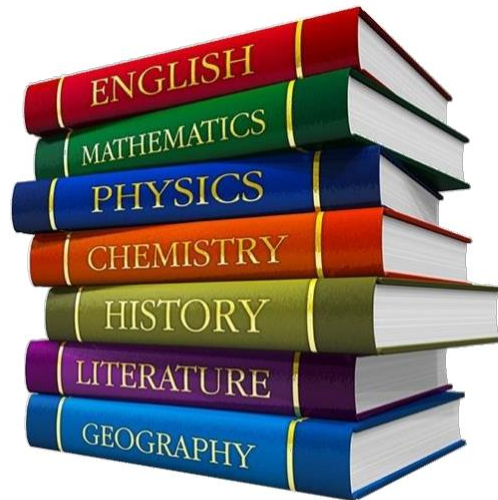




KINGSWAY HIGH SCHOOL

THIRD FORM

SUBJECT SELECTION



The Role of the Parent/Guardian

Career decision making is a process, not an event that occurs at a given time. Your child's future career will be influenced by events that start occurring in the preschool years and continue throughout life.

Here are some ways in which you can assist your child in positive career development.

1. Put God first.
2. Encourage your child to think about the question, "what will I want to do when I grow up?"
3. Talk with your child at an early age about specific careers. Encourage your child to read and ask questions about careers. Ask your child to think of alternative choices.
4. Eliminate sex bias in thinking about your child's future career. Teach your child that a person's sex doesn't matter; it is the ability that counts.
5. Don't hesitate to respond when your child asks, "what do you think I should be when I grow up?" Point out talents and interest that your child possesses and discuss jobs that are related to these areas.
6. Tell your child in a positive way about the work that you do. Neither encourage nor discourage your children from choosing your line of work.
7. Encourage your child to ask people about their jobs. If your child is interested in a particular job ask if your child can visit to see what the job actually involves. Take your child on field trips to see various people at work in factories, offices, auto repair shops, retail stores, etc.
8. Help your child explore hobbies and other leisure-time activities that are productive and useful.
9. Help your child understand how very important his/her school work will be in later job decisions.
10. Encourage your child to get involved in part-time work and voluntary services outside the home.

SUBJECT SELECTION

In order to ensure that you are accepted to the Fourth Form you must qualify for (pass) a minimum of **NINE (9)** subjects, including English Language, Bible and Personal Development at the Third Form.

Students who wish to make a subject change after entering Fourth Form **MUST** do so using the Add/Drop form after consultation with the Vice Principal. The deadline for this request will be September 30 of the Fourth Form year.

At the Fourth Form year, students are allowed to pursue a maximum of 8 subjects. At Fifth Form, students will be allowed to undertake external examination **ONLY** for those subjects recommended for by the individual subject teachers.

To pursue Chemistry, Physics, Principles of Accounts and Principles of Business the successful student must achieve an average no less than 65% in Mathematics at the end of the Third Form. In addition, students MUST obtain a passing grade in the specified subject at the Third Form to be considered eligible for continuation at the Fourth Form. (THIS IS NOT APPLICABLE FOR THE COMPULSORY SUBJECTS)

All Fourth Form students must undertake the subjects as specified below.

a. The FIVE compulsory subjects;

- English Language
- Mathematics
- Bible
- Personal Development
- Electronic Document Preparation & Management

b. FIVE other subjects selected from the option list below.

- Biology
- Chemistry
- Human & Social Biology (H.S.B.)
- Integrated Science
- Physics
- Physical Education
- Principles of Accounts (P.O.A.)
- Principles of Business (P.O.B.)
- Office Administration
- Information Technology
- Geography
- Caribbean History
- Social Studies
- Food, Nutrition & Health
- Textile, Clothing & Fashion
- Family Resource Management
- Technical Drawing
- Spanish*
- English Literature

SUBJECT SELECTION

All Fourth Form students must undertake the subjects as specified below.

c. The FIVE compulsory subjects;

- English Language Bible
- Mathematics Personal Development
- Electronic Document Preparation Management

**Denotes a subject that does not require S.B.A.*

- d.** The subjects from item (b) below are grouped and the students are asked to select one subject from a group totaling a maximum of five subjects.

- OPTION 1:** Integrated Science/Biology/Human & Social Biology
OPTION 2: Physical Education/English Literature/Principles of Business/Technical Drawing
OPTION 3: Chemistry/Social Studies /Clothing, Textile & Fashion/Geography
OPTION 4: Physics /History/ POA/ Family Resource Management
OPTION 5: Food, Nutrition and Health/Office Administration/IT/ Spanish*

Tips on School Based Assessment (S.B.A.)

1. The School Based Assessment (S.B.A.) forms a part of the final C.X.C. Exam in specific subjects.
2. The S.B.A. is designed to give the students a better opportunity of passing Specific examination with distinctions.
3. This assessment is conducted by the teachers during the fourth and fifth form years.
4. 75% of the S.B.A. must be completed before a student is considered eligible to sit the examination.
5. The value of the S.B.A. ranges from 15% – 60% of the final grade of the examination depending on the subject area.
6. **Deadline for submission of S.B.A. will be as follows;**
First Draft: Due July of the fourth form year.
Second Draft: Due September of the fifth form year.
Third Draft: Due December of the fifth form year.
Final Draft: Due the end of February of the fifth form year
7. Non Submission of SBA will result in:
 - the Record of Marks will be submitted to the Overseas Examination office indicating that the student did not submit any S.B.A.
 - disqualification from graduation.
8. **IF NO S.B.A. MARKS ARE SUBMITTED, THE STUDENT AUTOMATICALLY FAILS THE SUBJECT.**

THEREFORE

YOUR CHILD SHOULD BE DOING SBA ASSIGNMENTS AT ALL TIMES!!!!!!

KINGSWAY HIGH SCHOOL

State your career choice in order of rank.

1. First option (Career Choice)

2. Second option (Career Choice)

List subject selected below

List subject selected below

(Do not include compulsory subjects)

CHOICE 1

CHOICE 2

OPTION 1

OPTION 1

OPTION 2

OPTION 2

OPTION 3

OPTION 3

OPTION 4

OPTION 4

OPTION 5

OPTION 5

This is to certify that I/we _____ have carefully examined the course selection list with my/our child/-ward _____ consisting of the above subjects to be done along with the compulsory subjects mentioned.

.....
Signature of student

.....
Date

.....
Signature of Parent/Guardian

.....
Date

FOR OFFICE USE ONLY

Comment(s)

.....
.....
.....

.....
Signature

.....
Date

SUBJECT & CAREER OPTIONS BY DEPARTMENTS

BUSINESS DEPARTMENT

Electronic Document Preparation and Management (EDPM)

The Electronic Document Preparation and Management Syllabus is designed to equip students with knowledge and skills for jobs such as clerical assistants, administrative assistants and receptionists. The knowledge gained from this syllabus will foster personal growth and development. Further, it will enhance decision-making capabilities of students and cultivate a disciplined and ethical workforce.

The syllabus is arranged in nine modules, sub-divided into specific objectives and corresponding content.

- Module I - Keyboarding Mastery
- Module II - File Management
- Module III - Selection and Use of Stationery
- Module IV - Production - Principles
- Module V - Business Correspondence
- Module VI - Production - Display
- Module VII - Production - Tabulations and Presentations
- Module VIII - Production - Forms
- Module IX - Planning and Organization

The syllabus replaces CSEC Typewriting and uses the computer instead of the typewriter. Unlike the CSEC Information Technology Syllabus, CSEC EDPM emphasizes computer applications related to the production, filing and retrieval of documents, skills that are crucial in today's office environment.

CAREER OPTIONS: Administrative Assistant, Stenographer, Teacher, Manager, Data Entry Clerk.

Information Technology

This syllabus is designed to provide a coherent view of the significance of information in a socio-economic context. Emphasis is placed on application of knowledge and the use of the computer. This approach has been adopted in recognition of the impact that changes in the availability of information can have on the educational process. The focus is on getting students to develop skills for life in an increasingly technological world, rather than on students absorbing a myriad of seemingly unrelated facts which may have only short term relevance.

The syllabus aims to provide the kind of practical experience which includes an element of discovery, and fosters self-confidence, together with the practical skills that will prepare students to meet the region's need for greatly increased productivity and cost effective procedures. The syllabus has been organized to offer certification at the General Proficiency only.

The syllabus is organised under eight main sections.

1. Fundamentals of Hardware and Software
2. Problem-Solving and Program Design
3. Program Implementation
4. Applications and Implications of Information and Communications Technology
5. Information Processing
6. Word-processing, Presentation and Web Page Design
7. Spreadsheets
8. Database Management

CAREER OPTIONS: Computer Programming, Computer Analyst, Teacher, Engineer, Data Entry Clerk.

Office Administration

This Office Administration Syllabus is designed to provide students with the knowledge and the technical and inter-personal skills to function, effectively, within a modern office environment. The syllabus aims to provide students with opportunities for immediate access to entry-level positions as clerical assistants, receptionists, record management clerks, accounting clerks and factory and dispatch clerks. The syllabus adopts a practical approach, aimed at equipping students with the technical and professional skills to perform, effectively, and for mobility as administrative support personnel within an organization. Further, the syllabus seeks to nurture and improve students' social and personal management skills that will foster the development of a positive work ethic. In addition, the syllabus provides the foundation for students desirous of furthering their education in any field related to business.

The syllabus is arranged in 12 modules, sub-divided into specific objectives and corresponding content.

- | | |
|-------------|---|
| Module I | - Office Orientation |
| Module II | - Communication |
| Module III | - Records and Information Management |
| Module IV | - Reception and Hospitality |
| Module V | - Meetings |
| Module VI | - Travel Arrangements |
| Module VII | - Human Resources |
| Module VIII | - The Accounts Office |
| Module IX | - Purchasing and Stock Control |
| Module X | - Sales and Marketing |
| Module XI | - The Factory, Dispatch and Transport Offices |
| Module XII | - Recruitment and Orientation |

CAREER OPTIONS: Teacher, Office Manager, Supervisor, Marketing Officer, Recruitment Officer, International Relation, Labour & Employment Relation, Management Studies, Public Sector Management, Social Policy and Administration.

Principles of Accounts

Principles of Accounts is a course of study that provides an introduction to the principles and techniques that accountants employ in measuring, processing, evaluating and communicating information about the financial performance and position of a business.

The course in Principles of Accounts helps students to develop an understanding of a range of theoretical and practical techniques used in accounting. It helps to develop skills that should enable them to participate more effectively and responsibly in today's business environment, to improve the management of personal financial activities, such as, budgeting, savings and investment. In addition, this course prepares students for post-secondary and professional studies in accounting.

The syllabus is arranged in 14 sections consisting of specific objectives and related content.

- Section 1 - Introduction to Principles of Accounts
- Section 2 - The Classified Balance Sheet
- Section 3 - Books of Original Entry
- Section 4 - Ledgers and the Trial Balance
- Section 5 - The Preparation and Analysis of Financial Statements of the Sole-trader
- Section 6 - End of Period Adjustments
- Section 7 - Control Systems
- Section 8 - Incomplete Records
- Section 9 - Accounting for Partnerships
- Section 10 - Accounting for Corporations (Limited Liability Companies)
- Section 11 - Accounting for Co-operative Societies
- Section 12 - Accounting for Non-Trading (Non Profit) Organizations
- Section 13 - Manufacturing Accounts
- Section 14 - Payroll Accounting

CAREER OPTIONS: Teacher, Banking, Accountant, Financial Controller, Manager, Auditor, Entrepreneur, Finance, Economics, Statistician, Management Studies, International Relation, Political Science, Public Sector Manager.

Principles of Business

Principles of Business focuses on the theoretical and practical aspects of business activities. It provides a framework to assist in more informed decision-making by individuals in their role of producers or consumers.

An understanding of business principles in this course of study prepares students to become productive members of society. The syllabus provides opportunity for students to develop entrepreneurial and managerial skills necessary to survive and prosper in a local, regional and global dynamic business environment.

The Principles of Business Syllabus engages students in conducting research which helps to improve their communication and critical thinking skills and creates an awareness of business ethics and social responsibilities.

The syllabus is arranged in into 10 sections consisting of specific objectives and related content.

Profile Dimension 1 - Organizational Principles

Section 1 - The Nature of Business

Section 2 - Internal Organizational Environment

Section 3 - Establishing a Business

Section 4 - Legal Aspects of Business

Profile Dimension 2 – Production, Marketing and Finance

Section 5 - Production

Section 6 - Marketing

Section 7 - Business Finance

Profile Dimension 3 - The Business Environment

Section 8 - Role of Government in an Economy

Section 9 - Social Accounting and Global Trade

Section 10 - Regional and Global Business Environment

CAREER OPTIONS: Manager, Business Administration, Banking, Import/Export, Retail and Wholesale Business, Marketing Consultant, Office Manager, International Relation, Labour and Employment Relation, Management Studies, Political Science, Public Sector Management, Social Policy and Administration.

HUMANITIES DEPARTMENT

Caribbean History

History as a discipline has three aspects - its content, its organising principles and its methods of enquiry. The substantive content of Caribbean History is the activities of the peoples of the islands from the Bahamas to Trinidad as well as those of the peoples of Belize and Guiana, from the coming of the Indigenous Americans to the present.

The methods of studying history, the remaining aspect of the discipline, have determined the aims and objectives stated in the syllabus. In the course of their work, historians raise questions, formulate hypotheses, gather evidence from a variety of data sources, collate and interpret information, make judgments draw conclusions and report their findings. The student activities implied by the aims and objectives of the syllabus are directly related to the procedures used by historians in the study of their discipline.

Thus, the objectives of the syllabus were derived from considerations of the nature of history as well as from the perceived needs and interests of students within the Caribbean community. These objectives have informed the evaluation procedures and have the further attribute of suggesting a variety of appropriate teaching approaches; project work, individual enquiry and research, creative representations and such traditional techniques that have helped develop historical understanding in students.

CAREER OPTIONS: Teacher, Historian, Manager, Lawyer, Journalist, Anthropologist, Archivist, Archaeology, Museum Curator, Philosophy, Social Worker, Sociologist, Psychologist.

Geography

Geography is concerned with spatial expression, human and natural systems and the interrelationships between them. It facilitates an understanding of both the issues emerging from human exploitation of natural resources and how natural resources may be managed to assure sustainability. It contributes to an awareness and understanding of the natural environment and fosters an appreciation of its sustainability. It also encourages the development of a sense of responsibility in using and conserving the natural resources of the planet.

Spatial expression and map reading skills are essential to a study of the subject. These skills enable an individual to operate better in space by being able to establish a location and an orientation whether inside a town or a rural area, or on a mountainside and to be able to read the landscape as well as assess the forces which have shaped them.

The study of Geography, therefore, prepares an individual not only for a career in fields such as environment planning and management, international relations and geographical information systems, but also helps to develop skills that contribute to more meaningful and enjoyable travel and related leisure activities.

The Geography Syllabus, though not limited to a study of the Caribbean, focuses on areas of study that are particularly relevant to Caribbean students. The syllabus utilizes Field Studies to concretize the link between the subject matter of Geography and the methods of investigation associated with it. Students have an opportunity to observe experience, reflect on, and draw conclusions about the intricate interdependence and inter-relationships that comprise the human and natural systems.

The syllabus is organized under four main sections, namely, Map Reading and Field Study; Natural Systems; Human Systems and Human-Environment Systems.

CAREER OPTIONS: Geologist, Teacher, Museum Curator, Earth Science, Materials Science, Marine Ecology, Meteorologist.

Social Studies

Social Studies contribute to the effective development of the learner by increasing personal and social awareness, and by placing emphasis on values as well as on social and interpersonal relationships. In addition, it introduces students to concepts from the various social science disciplines and enables them to recognize the significance of these experiences as they seek to understand more about themselves and the complex social relationships of which they are a part. An interpretation of this kind makes the Social Studies programme not only relevant to the learners but also facilitates the smooth transition of the student from secondary to tertiary education and to the wider society.

The continued development of the Caribbean region will depend on the individual's understanding of his or her roles and responsibilities in families, groups, social institutions, government, sustainable development and use of resources, the regional integration process and global issues. These are critical to the individual's personal development and the social, political and economic well-being of his or her country and region.

This syllabus seeks to ensure that students develop the necessary skills and at the same time introduces them to knowledge of social phenomena that may enhance their effectiveness as social participants in the Caribbean community. It is also intended that, through the syllabus, the process of valuing would be made conscious so that persons become aware of their position, thus enabling them to bring conscious criteria to bear on their choices as social participants.

Although the main focus of the syllabus is the Caribbean, opportunities have been provided for the treatment of international issues which have a bearing on Caribbean development.

The Syllabus content is organized into three major sections. Students are required to complete Sections A and B and one Option from Section C.

Section A - Individual, Family and Society

Section B - Sustainable Development and Use of Resources

(i) Development and Use of Resources

(ii) Regional Integration

Section C - Options

C1 - Communication

C2 - Consumer Affairs

C3 – Tourism

CAREER OPTIONS: Teacher, Sociologist, Lawyer, Journalist, Psychologist, Archivist, Archaeology, Museum Curator, Philosophy, Social Worker, Public Sector Manger, Politician, Management Studies, Social Policy and Administration

LANGUAGE DEPARTMENT

English

Students explore receptively and expressively three major literary modes, Drama, Poetry, and Prose Fiction, in order to become aware of the many functions and purposes of language. In doing so, they discover that the four facets of language arts, namely, listening, speaking, reading and writing, are closely linked together and are interdependent.

The English Syllabus is organized for examination as English A and English B. The former emphasizes the development of oral and written language skills among students through a variety of strategies. The latter provides opportunities for students to explore and respond critically to specific literary texts as they observe and appreciate the author's craft.

CAREER OPTIONS: Teacher, Reporter, Journalist, Mass Communication, Lawyer, Public Relation Officer, Advertising & Information Officer, Playwright, Novelist, Author/Writer Editor, Publisher, Actor.

Foreign Languages

The Modern Languages Syllabus focuses on developing students' ability to communicate in two of the languages in use in the Caribbean region. As students develop the competence to listen, speak, read and write in French and Spanish and interpret aspects of the culture in which the languages are embedded, they acquire the means to facilitate deeper interaction with our Caribbean neighbours. The topics selected for the syllabus reflect areas of interest to secondary school students. Language learning, therefore, provides an opportunity for students to compare their own experiences with those of their peers in Francophone and Hispanic Caribbean countries.

CAREER OPTIONS: Teacher, Interpreter, Diplomat (working with agencies, eg. UN, OAS, UNDP, etc.), Travel Agency Worker, Worker in Tourism, Ministry of Foreign Affairs and in the export trade.

MATHEMATICS & SCIENCE DEPARTMENT

Biology

Biology explores the levels of organization of life, from the molecular level, through cellular to higher levels. It includes developing an understanding of the interactions within and between organisms and between organisms and their environment. The study of biology recognizes, however, that humans have a greater influence on the environment than other species. The study of biology, therefore, is designed to assist students to recognize their responsibility to conserve, protect, maintain and improve the quality of the biological environment for future generations.

The Biology Syllabus is designed to allow students to work individually and with others in practical, field and interactive activities that are related to theoretical concepts in the course. It is expected that students will apply investigative and problem-solving skills, effectively communicate scientific

information and appreciate the contribution that a study of biology makes to their understanding of the world. The syllabus will assist students to develop positive values and attitudes towards the living components of the environment and will also provide a sound foundation for those who wish to pursue further studies in the sciences.

The syllabus is arranged in five sections as follows:

Section A - Organisms in the Environment

Section B - Life Processes

Section C - Continuity and Variation

Section D - Disease and its Impact on Humans

Section E - The Environment and Human Activities

SBA consists of a minimum of 18 experiments spanning the range of topics covered. This contributes 20% of the overall C.X.C. grade.

CAREER OPTIONS: Teacher, Biologist, Biochemist, Doctor, Dentist, Veterinarian, Zoologist, Botanist, Microbiologist, Fisheries & Forestry, Medical & X-ray Technologist, Agriculture, Nursing, Public Health, Pathologist, Biotechnology, Environmentalist, Aquaculture Technologist, Pest Management, Marine Biologist.

Chemistry

Chemistry is concerned with the physical and chemical properties of substances and the interaction of energy and matter. Principles of Chemistry are applied to the search for solutions to societal concerns and problems, including the depletion of known sources of energy, the extinction of some species through environmental pollution and the struggles of humans to create the conditions for sustainable development.

The study of Chemistry involves an investigation into chemical reactions and processes. The discipline attempts to explain and predict events at the atomic and molecular level. The study of chemistry, therefore, provides students with an understanding of the nature of matter and the behaviour of substances.

The Chemistry Syllabus is designed to allow students to work individually and with others in practical, field and interactive activities that are related to theoretical concepts in the course. It is expected that students will apply investigative and problem-solving skills, effectively communicate scientific information and appreciate the contribution that a study of chemistry makes to their understanding of the world. The syllabus will assist students to develop positive values and attitudes towards the environment and will also provide a sound foundation for those who wish to pursue further studies in the sciences.

The syllabus is divided into three sections:

Section A - Principles of Chemistry

Section B - Descriptive Chemistry

1. Organic Chemistry
2. Inorganic Chemistry

Section C - Chemistry in the Home

SBA consists of a minimum of 16 experiments spanning the range of topics covered. This contributes 20% of the overall C.X.C. grade.

CAREER OPTIONS: Teacher, Chemical Engineer, Biochemist, Environmentalist, Medicine, Food Chemist, Pharmacology, Pharmacist, Pest Management, Astronaut.

Human and Social Biology

The Human and Social Biology Syllabus is designed to allow students to work individually and cooperatively, utilizing theoretical concepts of the course in interactive and practical activities. Students are expected to apply investigative and problem solving skills, be effective in communicating scientific knowledge and demonstrate an appreciation for all living organisms in their environment.

The syllabus provides students with a foundation for further study in fields where an understanding of the structure and functioning of the human body and the application of biological principles to the maintenance of health have relevance. It also helps to provide students with knowledge and skills that are important for maintaining a healthy lifestyle.

The syllabus is organized under five main sections:

Section I - Living organisms and the environment

Section II - Life processes

Section III - Heredity and variation

Section IV - Disease and its impact on humans

Section V - The impact of human activities on the environment

CAREER OPTIONS: Teacher, Nurse, Environmentalist, Dietician, Public Health.

Integrated Science

The syllabus is based on four themes – The Organism, The Home/Workplace, Recreation and Transport – chosen because they adequately represent the common areas of human activity and experience. These themes form the unifying points of the syllabus which should therefore be seen as a coherent unit; one should not attempt to identify within its separate science subjects. Integrated Science (Single Award) is a subject in its own right, rather than one comprising sections of Physics, Chemistry and Biology. Indeed, if such distinctions were made, other components such as Earth Sciences and Meteorology would also be recognized.

The Integrated Science Syllabus is intended to contribute to the science education needs of secondary level students in the following groups:

i. those whose abilities, aptitudes and choice of courses will allow them to pursue only one science subject, or who wish to pursue a science course in the interest of a rounded general education;

ii. those who study science-related subjects such as Home Economics and Agricultural Science, or who intend to go on to studies at the tertiary level.

SBA consists of a minimum of 24 experiments spanning the range of topics covered. This contributes 20% of the overall C.X.C. grade.

CAREER OPTIONS: Teacher, Nurse.

Mathematics

The guiding principles of the Mathematics Syllabus direct that Mathematics as taught in Caribbean schools should be relevant to the existing and anticipated needs of Caribbean society, related to the abilities and interests of Caribbean students and aligned with the philosophy of the educational system. These principles focus attention on the use of Mathematics as a problem solving tool, as well as on some of the fundamental concepts which help to unify Mathematics as a body of knowledge. The syllabus explains general and unifying concepts that facilitate the study of Mathematics as a coherent subject rather than as a set of unrelated topics.

Every citizen needs basic computational skills (addition, subtraction, multiplication and division) and the ability to use these mentally to solve everyday problems. All citizens should recognize the importance of accuracy in computation as the foundation for deductions and decisions based on the results. In addition, the citizen should have, where possible, a choice of mathematical techniques to be applied in a variety of situations. A ‘range of mathematical techniques’ is therefore, specified in recognition of the need to accommodate different levels of ability. Citizens need to use Mathematics in many forms of decision-making: shopping, paying bills, budgeting and for the achievement of personal goals: critically evaluating advertisements, taxation, investing, commercial activities, banking, working with and using current technologies, measurements and understanding data in the media. Improving efficiency and skills in these matters will be beneficial to the community as well as to the individual.

The syllabus seeks to provide for the needs of specific mathematical techniques in the future careers of students, for example, in agriculture and in commercial and technical fields. By the end of the normal secondary school course, students should appreciate that the various branches of Mathematics are not rigidly segregated and that the approach to the solution of any problem is not necessarily unique.

CAREER OPTIONS: Teacher, Actuarial Scientist, Engineer, Electronics, Economist, Statistician.

Physics

Physics is concerned with systems, laws, models, principles and theories that explain the physical behaviour of the universe. Physics is regarded as a fundamental scientific discipline since all advances in technology can be traced, either directly or indirectly, to these fundamental physical laws and theories. The study of Physics provides students with knowledge and understanding of how the principles of Physics are applied to the development and production of machines and devices that contribute to the technological advance of societies.

The Physics Syllabus is designed to allow students to work individually and with others in practical, field and interactive activities that are related to theoretical concepts in the course. It is expected that students will apply investigative and problem-solving skills, effectively communicate scientific information and appreciate the contribution that a study of physics makes to their understanding of the world. The syllabus will assist students to develop positive values and attitudes towards the physical components of the environment and will also provide a sound foundation for those who wish to pursue further studies in the sciences.

The syllabus is arranged in six sections, namely:

- A. Physical Measurements and Units
- B. Mechanics
- C. Thermal Physics and Kinetic Theory
- D. Waves and Light
- E. Electricity and Magnetism
- F. The Physics of the Atom

SBA consists of a minimum of 16 experiments spanning the range of topics covered. This contributes 20% of the overall C.X.C. grade.

CAREER OPTIONS: Teacher, Electronics, Engineer, Material Science, Communications, Astronaut, Medicine.

VOCATIONAL STUDIES DEPARTMENT

Home Economics Management

Home Economics makes a contribution to the whole curriculum when it is viewed as a design for successful living, personal development, technical expertise and career opportunities for both boys and girls. Home Economics also provides the opportunity to utilize modern technology for developing the skills and capabilities necessary for meeting the demands in the world of work. Home Economics can produce well rounded, informed citizens.

Home Economics is offered for examination in three disciplines, namely, Family Resource Management, Textile, Clothing & Fashion and Food, Nutrition & Health. The disciplines offered articulate with tertiary level education programmes, which allow students to acquire skills for advanced learning and for industry and business.

The syllabus for Family Resource Management is designed to enable students to develop knowledge, attitudes and skills to manage available resources to attain family goals. The course of study is intended to provide students with a range of management capabilities, including problem-solving, decision-making, management and practical skills to assist them in leading more effective lives, as individuals and as members of a community.

The syllabus for Textile, Clothing & Fashion is designed to enable candidates to make intelligent decisions about the choice and importance of clothing and other sewn products, to acquire skills that enable them to produce these products and to utilize the acquired skills for employment and leisure.

The syllabus for Food, Nutrition & Health is intended to provide opportunities for the development of skills in the planning, preparation and presentation of foods. This is a basic requirement for health and well being. In addition, the course provides an understanding of the nature of food and the principles of nutrition.

SBA - 3 practical school based assessment that are weighted equally

- 1st and 3rd - Examined internally by the teacher, summer term of the 4th form, Easter term of 5th form
- 2nd - examined by external examiner during Christmas term of 5th form year

CAREER OPTIONS

Family Resource Management	Gerontologist, First aider, Consumer agent, Child care nurse, Family Life specialist, Housekeeper, Housing consultant
Textiles, Clothing & Fashion	Dressmaker, Interior Designer, Pattern making, Colour consultant, Theatrical consumer, Fashion merchandiser, Fashion consultant, Fabric designer, Weaver, Machinist
Food, Nutrition & Health	Food advertising, Food & Beverage manager, Food technologist, Restaurant manager, nutritionist, food tester, caterer, chef

Technical Drawing

The Technical Drawing course is an integral component of the Technical/Vocational Education (TVET) programme offered by the Council. The syllabus is examined for certification at the General Proficiency and candidates have the option of using either the Traditional Drawing Method (drawing board and tee square) or Computer-Aided Drafting method/applications to complete the objectives of the syllabus. The syllabus is divided into three Units, namely, Plane and Solid Geometry; Building Drawing and Mechanical Engineering Drawing. Candidates are required to complete the Unit on 'Plane and Solid Geometry' and select either the Unit on Building Drawing or the Unit on Mechanical Engineering Drawing.

CAREER OPTIONS: Teacher, Architect, Engineer, Building Contractor.