude (for example apathy), economic status and personal motivation (intrinsic or extrinsic); (f) campaign strategy; (g) national issues and (h) campaign spending.	
	Good Governance and Citizenship	<p>Good Governance and Citizenship</p> <ul style="list-style-type: none"> • Identify the characteristics of good governance. • Identify the characteristics of good citizenship. 	Characteristics of good governance- participation/inclusiveness, independence of the judiciary, transparency, accountability, responsiveness to the needs of citizens, service of the greater good of citizens, prudent use of resources, efficient civil service, willingness to engage in consultation, tolerance of freedom of expression, creative and innovative.	

			Civic duties such as: Active participation, respect for human rights, law abiding, environmentally conscious, well informed, embrace healthy lifestyle practices, show concern for others, productive citizens, patriotic.	
	<p>Sustainable Development and Use of Resources</p> <p>Characteristics of Population</p>	<p>Characteristics of Population</p> <ul style="list-style-type: none"> Describe the characteristics of a population. Identify the sources and uses of population statistics. Determine the relevance of specific population statistics to planning for development 	<p>Characteristics of a population according to age and sex structure, occupation, ethnicity, religion, dependency ratio, life expectancy, mortality rates, size, density, spatial distribution, birth rates, health, education, income level and employment status.</p> <p>Sources of population statistics (Government Statistical Offices/websites – National Census, Registrar of Births Deaths, and Marriages, records of religious institutions, Immigration and Customs).</p> <p>Uses of population statistics (For current and future planning related to: elections, housing, health care, education, employment, social welfare, infrastructural and industrial development, population control, sustainable development and management of resources.</p> <p>Relevance of population statistics: Statistics such as employment status, education level, occupation can be used as the basis to: (get a population profile, plan and make more efficient decisions (for example, elections, housing, health care, education, employment, social welfare, infrastructural and industrial development); know which areas/sectors need attention, help maximise use of resources, improve the delivery of social services; and help with transparency and accountability of government spending).</p>	
	Factors influencing Population	<p>Factors Influencing Population</p> <ul style="list-style-type: none"> Examine the factors influencing population distribution and density. Interpret maps showing population distribution and density. Explain how different factors influence 	<p>Factors influencing population distribution and density:</p> <p>Physical factors (relief, climate, soil, vegetation, location of natural resources-water, fertile land, minerals)</p> <p>Human factors (industry, agriculture, accessibility to transport, infrastructure-roads, electricity- and social services).</p>	<p>Integrate information from a variety of sources to make informed calculations</p> <p>Ensuring validity/reliability of information, analyse information, synthesise, draw conclusions.</p>

		<p>population change.</p> <ul style="list-style-type: none"> • Calculate demographic rates (birth rate, death rate, rate of natural increase, overall population growth and net migration). • Select an appropriate statistical diagram to represent a data set. • Represent data related to human resources. • Interpret data related to human resources • Integrate information from a variety of sources to make informed calculations 	<p>Impact of under and over population on a country's development.</p> <p>Factors influencing population change: birth rate, death rate, migration.</p> <p>Birth rate, fertility rate, infant mortality, life expectancy and death (mortality) rate: (healthcare, nutrition, hygiene, access to family planning methods, governmental policies, income and education levels, epidemics, pandemics and natural disasters).</p> <p>Migration: Net migration (immigration minus emigration): (internal migration (rural-urban, urban-rural) intra-regional migration (between countries of the region), external migration (from the region to other parts of the world) forced / involuntary migration; and seasonal migration).</p> <p>Statistical diagrams such as: line and bar graphs, pie charts, population pyramid. Considerations for selecting the most suitable representation: (a) line graph – time and series data; (b) bar graph – discrete categories; (c) pie chart – percentage showing how the total data is distributed; tables; (e) text; and, (f) histogram – continuous data.</p> <p>Data related to human resources: population, migration, employment and unemployment statistics. Population pyramids, line graphs, pie charts, bar graphs and tables. Interpretation of tables, construction and use of line and bar graphs, pie charts, population pyramids.</p>	
	Migration	<p>Migration</p> <ul style="list-style-type: none"> • Examine the causes and consequences of migration. • Examine the reasons for migration from Caribbean Countries. • Examine the global impact of migration from the Caribbean. 	<p>Causes: Push and pull factors that influence migration. For example, economic, government policies, social factors, educational opportunities, over and under population, conflict and natural disasters.</p> <p>Consequences of migration to the individual, the host country and to the country of origin. For example, brain drain, educational advancement, depopulation, bigotry,</p>	

			<p>urbanisation, remittances, cultural diversity, employment, unemployment and under employment, over and under population.</p> <p>Reasons for migration from the Caribbean to Panama, UK, USA and Canada such as: (Employment, Natural disaster, Education, Social Services/Medical treatment and Asylum (political, economic, safety and security).</p> <p>Impact of migration from the Caribbean on the host countries: (Economy, Spread of Caribbean culture, Increased presence and influence in the global sphere (lobbying for Caribbean interest) and social services.</p>	
	<p>Developing Human Resources</p> <p>Factors that Influence Employment, Unemployment and Underemployment</p>	<p>Developing Human Resources</p> <ul style="list-style-type: none">• Explain the need for developing human resources.• Explain the factors that contribute to the development of human resources. <p>Factors that Influencing Employment, Unemployment and Underemployment</p> <ul style="list-style-type: none">• Explain the factors that influence employment, unemployment and underemployment• Outline employment and career opportunities in different industries.	<p>The need for: (productive worker, creative and critical thinking and problem-solving skills).</p> <p>Development of human resources (nutrition and health, the availability of and access to primary and curative health care, education- basic, moral, vocational, technical and professional training, rehabilitation, retaining, life-long learning, the availability and access to various types of educational institutions, the availability of financial resources/provision of scholarship, sports and culture).</p> <p>Technology-its impact on access to teaching and learning opportunity.</p> <p>Factors that influence employment, unemployment and under- employment: (availability and use of capital, availability of trained human resource, level and range of skills demanded versus those available, availability and creation of markets, trading patterns and preferences, level of technology available in relation to resource development and technological advances, economic downturn/recession, gender and employment and entrepreneurial interests/ opportunities.</p> <p>Careers and Opportunities in the four industries: Primary Industry (Agriculture, Fishing and Mining). Secondary Industry (Manufacturing and Construction). Tertiary</p>	

			Industry (Tourism and other services). Quaternary Industry (Knowledge industry – information technology, research and development).	
	Resources in the Caribbean: Location and Uses Proper and Improper Practices	Resources in the Caribbean (Location and Uses) <ul style="list-style-type: none">Identify the location of the major natural resources in the Caribbean.Describe the uses of the major natural resources found in the Caribbean region. Proper and Improper Practices <ul style="list-style-type: none">Examine the effects of proper and improper practices on the environment and the population.	<p>Location of major natural resources: Renewable – agricultural land, water, forests, marine and land life, solar energy, wind, geothermal.</p> <p>Non-renewable – petroleum, bauxite, gold, diamond, other minerals.</p> <p>Uses of resources (Agricultural land: Importance – to the region / countries. Land and marine life: Importance and use. Forests: Importance and use. Uses of major forestry resources in the region (Guyana, Belize). Mineral resources: Bauxite, petroleum, geothermal energy. Types of tourism products: sand, sea, sun, nature or eco. Alternative energy and sustainable development - solar, wind, geothermal, hydro-electricity, bioenergy).</p> <p>Sustainable development (Proper) practices, for example, conservation – reforestation, contour ploughing, terracing, crop rotation, controlled logging, zoning, reserve. (b) Improper practices, for example, actions by farmers that lead to soil degradation/erosion, over-cropping, monocropping, ploughing up and down slopes, removal of vegetation, improper tillage, deforestation, poor housing development, individual, industry and community practices. (c) Effects of proper practices, for example, food security. (d) Effects of improper practices, for example, soil erosion, mass wasting, pollution, global warming, food shortages, deforestation. Resort development and its effects on the aesthetic value of the local environment and locals. (f) Changes in ecology, reefs and tidal patterns caused by land reclamation, sewage disposal and pollution of water bodies – ocean, sea, rivers. (g) Tourism and conservation of flora, fauna,</p>	

			historical sites, role of the Caribbean Conservation Association, local National Trusts, and national parks.	
	Climate Change	<p>Climate Change</p> <ul style="list-style-type: none"> • Explain the causes and consequences of climate change. • Evaluate the responses to climate change. • Represent data related to physical resources in suitable. • Interpret data related to physical resources. • Demonstrate care and concern for the natural environment. 	<p>Global warming – causes and consequences. (b) Climate change – causes and consequences: (i) Causes: natural and anthropogenic (man-made); and, (ii) Consequences: sea-level rise, extreme climate variability, droughts and floods, stronger hurricanes, destruction of coral reefs and other marine resources, negative impacts on health.</p> <p>Impact on the following: Tourism, Agriculture, Fishing and Forestry and Water supply</p> <p>Responses: (a) Actions by individuals/communities/organisations for living sustainably. For example, Reduce, Reuse and Recycle, greater use of public transportation, carpooling, reduction in air transport, use of biodegradable materials, use of alternate energy supplies. (b) Government responses/strategies: policy, laws, regulations. For example, planning/zoning, building codes, disaster preparedness, education, law enforcement, reduction in the use of fossil fuel, reduction in CFCs and Greenhouse gases. The regional and international responses: (i) Conventions/agreements: United Nations Framework Convention on Climate Change (UNFCCC), Kyoto, Paris, Caribbean Community Climate Change Centre (CCCCC), Conference of the Parties (COP26).</p>	<p>Demonstrate care and concern for the natural environment.</p> <p>Areas to include recycle, conserve, alternative energy, advocacy, volunteerism, individual and collective effort.</p>
	<p>Longitude and Latitude</p> <p>Regional Integration</p> <p>Territories in the Caribbean</p>	<p>Longitude and Latitude</p> <ul style="list-style-type: none"> • Locate the Caribbean in region in relation to the rest of the world. <p>Territories within the Caribbean</p> <ul style="list-style-type: none"> • Identify different groupings of territories within the Caribbean. • Explain the use of the various ways of measuring development. • Assess the factors that influence the 	<p>Giving location: Compass directions, latitude and longitude.</p> <p>Caribbean divisions – Groupings: Greater and Lesser Antilles, Leewards and Windwards. Eastern Caribbean, Mainland territories – Guyana, Suriname, Belize.</p> <p>Definition of development. (b) Ways of Measuring Development: Economic: - Gross Domestic Product/Gross National Product; - Per capita income; and, - Cost of living. Social: - Education; - Literacy rate; - Life</p>	

		<p>development of various industries and the contribution of these industries to the economic development in the Caribbean.</p>	<p>expectancy; - Infant mortality rate; and, - Availability of social services. Human Development Index (HDI). (c) Uses of the above indicators of development.</p> <p>Factors that influence development of various industries. For example, Agriculture, Forestry, Fishing, Mining, Tourism and other services, Manufacturing, Cultural/Creative: (a) Investment; (b) Markets; (c) Infrastructural development; (d) Policy and regulations; (e) Technology; and, (f) Education/skills of workers. Contributions of various industries, for example, Agriculture, Forestry and Fishing, Mining, Tourism and other services, Manufacturing, Cultural/Creative to: (a) foreign exchange earnings and savings/ income; (b) direct employment, such as hotel workers, farm managers, engineers, artists and artistes; (c) indirect employment through linkages with other sectors of the economy (for example, agriculture, tourism, arts and craft, transportation and other ancillary services); and, (d) government revenue (taxes, licenses).</p>	
	<p>Impact of Communication and Technology</p> <p>Challenges facing Caribbean Development</p>	<p>Impact of Communication and Technology</p> <ul style="list-style-type: none"> Describe how information and communication technology impacts industries in the Caribbean. <p>Challenges Facing Caribbean Development</p> <ul style="list-style-type: none"> Discuss the major challenges facing development in the Caribbean region. Propose strategies to mitigate challenges faced by the Caribbean region. Justify strategies proposed to mitigate challenges faced by the Caribbean. 	<p>Impact of information and communication technology on industries: greater efficiency, access to wider market, greater accessibility, easier access to financial services, reduced business cost, improvement in research and development, facilitates entrepreneurship and, increases access to education for workers</p> <p>Major challenges: Physical, Economic, Social</p>	
	Factors Promoting Regional Integration	<p>Factors Promoting Regional Integration</p> <ul style="list-style-type: none"> Examine the factors that promote regional integration. Outline the major attempts at regional 	<p>Factors promoting regional integration: geographical location, common cultural heritage, common economic and social issues, effects of globalisation, trade liberalisation and trading blocs, vulnerability to economic</p>	

		<p>integration.</p> <ul style="list-style-type: none">Outline the objectives of the Organization of Eastern Caribbean States (OECS), CARICOM, The CARICOM Single Market and Economy (CSME) the Caribbean Court of Justice.	<p>shocks, climate change and natural disasters, advancements in communication technologies that facilitate the transfer of cultural heritage, for example, Social Media; and Consumer practices in the region: (i) awareness of integration objectives; (ii) preference for local and regional goods and services; and, (iii) investment in local and regional businesses.</p> <p>Types of agreements between countries and states: Bi-lateral agreements; and Multilateral agreements.</p> <p>Attempts: West Indies Federation, Caribbean Free Trade Association (CARIFTA), Caribbean Community (CARICOM), Organisation of Eastern Caribbean States (OECS), Association of Caribbean States (ACS and The CARICOM Single Market and Economy (CSME): common market, single market, single economy, economic integration.</p> <p>Main objectives: (a) OECS and CARICOM: (i) to foster functional cooperation (for example in education, natural disaster and health); (ii) creation of a single economy; and, (iii) common foreign policy. (b) The CARICOM Single Market and Economy: (i) contingent rights (free movement of goods and services; right of establishment); (ii) free movement of capital; (iii) free movement of skilled labour; and, (iv) CARICOM Development Fund. (c) The Caribbean Court of Justice: (i) settling disputes among member states. Harmonisation of: (a) Immigration policy (For example, CARICOM Passport; ease of travel); (b) Fiscal (tax) policies; (c) Monetary policies (including a single CARICOM currency); (d) External trade policy; (e) Legislation (custom, companies); and, (f) Sectoral policies in agriculture, manufacturing, fisheries.</p>	
	Benefits of Regional	<p>Benefits of Regional Integration</p> <ul style="list-style-type: none">Analyse the benefits and successes of	<p>Benefits of regional integration: reduction in unemployment and underemployment, better response</p>	

	Integration Hinderances of Regional Integration	<p>regional integration.</p> <p>Hinderances of Regional Integration</p> <ul style="list-style-type: none">Examine the factors that hinder the attempts at regional integration. <p>Note to teacher: refer to attempts at integration that have failed in the region.</p>	<p>to economic implications of globalisation and trade liberalisation, improvement in the quality of life, reduction in the inequality of wealth distribution, free movement of goods, labour and capital, increased market size, improved levels of international competitiveness, expansion of trade; (increased co-operation among member states – regionalism and Greater international presence).</p> <p>Successes of regional integration attempts - Successes, for example, improved access to tertiary institutions (UWI), greater access to capital (CDB), improved trading relationships (CSME), improved access to justice and arbitration (CCJ), better coordinated response to health issues (CARPHA) and natural disaster (CDEMA), regional access to primary, secondary and postsecondary certification (CXC®), increased shared cultural experiences (CARIFESTA), unearthing of Caribbean sporting talents (CARIFTA Games and West Indies Cricket Board), Caribbean Tourism Organisation, Caribbean Hotel Association.</p> <p>Factors that hinder regional integration: (a) geography of region; (b) absence of common model or strategy for development; (c) differences in stages of growth and development; (d) competition for foreign investment; (e) conflict between territorial and regional demands and loyalties; (f) insularities; (g) political will; (h) lack of/high cost of interregional transport; (i) absence of common currency; (j) unequal distribution of resources; (k) lack of diversification in production; and, (l) influence of multinational corporations.</p>	
	Roles Of Citizens, Business, Government and Mass Media in	<p>Roles Of Citizens, Business, Government and Mass Media in Regional Integration</p> <ul style="list-style-type: none">Examine the role of individual citizens, business organizations, government and the	<p>Role of citizens: entrepreneurship, supporting regional producers, institutions, showing solidarity and mutual support towards fellow regional citizens; a collective consciousness (shared ideas and attitudes operating as a</p>	

	Regional Integration	<p>mass media in the integration process.</p> <ul style="list-style-type: none">• Describe ways in which tourism can be used to promote regional integration.• Differentiate between the types of tourism products available in the Caribbean.	<p>unifying force), investing in local and regional businesses; and being informed.</p> <p>Role of business organisations: improving competitiveness, increasing range and quality of goods and services and providing opportunities for investment and employment.</p> <p>Role of Government: enacting the enabling legislation, harmonising policies, honouring protocols and educating citizens about the objectives and benefits of integration.</p> <p>Role of Mass Media: broadcast (radio, television and internet), print, social media: airing regional programs; and educating citizens about the objectives and benefits of integration.</p> <p>Types of tourism products: sand, sea, sun, nature or eco, health, sports, cultural or heritage, music festivals, special events.</p>	