



# The Gleaner's youthlink

CSEC STUDY GUIDE

yl:office administration

**HYACINTH TUGMAN**  
Contributor

**H**ELLO, STUDENTS! This week I will turn your attention to Paper 01, which is the multiple choice. Some of you think you can go into the examination and guess the answers but, in reality, this is not so. Nine out of 10 times you may be wrong, so know your facts before entering the examinations.

- Combination equipment usually carries the features of the following individual pieces of office equipment.
  - Telephone, photocopier, fax machine
  - Risograph, printer, fax machine,
  - Fax machine, photocopier, shredder
  - Photocopier, fax machine, printer
- The word 'skills' means the same as:
  - Abilities
  - Attitudes
  - Qualifications
  - Experience
- Which of the following would be suitable for communicating with persons in another country?
  - Teleconferencing
  - Voicemail
  - Cellular phone
  - Telephone
- Factors that influence the selection of communication include:
  - Cost
  - nature of message
  - Need for a written record
  - All of the above
- Interpersonal relationships relate to:
  - Persons meeting to plan events.
  - Private and personal matters.
  - Attitudes and behaviour towards others.
  - The pattern of events in an office setting.
- The tickler system normally follows the:
  - Numerical system
  - Alphabetical system
  - Geographical system
  - Chronological system

## Revision

- An itinerary outlines all the following except:
  - Arrival time
  - Passenger name
  - Airline number
  - Hotel reservations
- The transfer of files to a storage room is known as:
  - Archiving
  - Deleting
  - Cross-referencing
- This document lists the items in the order in which they are to be discussed at a meeting:
  - Notice
  - Minutes
  - Agenda
  - Standing order
- Filing done for the whole organisation at one place by specialized staff is:
  - Organised
  - Computerised
  - Centralized
  - Confidential
- A customer wishing to purchase goods or services on credit should use a:
  - Credit note
  - Credit card
  - Letter of credit
  - Credit transfer
- Which of the following offices promotes the firm's products?
  - Sales
  - Marketing
  - Public relations
  - Factory
- An application in response to an advertisement is called a/an:
  - Unsolicited application
  - Follow-up letter
  - Solicited application
  - Job-offer letter
- Another name for résumé is:
  - Curriculum
  - Personal data sheet
  - Testimonial
  - Career prospect
- If you are preparing for an interview, it is wise to:
  - Evaluate the position.
  - Consider the job description.
  - Research the organisation.
  - Obtain the training and qualification.
- When there is no 'quorum', the meeting must be:
  - Adjourned
  - Held in camera
  - Delayed
  - Postponed
- What is used to indicate that a folder has been removed from the filing cabinet?
  - Out card
  - Index card
  - Divider
  - cross-reference
- The fastest way to make payments worldwide is by:
  - Email
  - Credit card
  - Facsimile
  - Electronic transfer
- A debit note is sent to a customer to inform him/her that his/her account has been:
  - Increased
  - Reduced
  - Outstanding
  - Balanced

**Answers:** 1 d, 2 a, 3 a, 4 d, 5 c, 6 d, 7 d, 8 a, 9 d, 10 c, 11 b, 12 b, 13 c, 14 a, 15 c, 16 d 17 a, 18 b, 19 a

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# Major economic institutions and systems

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Contributor

**H**I, FRIENDS. This section is titled Regional and Global Business Environment. We will start by looking at some of the most important economic institutions that are either in the Caribbean or affect the Caribbean in some way. Enjoy.

## THE CARIBBEAN COMMUNITY (CARICOM)

This body was formed in an attempt to solve some of the region's development problems. It officially came into being on July 4, 1973, although its early beginnings can be traced back to 1968 when the Caribbean Free Trade Association was formed. The body comprises all the countries of the English-speaking Caribbean.

CARICOM was established with specific aims and objectives in mind. Some of these are:

- (a) The establishment of a regionally known market which is called the 'Common Market'.
- (b) Economic, cultural and social integration and development which includes encouraging the use of raw materials among member states and encouraging regional trade in agricultural products.

A major focus of CARICOM is the Caribbean Common Market (CCM). You may wish to do some research on this group arrangement. It may be useful also to research the functions of the different parts of the structure of CARICOM, which has at the top, The Heads of Government Conference. The Common Market comes next and, finally, The CARICOM Secretariat.

In keeping with the overall objectives of

CARICOM, in 1994, at the Caribbean Heads of Government meeting, the Caribbean government agreed to establish a single market and a single economy known as the Caribbean Single Market and Economy (CSME). The main aim of the CSME is to allow free movement of people, capital and services across the region.

## THE CARIBBEAN DEVELOPMENT BANK (CDB)

This is a regional financial institution established in January 1970. Its headquarters is located in St Michael, Barbados. The bank was established by Caribbean nations to provide financing for development purposes in member states. All members of CARICOM are beneficiaries of the CDB and some non-CARICOM countries have also been granted member status, e.g., Turks and Caicos Islands and Cayman Islands.

The bank makes loans to member states for social and economic development in tourism, agriculture, health and education at low rates of interest. The CDB also assists local development banks which may be too small to deal with major projects.

Jamaica has been one of the recipients of the CDB. Assistance has been given to Jamaica for agriculture, and special assistance was given after Hurricane Gilbert.

## THE INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (IBRD)

This institution is also known as the World Bank. The bank began operating in June 1946. Its purpose is to give loans for productive

reconstruction and development projects. Funding for projects comes from money contributed from member countries, as well as through financial agencies and institutions. Developed countries like the USA and the UK contribute large sums.

The bank's first loans were made in 1947 for reconstruction in four European countries. After 1948, the bank turned its main efforts to development lending.

Funding obtained by a country through the IBRD can be used to meet infrastructure, health, education and other needs.

The World Bank is also a major source of funding for the CDB.

## INTER-AMERICAN DEVELOPMENT BANK (IDB)

This bank was founded in 1959 and is composed of member countries in North and Central America and the English- and Dutch-speaking Caribbean. The aim is to promote individual and collective development of member countries through financing economic and social development projects. It also gives technical assistance and help to implement the objectives of the Inter-American system.

The bank's activities include:

- Giving loans to governments, the public and private bodies for special development projects. Loans are given at attractive rates of interest for 10-25 years and must be repaid in the currency that the loan was given in.
- Special funds are also given for economic and social projects which require special treatment, such as lower interest rates and longer repayment than regular loans.

- Special assistance to Latin America.

## ORGANISATION OF EASTERN CARIBBEAN STATES (OECS)

This institution is made up of the lesser developed countries of the CARICOM group who signed a treaty in 1981. One of the main reasons for the OECS was that member countries felt that they were getting a raw deal from the larger and more developed countries within CARICOM. The countries involved felt that the OECS would better serve their needs than CARICOM. It was also felt that if they could speak with one voice, the voice would be heard. The headquarters of the OECS is in St Lucia and the institution was formed with the following in mind:

- Economic and political integration.
- The creation of a single currency (the EC dollar) which would be managed and controlled through the Eastern Caribbean Central Bank.
- Trading arrangements among themselves which would be reasonable and workable.
- Common policies in particular areas such as agriculture, hospitality and tourism – such policies must encourage the free movement of capital and labour from one state to the next.
- Common practices and procedures in industrial policies.
- The establishment of a single central bank.

Okay, I think I have given you all quite a lot to read and digest so, until next week, 'walk good'.

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**BERYL CLARKE**  
Contributor

**H**UMAN RELATIONSHIPS can be so very difficult to understand. I am completely taken aback by what happens in this very short, short story, **Blood Brothers**, by John Wickham. I really should not be surprised, however, for we are all individuals, even though it is believed that twins have a special bond.

## 'Blood Brothers'

Our story is relayed through the memories, thoughts and consciousness of a 13-year-old boy, Paul. His twin brother, Benji, consumes his thoughts. **Blood Brothers**, as you know from your reading, is another very thought-provoking work on the literature syllabus. Here, we meet a boy in his early teens who feels that his

brother considers himself as superior to him and, therefore, develops a corrosive hatred for him. Paul likes to draw and paint. He is observant of nature around him – the wind, the grass, the flowers and notably the casuarina tree, which is mentioned in each of the first four paragraphs of this story. It is as if Paul is fascinated with the beauty of this tree and yet he finds it terrifying at night. He is an intelligent child, a thinker, but his thoughts are not just deep. They are dark.

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## CONTINUED FROM PAGE 14

Paul is a sensitive soul. He is also very artistic and aware of his ability, his potential as an artist. However, while he sees conduct and accomplishments in his brother that are admirable, he does not realise that he, too, can be admired. There is a current of hatred of Benjy in Paul which started to develop when they were only six or seven years old, and increased steadily until they have reached their present age of 13. The writer, using a particular literary technique, has Paul sharing an incident which had taken place six or seven years before. The boys had taken a walk with their father one night. Unnerved by the shadows cast by the casuarina tree and the soft whispering sounds made by the wind in the trees, he had clung to his father's hand. His father signalled an

awareness of his fears by squeezing his hand while his brother ...

*"...unaware and unafraid, hopped and danced along the road exploiting his new discovered whistle and flaunting his own complete lack of fear, his own blatant intrepidity in the face of the wraithlike shadows and the ghostly voices of the trees".*

The brothers have completely different reactions to the situation. While Paul is fazed by the circumstances, perhaps because of his artistic appreciation and sensitivity, Benjy remains untouched by any fanciful idea. What is even more important for us to recognise is that he does not know how Paul feels. He senses nothing that is weird, macabre or ghostly! At that age it could be clearly seen by us, the readers, that the two boys did not think alike or behave in similar ways. Unfortunately, while one child is not bothered by this, the other is not only

knowledgeable, but resentful and bitter, and his hatred of his brother continues to grow unabated. Every time that Paul remembers that night, his hatred rises up in him.

Paul is convinced that his brother thinks that he is better than he is. He believes that because his brother was able to whistle before him, is willing to take risks, has no fear or shows no weakness, is, in fact, an extrovert, Benjy considers himself to be his superior. The story is told from Paul's perspective and we must carefully examine what Wickham presents to get at the truth. You see, Paul tells us about both his brother and himself. Can we be sure that the things of which he accuses Benjy are real? Is he projecting his own fears of inferiority, his own attitudes, on to him? What evidence is there that Benjy thinks of him as a coward? It may be his own fear that holds him back from revealing his

yearning for closeness between them. We come to an understanding that Paul is an unhappy teenager suffering because of his internal conflict generated because of his love and admiration (hero worship) of, and the scalding hatred he nurses for, his sibling. He is clearly conflicted and confused, craving to have his brother accompany him on walks and being willing to share his innermost thoughts with him, but struggling with envy and the ever-growing hatred.

As the story nears its climax, it becomes more obvious that an eruption is inevitable. Paul can no longer contain his feelings which have been boiling up inside him. This we will deal with in our next 'class'. God bless!

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## yl:principles of accounts

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## 1. What are shares?

They are different types of capital such as:

- Ordinary shares
- Preference shares
- Debentures

## 2. Define and describe THREE features of each type of shares listed above.

Ordinary shares are certificates of ownership to a company. The features are:

- i. They carry no fixed rate of dividends; this means that if the company makes high profits, they may get very high returns depending on the director's proposal. On the other hand, they may not get any returns at all if the company suffered losses or made low profits.
- ii. They carry voting rights.
- iii. Upon liquidation, they are the last to be repaid; this means they may get nothing at all.

Preference shares are special shares preferred over ordinary shares simply because they:

- Carry a fixed rate of dividends; this means that no matter whether the company makes high or low profits, the same rate of dividend is paid to the holders. Hence, dividends do not fluctuate according to profits made.
- May be cumulative, which means that if the dividends are not paid in one year, they are accumulated to the following year.
- Are given priority over ordinary shareholders for repayment upon liquidation.

Debentures are long-term loans to companies; this means the

## Company account

dividend holders are lenders or creditors of the company. Some features are:

- They carry a fixed rate of interest which must be paid yearly, whether the company makes profit or not.
- They do not entitle the holders to participate in the running of the company, as they are considered outsiders and not owners.
- They have priority to repayment of principal upon liquidation of company over preference and ordinary shareholders.

### WORKED EXAMPLE

The details of capital structure of On Time Transport Ltd, are as follows:

### AUTHORISED SHARE CAPITAL

- 4,000,000 ordinary shares of \$0.50 each.
- 400,000 12% preference shares of \$1 each.
- 600,000 10% preference shares of \$1 each.

### ISSUED SHARE CAPITAL

- 3,200,000 ordinary shares of \$0.50 each, issued on May 30 1979.
- 400,000 12% preference shares of \$1 each, fully paid, issued on May 30, 1979.
- 300,000 10% preference shares of \$1 each, fully paid, issued on June 30, 1998. [>1]
- 300,000 10% preference shares of \$1 each, fully paid, issued on December 31, 1998. [>2]

### LOAN CAPITAL

- \$800,000 10% debentures repayable December 31, 2009.

■ During the year ended December 31, 1998, the company made a trading profit of \$425,000 before payment of interest. [>3]

■ No interim dividends were paid during the year. The directors decided to pay the dividends due on the preference shares, to transfer \$20,000 to general reserve, and to recommend a dividend of 15% on the ordinary shares.

■ The balance of profit brought forward from 1997 was \$10,400.

■ You are required to prepare the profit and loss appropriation account for the year ended December 1998.

### REASONING

- These qualify for half-year dividends only.
- These shared do not qualify for any dividends.
- Deduct debenture interest before appropriating the profit.

### EXAMINATION PREPARATION TIPS

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

- Choose a study time and stick to it, be it early mornings or late evenings.
- Acknowledge the benefits of early mornings which are many: times are quiet, cool and fresh.
- Solve at least one question per day to keep the grade one in your reach.

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

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# Polymer – Part 2

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**P**OLYMERS CAN be natural or synthetic. Synthetic polymers are man-made through chemical processes. Examples include plastic, synthetic fibres and rubbers. Common synthetic polymers are nylon, dacron and polythene.

Polystyrene is used to make Styrofoam cups and cd cases



## WHAT ARE THE ENVIRONMENTAL IMPLICATIONS OF USING SYNTHETIC POLYMERS?

Plastics are non-biodegradable, that is, they do not decay or rot. This means that they end up in our rubbish and landfill sites, where they can remain for hundreds of years. Burning plastics tends to release toxic substances into the atmosphere. Poisonous gases such as hydrogen chloride and hydrogen cyanide can be formed if plastics contain chlorine and nitrogen, respectively.

Recycling is a way to reuse plastics so that we will produce less new ones. Thermoplastics are special in that they can be remoulded into new shapes and then reused. Scientists are now making 'biodegradable' plastics, allowing them to break down more quickly. This involves using groups of atoms that can absorb light to allow it to break down more quickly. New plastics made by bacteria are able to be degraded in months, but are more

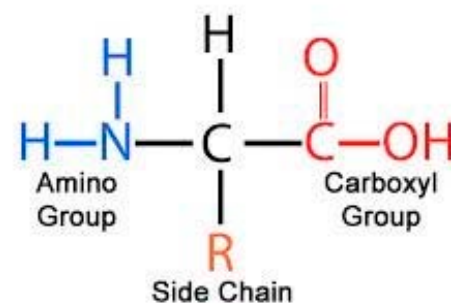
expensive. Water-soluble plastics are also being made, which will allow them to decay faster.

## EXAMPLES OF NATURAL POLYMERS

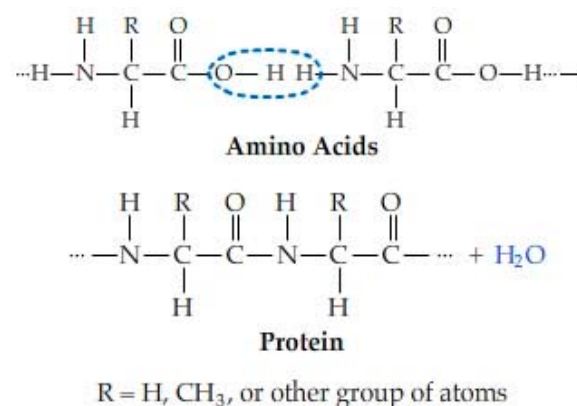
Natural polymers exist in living things in nature. Examples include protein, cellulose, wool, silk, starch, natural rubber and DNA.

Proteins are condensation polymers made by linking amino acid molecules together. Proteins contain carbon, hydrogen, oxygen and nitrogen.

## Amino Acid Structure



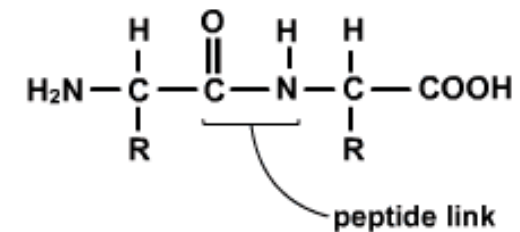
Amino acids have an amino group ( $-NH_2$ ) at one end and an acid group ( $-COOH$ ) at the other end of the molecule. An amine group of one amino acid combines with a carboxyl group of another amino acid to form an amide or peptide bond. As these are added together, a molecule of water is lost.



The link formed between the amino acids is called a peptide link.

Proteins can be broken back down into amino acids by reacting with strong acids and alkalis. This reaction is called hydrolysis

and can be done by heating the protein with aqueous hydrochloric acid or sodium hydroxide. A similar process occurs in the stomach when enzymes break down the protein in the stomach and in the intestines.

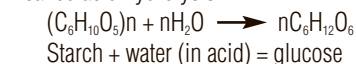


Carbohydrates are natural polymers made up of carbon, hydrogen and oxygen. Carbohydrates can be in many forms based on the number of sugars or monomer units present. Polysaccharides such as starch and cellulose are made up of many glucose or sugar units joined. Examples of disaccharides include sucrose and maltose. Monosaccharides include glucose and fructose.



Starch is a polysaccharide made up of monomer units of glucose formed from condensation polymerization. Water molecule is lost when two glucose units come together.  $nC_6H_{12}O_6 \rightarrow (C_6H_{10}O_5)_n + nH_2O$

If acid (e.g., HCl) is added to the starch and the solution heated, the starch will break down into its glucose units. This is called acid hydrolysis.



During digestion, starch is broken down to glucose by enzymes in the mouth, pancreas and intestines. Natural polymers are found in many substances all around us. They do not pollute the environment and are important for many natural processes.



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# Assimilation

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## OBJECTIVE

■ Explain why the French-colonised Caribbean territories have not yet achieved independence.

The French Caribbean took another alternative to independence. In 1946, Guadeloupe, Martinique and Guyana became overseas departments of France. They were to receive the same rights and benefits as the 90 departments in France itself. A prefect replaced the governor in each territory, who, because of the distance from Paris, held more power than his metropolitan counterparts did. The prefect had specific responsibilities, such as sanitation, road and bridge maintenance, healthcare and education. In the Caribbean departments, the prefects had extra powers, such as control of the armed forces.

The persons in the overseas departments were given many rights, as they could elect deputies to sit in the French Assembly and Senate. This meant they were directly represented and they could lobby for laws/policies beneficial to persons living in the overseas departments. They also elected local general councils which were given increased powers in the 1960s. From 1960, French laws intended to apply to the overseas departments had first to be sent to their councils for consideration. At the same time, the councils were given the right to put their own proposals for laws to the central government in Paris. Overseas councils were also given wider control over the spending of government investment funds.

Prior to assimilation, these islands had a governor and a general council. The governor represented the interest of France and the council represented the interest of the locals. Under departmental status, the governor was replaced by a prefect. The general council was retained but it was powerless, as key sectors that were previously under its portfolio (for example, finance) were removed.

## OPPOSING FACTIONS

With the creation of overseas departments in 1946, many political parties were formed to fight for seats in the general councils and the assembly in Paris. On the one hand, some groups were in favour of departmentalisation, as they had no problems with rule from France. The whites and coloureds were most in favour of this. On the other hand, some persons wished for self-government, or autonomy. They felt that France had too much control over the territories and they were not

developing a local identity. The system allowed only for French values and, in reality, they were Caribbean people. Many accepted assimilation by 1946, however, as the territories were experiencing financial difficulties as a result of the decline in sugar prices – being a department of France they would not have assumed financial autonomy. As a consequence, they received subsidies and aid from France.

The Second World War served as another impetus for the territories to accept assimilation as, during the war, the colonies were cut off from France. The council assumed greater autonomy in the running of the affairs of the colonies.

## BENEFITS OF ASSIMILATION

Assimilation did provide benefits for people living in these colonies. This was reflected in many of the social programmes undertaken by the French. Some benefits the colonists experienced included:

- 1) Funds from the French Treasury were sent directly to the colonies. The funds were used to improve roads, health services and schools. Enrolment catapulted once the French started putting funds into the system.
- 2) Funds were also used to start massive housing programmes for middle- and lower-income families.
- 3) The government also bought unused land to redistribute to families that were landless. For

example, in Guadeloupe, 5,000 hectares were subdivided into farms for 1,193 families.

4) Products produced in the overseas department could enter European countries at very low duties. This would be as if it were produced in France itself. This showed that France was able to secure preferential duties for its colonies.

5) A lot of money was also injected into the tourism industry and seaports so that trade could develop.

6) The greatest benefit of assimilation was that persons in the overseas department had representatives in the general council or National Assembly in France. This allowed them to feel they had a say in the political life of the country.

7) Citizens were entitled to social security payments in conditions of illness and unemployment.

## PROBLEMS WITH ASSIMILATION

Though there was satisfaction with elements of assimilation, there were challenges with the system. The issues included:

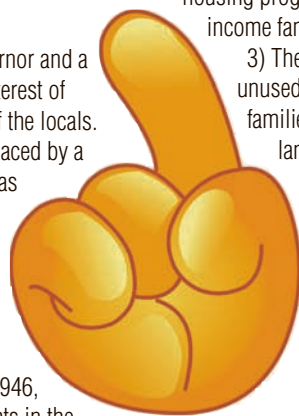
- 1) Seasonal unemployment – primarily due to the tourist trade.
- 2) Low wages.
- 3) There was little exploitation of the natural resources in the colonies. For example, French Guiana did not make much use of its bauxite reserves.
- 4) Growing discontent with the council.

The structure of departmentalisation was modified in 1954 with the following changes. There were changes with political administration, economic policies and social policies. Specific bodies were created to deal with the overseas departments, and power was redistributed to allow a greater level of local involvement in decision-making.

In France in 1958, a secretary general was created and he was given the responsibility of administering the overseas department. The secretary general was assisted by a inter-ministerial committee of the overseas departments. In 1960, the powers of the prefect and the council were also increased. Thus, there was a greater input from individuals more knowledgeable in local affairs.

In 1961, there was the passing of the agrarian law; in 1963, the equalisation of family allowance; and in 1965, the equalisation of wages with those earned in France. Thus, some attempt was made to make living standards in the departments more in line with that of France. The results created social and economic growth, but the unemployment and underemployment figures remained high. Dependence on France continued with the economy of the departments becoming increasingly tied to France.

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# Arrays

**NATALEE A. JOHNSON**  
Contributor

**G**OOD DAY, students. This is lesson 30 in our series of lessons. In this week's lesson, we will conclude looking at writing arrays using the Pascal code, and use will look at documentation.

## MANIPULATING ELEMENTS IN AN ARRAY BY MEANS OF LOOPS

When manipulating arrays with the use of loops, a special variable must be declared as the index of the array. A single letter (such as i, j, or k) is commonly used as array index, example Num[k]. Using the index, the array variables can be manipulated in the same way as ordinary variables. We can initialise, assign and read several values into respective locations of an array and even display the values stored easily with the use of loop structures.

## INITIALISING ARRAYS USING THE 'FOR' LOOP

Reading values into an array or assigning values are the two ways in which arrays can be initialised.

### EXAMPLE 1

Write a program to store 10 integers and initialise each location in the array to 0. Use j as the index. See the program fragment below.

For j := 1 to 10 do

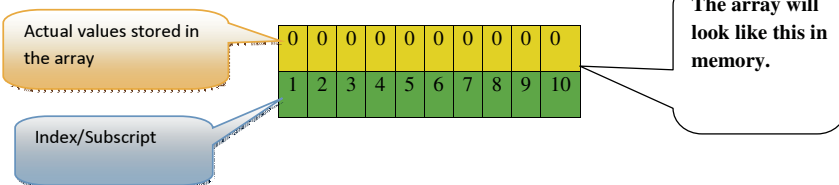
**Begin**

list[j] := 0;

**End;**

All 10 elements in the array would be equal to 0.

The first time the loop is executed, J = 1 and list [1] would be assigned 0 and will continue to be executed until the 10th number is entered.



## READING VALUES INTO AN ARRAY USING A 'FOR' LOOP

A 'for' loop is used if the number of values to be read is known. On the other hand, a 'while' loop is use if the values to be read is unknown.

### EXAMPLE 2

Read 10 values into an array called VAL: use k as the index value. The input data is:

2,4,6,8,10,12,14,16,18,20. See the program segment below.

FOR k := 1 to 10 do

**Begin**

writeln('Please enter an integer value');

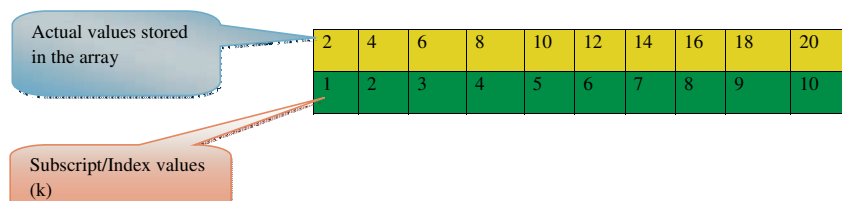
Read(Val[k]);

**End;**

The values will be stored in the array via the subscript (k)

The array after reading the 10 values would like this:

## ARRAY LIST FOR VAL



## READING VALUES INTO AN ARRAY USING A 'WHILE' LOOP

### EXAMPLE 3

Write a program that reads a list of integer values from the user and stores the values in an array called Values. The list is terminated by 999. Use i as the index value. See program segment below.

Begin

i := 1;

writeln('Enter a number');  
read(num);

While num <> 999 do

**Begin**

Values[i] := num;

i := i + 1;

writeln('Enter a number');  
read(num);

**End;**

The numbers entered will be stored in the array by means of the index[i]

Move to next location in the array

## DISPLAYING ARRAY VALUES

The manner in which values are stored/read in an array is quite similar to the manner in which you output values of an array. Naturally, if you already know the number of items stored in the array, you can use a 'for' loop to output the values; otherwise, you would use a 'while' loop.

### EXAMPLE 1 (IN THE CASE OF KNOWING THE NUMBER OF ITEMS BEING STORED)

Design an algorithm that reads a list of 10 students' unit test grades, find the average of the unit test grades and output the unit test grades and the average unit test grade.

CONTINUED ON PAGE 19

CONTINUED FROM PAGE 18

```
Sum := 0;
For j := 1 to 10 do
  Begin
    writeln('Enter a unit test grade');
    Readln(UnitTestGrade[j]);
    Sum := Sum + UnitTestGrade[j];
  End;
Average_UnitTest := Sum/j;
```

Reading the unit test values in the array.

Displaying the values of the unit test from the array using a 'for loop' on separate lines.

```
For j := 1 to 10 do
  Begin
    writeln(UnitTestGrade[j]);
  End;
writeln('The average of the 10 unit test is:', Average_UnitTest);
```

EXAMPLE 2 (IN THIS CASE, THE SIZE OF THE ARRAY IS KNOWN AND WE ARE USING A 'WHILE' LOOP TO OUTPUT THE VALUES.)

```
j := 1;
Max := 10;
While j <= Max do
  Begin
    writeln(UnitTestGrade[j]);
    j := j + 1;
  End;
```

The number of elements that can be stored

Printing the values of the unit test from the array with a while loop

If the size is not known, then a 'For' loop can be used with another subscript/counter (see example below).

EXAMPLE 3

```
For a := 1 to j do
  Begin
    writeln(UnitTestGrade[a]);
  End;
```

New counter introduced

Subscript used in while loop. (See example 2)

NB: The subscript you introduce should be used throughout the use of the 'for' loop.

USING AN ARRAY TO ACCEPT AND OUTPUT STRING VALUES

To accept string values and to output them is not much different from the manner in which we accept and output normal values. The main exception is the key input word which is, 'readln'. As indicated in a previous lesson, once you are reading characters or string values, in order for the program to read the first string value and to have the cursor move to next line, you will have to use 'readln' rather than 'read'.

EXAMPLE

A program is designed to accept and output the names of four movies in an array called movie\_options.

```
Program Movies;
uses wincrt;
var movie_options:Array[1..4] of String; { The data type of the elements in the array is declared as string}
```

Furious 8	Avengers	Black Panther	Captain America
1	2	3	4

```
i: integer;
Begin
For i:= 1 to 4 do
  Begin
    writeln('Enter a movie of your choice and press enter');
    readln(movie_options[i]);
  End;
writeln('The fruits you entered are:'); {outputting the data entered}
For i:= 1 to 4 do
  Begin
    writeln(movie_options[i]);
  End;
End.
```

Prompting the user to enter four movies then storing it.

Displaying the list of the movies.

Furious 8	Avengers	Black Panther	Captain America
1	2	3	4

Diagram depicting values stored in the array after they have entered.

The output on the screen would look something like this:

```
The fruits you entered are:
Furious 8
Avengers
Black Panther
Captain America
```

We have come to the end of this lesson. Remember, if you fail to prepare, prepare to fail.

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# Tips for gaining maximum points for Module 3 essay

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**M**ODULE 3 essay questions, which appear in Section C of Paper 2, typically requires that students prepare an advertisement, a campaign, a proposal or a speech. Also, you will be asked to comment on a few of the following areas:

- Strategies to persuade.
- Appropriate tone/register.
- Media/channels to be used.
- Strategies for targeting different audiences.
- Appropriate language to be used.
- Use of appropriate verbal and non-verbal elements.
- Use of visual aids.
- Strategies for overcoming challenges/barriers in communication.

Many students confuse proposal and campaigns. A proposal is a tool used to persuade a 'customer' to buy into an idea, to purchase something or to receive funding for a project. On the other hand, a campaign is an organized, purposeful effort to create change and it should be guided by careful planning. It seeks to change behaviour, promote/endorse an event/product. An advertisement pretty much speaks for itself, as it advertises or promotes a product, service or event. A speech is a spoken address, so although you may be required to write one, bear in mind that it should be written as if it would be delivered orally.

Whatever the task, it is important to consider the context, purpose and the audience for whom the communication is intended. Here are some general strategies which can be incorporated as appropriate:

## CAMPAIGNS

- Jingles
- Road shows
- Promotion girls
- Use of paraphernalia (mugs, T-shirts, key rings)
- Billboards
- Public service announcements
- Flyer
- Posters
- Town hall meetings
- Bumper stickers
- Press briefings
- Edutainment (involving the performing arts)

- Blogs
- Celebrity endorsements
- Traditional media (radio/TV/newspaper)
- Town criers
- Social media
- Emails
- Word of mouth

Remember, you will need to justify the inclusion of every choice you make.

Note: If the question asks for strategies to evaluate a campaign which you may have discussed, the following may be useful

- Focus group discussions
- Suggestion box
- Facebook page
- Polls
- Observation (of whether there has been a change of behavior or achievement of the desired results).

Let us consider the following question from a past paper:

You are a member of the Abstinence Club at your high school. You are concerned about the small numbers of students that attend your weekly meetings. You have been asked to organise a campaign that would convince students to attend meetings.

In an ESSAY of no more than 500 words, write a proposal for your advertising campaign. Include the following:

- a) Strategies you would use to attract students to club meetings and justification for these strategies.
- b) Language varieties and registers that you would consider appropriate.
- c) The information you think must be relayed during this campaign.

**Total: 25 marks**

Note that although both campaign and proposal are mentioned in the question, it is a proposal that is required. Your ideas should flow in a coherent essay, not listed in point form. Doing this may earn you content marks, but will earn you 0/7 marks for organisation. Ensure that you explain/expound on each idea.

## ANSWERS

- i. Strategies
  - **Colourful posters:** Proclaiming the benefits of membership

and promising an interesting agenda incorporating the interest of prospective members.

■ **Music (jingles):** Played during break/lunch times encouraging abstinence – to attract and hold young people's attention

■ **Dramatic presentations (skits, role plays, mimes):** At assembly, presenting real-life scenarios on the unhappy effects of abstinence to deter them from that behaviour.

■ **Special lectures/presentations by experts:** In fields like sexual behavior, reproduction, drug abuse and lifestyle, targeting the entire population.

■ **Video presentations/films:** At special sessions, since young people enjoy visual media.

ii. Appropriate language varieties and registers

■ **A mixture of Creole, standard English and slang (used by young people):** To reflect the way students within the school and the society usually speak.

■ Creole dissemination of information in skits, jingles and posters (as it the language they commonly use) (casual/ frozen register).

■ Standard English for some posters and the lectures/presentations to help communicate the seriousness of the message (casual and consultative register).

■ Youth slang to help students to identify with the theme of abstinence (casual register).

iii. Information to be relayed

On:

■ Benefits of abstinence.

■ Risks associated with sexual or other negative activity by students.

■ Problems associated with abstinence and viable ways of overcoming them.

■ How alternatives to abstinence are not viable for a healthy lifestyle.

■ Recuperative strategies for those who have not been abstinent, but who wish to change.

Remember, the key to success in this exam is preparation, and this should include actual practice. I trust you have found these lessons useful, especially the detailed review of the essays. All the best! #SlayThatExam!!!

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