



**The Commonwealth of The Bahamas**

**Bahamas Junior Certificate Examination**



**SOCIAL STUDIES SYLLABUS**

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**Ministry of Education**

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# BJC EXAMINATION SOCIAL STUDIES SYLLABUS

## INTRODUCTION

The Bahamas Junior Certificate Examination in Social Studies is an examination for students completing grade nine. It is at this point where teachers can effectively evaluate the learning which has taken place and make the adjustments where necessary.

Social Studies in particular, is a synthesis of the Social Sciences. Its primary focus is the study of man - the individual and his interaction with the various groups to which he belongs.

The inclusion of Social Studies as a part of general education in the secondary school curriculum derives from the assumption that adequate provision should be made for enabling students to gain the knowledge and skills of effective social participants.

Effective social participation should be based on:

- (i) fostering attitudes and identifying values;
- (ii) being informed by a sense of commitment to the development of the community;
- (iii) a deliberate choice of ways and means to accomplish a clearly perceived objective.

Social Studies also contributes 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 offers young people the opportunity to recognize the significance of their experiences as they seek to understand more about themselves and to become more aware of the complex social relationships of which they are a part. An interpretation of this kind makes a Social Studies programme relevant to all learners and creates a needed bridge between school and society.

This syllabus seeks to ensure that students develop the necessary skills, and to introduce them to such knowledge of social phenomena as may enhance their effectiveness as social participants in the Bahamian Community.

Although the main focus of the syllabus is Bahamian History, Geography and Civics, opportunities have been provided for the treatment of international issues which have a bearing on Bahamian development.

## GENERAL OBJECTIVES

The Social Studies programme is designed to educate the student about his past, prepare him to take his place in the future, and to enable him to accept those things in his environment which he cannot change and to learn to make allowance for the differences which he finds in human beings. The syllabus therefore, aims to allow each student to:

1. acquire a general knowledge and understanding of Bahamian Society through the instruments of History, Geography, and allied Social Sciences.
2. examine ways in which people have come to govern themselves and brought order to their society.
3. examine civic principles and practices which provide the foundation for the Social Studies programme.
4. recognize oneself as a unique human being who has a positive contribution to make to society.
5. recognize the interdependence of The Bahamas on other nations.
6. examine the physical system changes, such as weather and exploration between people and their environment.
7. develop a pride in his own national symbols, institutions and customs.
8. understand and record information and ideas using verbal and non-verbal methods.
9. acquire an appreciation of the contribution of different groups to the development of The Bahamas.
10. identify key concepts worthwhile in Social Studies.
11. have a knowledge of and an appreciation for, the efforts of the Bahamian pioneers in nation building.
12. use coherent and conscious processes as the principal means of arriving at a decision.
13. develop a commitment to, and skills in, social participation and social action.

It is most important to note that the Bahamas Junior Certificate Examination caters to every ability level and is geared toward success with 85% of the students. This examination tests what the students know, understand and can do. Hence, the syllabus seeks to provide students with skills which will be relevant in the classroom and also when they enter the working environment.

## **ASSESSMENT OBJECTIVES**

Knowledge  
Interpretation  
Application  
Empathy

All students should be able to:

1. recall facts, terms, concepts and principles.
2. understand and explain concepts and give information presented in different forms.
3. use material learned in new situations and show competence in evaluating information, organizing ideas and making decisions.
4. demonstrate the ability to reveal empathetic understanding with individuals and societies in their social setting.

### **A. Knowledge**

Recall information from reference materials

- written sources
- graphs
- maps
- pictures
- visits
- resource persons



### **B. Interpretation**

1. Present data in different forms
  - graphs
  - diagrams
  - continuous prose
2. Report activities clearly, logically and precisely.
3. Draw logical conclusions from given data.

### **C. Application**

1. Evaluate information to assess accuracy, adequacy, objectivity, relevance.
2. Recognize underlying assumptions and values.
3. Make a defensible decision.
4. Analyze information from different sources.
5. Classify and organize information after analysis.
6. Extrapolate, deduce, generalize information from new situations.

### **D. Empathy**

1. Reveal how people in the past world looked at issues and events.
2. Judge events in the past.
3. Comment on events in the past from the point of view of those who lived at the time of the events.
4. Show how problems in the past were capable of being looked at in different ways by the people at that time.

## SCHEME OF ASSESSMENT

The BJC Social Studies Examination will consist of two (2) papers.

### **PAPER ONE - COURSEWORK**

This component of the BJC requirement is work that is undertaken by the students during the 8th and 9th grades. Coursework may take one of the following forms.

A. Four set assignments related to a common theme assigned by the teacher.

**OR-**

B. Portfolio style - a selection of the student's best assignments.

The approach is similar to the BGCSE coursework assignments in History and Geography. Coursework can provide flexibility needed for assessments across a wide ability range through candidates being presented with tasks appropriate to their individual levels of ability. The teacher is advised to guide the students, or in the case of the weaker candidate, assign the topics structured according to the assessment objective to be tested. All topics must be taken from the syllabus.

### **PAPER TWO - THE WRITTEN PAPER**

Consisting of FOUR sections, this PAPER covers Bahamian History, Geography, Civics and Social Issues.

**Section A** consists of FIFTY multiple choice questions. These questions will be taken from all parts of the syllabus. The overall objective aims to test the candidates' ability to recall, comprehend and apply knowledge.

**Section B** consists of TEN matching questions which cover the Map of the World. This section contains a variety of physical and political features to be matched with their names (the features are marked on the map).

**Section C** consists of TEN completion questions which deals with the Map of The Bahamas. It tests the candidates' ability to complete sentences using a word or words given either from civic exercises, map work, or Bahamian History.

**Section D** consists of FIVE structured questions. Question ONE is compulsory and candidates have a CHOICE of TWO others. The candidates are expected to study photographs, cartoons, drawings and read passages on Bahamian topics. Using their background knowledge and information from the sources, they are expected to answer four questions set on the content of the sources.

## PAPER 1 - COURSEWORK/ PORTFOLIO

### Set Assignments:

A - Four assignments each set on one objective, and divided in two parts.

- (a) Assignments one and two test objectives one and two.
- (b) Assignments three and four test objectives three and four.

N.B. Questions may be subdivided into a number of smaller parts structured to a common theme.

Assignment (a) must be completed in class.

Assignment (b) must be given as a research task.

OR

### The Portfolio Style:

B - Six assignments selected as connecting pieces from a particular unit or topic. The pieces are collected over a period of time on an ongoing basis to show students' progress, efforts and achievements. Each of the six assignments submitted for assessment should measure a specific objective. One assignment for objective 1, one for objective 2, two assignments for objective 3 and two for objective 4.

## PAPER 2 - WRITTEN TEST (2 hours)

SECTION A - 50 MULTIPLE CHOICE ITEMS

SECTION B - 10 MATCHING ITEMS

SECTION C - 10 COMPLETION ITEMS

SECTION D - 5 STRUCTURED QUESTIONS

PAPER	DURATION	DESCRIPTION	WEIGHTING
1	2nd term of 8 <sup>th</sup> grade to 1st term of 9 <sup>th</sup> grade	COURSEWORK/PORTFOLIO  4 pieces of assigned tasks or 6 assignments from portfolio	40 %
2	2 hrs.	WRITTEN PAPER	60 %
A		Multiple Choice	30 %
B		Matching	6 %
C		Completion	6 %
D		Structured questions	18 %



**SPECIFICATION GRID**

This grid shows which skills will be tested in each of the papers presented in the examination.

**SPECIFICATION**


<b>PAPERS</b>	<b>OBJECTIVE 1</b>	<b>OBJECTIVE 2</b>	<b>OBJECTIVE 3</b>	<b>OBJECTIVE 4</b>
<b>PAPER I</b>	*	*	*	*
<b>PAPER II</b>				
<b>SECTION A</b>	*			
<b>SECTION B</b>		*	*	
<b>SECTION C</b>		*	*	
<b>SECTION D</b>		*	*	*

## SUBJECT CONTENT

### Topic 1: Mapping and Map Related Skills

- (a) Differences between a map and globe
- (b) Directions
  - The four cardinal points
  - The eight points of the compass
  - Bearings
- (c) Definitions
  - Landforms, e.g. continent, island, etc.
  - Bodies of water, e.g. ocean, sea, river
  - The Earth's surface, e.g. mountains
- (d) Symbols
  - Definition
  - Common symbols, e.g. capital city, road
  - Map, key and legend
- (e) Map Scales - Definition
  - Types of Scales
  - Word Scale
  - Linear Scale
  - Representative Fraction
  - Ratio
  - Measurement and Use
- (f) Location - Lines of Latitude and Longitude
  - Definition
- (i) Latitude - Definition
  - Important lines of latitude
- (ii) Longitude - Definition
  - Important longitudinal lines
  - Longitude and Time
  - Location and Importance of the International Date Line
  - Locating cities and countries using latitude and longitude lines

(g) Maps

- Types → physical and political
- Map of The Bahamas
  - (i) Land features, islands, cays, settlements - etc
  - (ii) Water features, lakes, channels - etc
- Map of the World
  - (i) Land features, continents, peninsulas - etc
  - (ii) Water features, oceans, seas, rivers - etc
- Definition and location of continents
- Location of countries
- Location of land features and bodies of water
- Common symbols e.g. mountain (  $\wedge\wedge\wedge$  ), river (  )
- Drawing a map using symbols

**Topic 2      The Solar System**

(a) The Earth

- Shape and size
- Planets - all name in order from the sun

(b) Movement of the Earth

- Rotation
  - (i) Definition
  - (ii) Results, e.g. day and night, tides
- Revolution
  - (i) Definition
  - (ii) Results, e.g. year, seasons

**Topic 3      Climate and Weather**

- (a) Types, e.g. hot (Tropical), warm (Temperate), cold (Polar)
- (b) Label the types of climate on a given map
- (c) Description of climate types
  - (i) vegetation
  - (ii) everyday living, e.g. dress, housing, food, transportation
- (d) Definition of Weather and Climate
  - Precipitation
  - Humidity
  - Wind Speed and Direction
  - Air Pressure
  - Temperature
  - Cloud Cover
  - Sunshine

(e) Elements of Weather - Sunshine

- Wind Speed and Direction
- Rainfall
- Cloud Cover
- Temperature
- Air Pressure
- Humidity

(f) Measuring and recording the various elements

- Rainfall - rainfall gauge
- Temperature - thermometer
- Wind Direction - wind vane
- Wind Speed - anemometer
- Humidity - use of the hygrometer
- Air Pressure - use of the barometer
- Cloud Cover - symbols
- Sunshine - sunshine recorder
- Purpose of the Stevenson Screen

(g) Climatic Zones

- Equatorial - (Characteristics)
- Temperate "
- Polar "
- Tundra "
- Desert "
- Warm Temperature "
- Map Work (Climate & Climate Zones)

(h) Vegetation in various areas

- Equatorial
- Temperate
- Polar
- Warm Temperature
- Desert
- Tundra

(i) Climatic effects on man

- Population
- Housing
- Clothing
- Industry
- Types of Food

## Topic 4 Industries

### (a) Types:

- Primary, fishing, farming - etc
- Secondary, manufacturing-shoes, Blanco - etc
- Tertiary, tourism, banking - etc ..

### (b) Farming - (Definition)

- Types
  - (i) Subsistence - definition
  - (ii) Commercial - definition
- Types of farms
  - (i) dairy
  - (ii) grain
  - (iii) poultry
- Farming Areas
  - (i) New Providence
  - (ii) Central Bahamas
  - (iii) Southern Bahamas

### (c) Other Industries

- Early industries e.g. boat-building, sisal, pineapple, sponge
- Reason for failure
- Other industries e.g. Bacardi Co. Ltd., Oil
  - Primary: mining - salt, aragonite
  - Secondary: (a) manufacturing, (b) canning, (c) light industries
  - Tertiary: (a) Tourism, (b) Banking, (c) Role of the Central Bank of The Bahamas
- Farming Methods
  - (i) shifting cultivation
  - (ii) pot-hole
  - (iii) advanced technology, e.g. hired labour, modern equipment (planes, tractors)
- Tools and Equipment
- Marketing strategies / methods
  - Advantages and Disadvantages

### (d) Fishing - (Definition)

- Types
  - (i) Subsistence
  - (ii) Commercial
  - (iii) Sport
- Areas, e.g. banks, shoals, shore
- Methods
  - (i) Legal, e.g. hook & line, traps
  - (ii) Illegal, e.g. longline, dynamite



- Marketing
    - (i) cold storage
    - (ii) sale to fish houses, restaurants
    - (iii) exports
  - Advantages and Disadvantages
- (e) Tourism
- Definition
  - History
  - Types of tourism
    - (i) Foreign
    - (ii) Domestic
    - (iii) Eco tourism
  - Types of tourists
    - (i) Transit
    - (ii) Cruise
    - (iii) Stopover
    - (iv) One day
  - Tourist Attractions
  - Effects of Tourism, e.g. advantages, disadvantages
  - How Government helps in development of tourism

- (f) Banking
- Definition
  - Basic history of banking in The Bahamas
  - Importance of banking to The Bahamas, e.g. revenue, foreign exchange, Bahamas status as tax haven
  - Purpose-provide services e.g. savings, loans

## **Topic 5 Education**

- (a) Definition
- purpose and importance
- (b) Types
- primary
  - secondary
  - tertiary
  - technical and vocational
- (c) Schools / Government and Private
- Pre-school
  - Primary Schools
  - Secondary Schools
  - Technical and Vocational Schools
  - The College of The Bahamas

(d) **Examinations**

- Grade Level Assessment Tests (GLAT)
- The Bahamas Junior Certificate (BJC)
- Pitman Examinations
- The Bahamas General Certificate of Secondary Education (BGCSE)

N.B. No detail necessary when teaching this topic (6).

**Topic 6 Bahamian History**

(a) **Arawaks - Lifestyle**

- Dress
- Food
- Home
- Religion
- Government
- Occupation
- Recreation
- Extinction

(b) **The Renaissance - Definition**

- It's influence upon early European explorers
- Achievements of
  - (i) Copernicus
  - (ii) Galileo
  - (iii) Leonardo da Vinci
  - (iv) Michelangelo

(c) **Columbus' first Voyage**

- Reasons why Europeans sailed West, e.g. for land
- Reasons why Columbus sailed West
- How he financed his voyage
- Details of his first voyage
- Islands he discovered

(d) The Eleutheran Adventurers

- Who they were
- Where they came from
- Why they settled in The Bahamas
- Events in Eleuthera and the ultimate failure of the scheme, e.g. problems
- Consequences

(e) Proprietary Government

- Definitions of Proprietor and Proprietary Governor
- Differences between Proprietors and Proprietary Governors
- Why Proprietary Government was established
- Detailed look at the power of the Proprietors
- Proprietary Government (successes and failures)
- Difficulties facing The Bahamas at the time

(f) Buccaneers and Pirates

- Definitions of Buccaneers and Pirates
- Why they came to The Bahamas
- Origins and Lifestyle of Sir Henry Morgan, Blackbeard, Anne Bonney, Stede Bonnet, Henry Read
- Differences between Buccaneers and Pirates
- Why was Proprietary Government brought to an end

(g) Crown Colony Government

- Definitions of Government and Crown Colony Government
- Introduction of Crown Colony Government
- Conditions in New Providence

(h) Woodes Rogers

- Woodes Rogers' accomplishments, e.g. House of Assembly established, and problems experienced during his first term
- Governor Phenny's contributions, and the problems he encountered during his tenure as Governor
- Difficulties faced during Rogers' second term and how he tried to solve his problems
- Importance of Woodes Rogers

(i) The Loyalists

- Causes of the American War of Independence and its effects on The Bahamas
- Who were the Loyalists
- Why the Loyalists came to The Bahamas
- Loyalist Settlement
- Contributions to the Bahamian society
- The Cotton plantation
- The start of journalism - The Gazette
- Loyalists effect on The Bahamas
  - (i) socially, e.g. population increase
  - (ii) physically, e.g. improved infrastructure
  - (iii) economically, e.g. increased revenue

(j) Slavery in The Bahamas

- Definitions of "slave" and "slavery"
- Africa before the slave trade
- West African Kingdoms - Ghana, Mali, Songhai
- Organization and Treatment of slaves in The Bahamas
- Compare and contrast slavery in The Bahamas to that elsewhere in the Caribbean
- Definition of terms e.g. Emancipation
- The Emancipation Act - reasons for it
- Three abolitionists and their contributions to the anti-slavery movement
- Arguments used for and against slavery

(k) The American Civil War and Blockade Running

- Definition of "civil war" and "blockade"
- Causes, events and effects on The Bahamas
- Running the Blockade

(l) The Depression Years

- Why Bahamians turned to wrecking
- Rules governing the industry
- Why it failed
- Effects on The Bahamas
- Identify the commercial products tried and account for the development, success or failure of each, e.g. sisal, pineapple, tomatoes, tobacco, citrus, sponging

(m) Prohibition and Bootlegging

- Definition(s) of prohibition and bootlegging
- Causes e.g. The Temperance Movement
- The Volstead Act 1919
- How The Bahamas became involved and the effects on The Bahamas

## Topic 7 Culture

- (a) Definition of culture
- (b) National Symbols
  - definition of symbols
  - importance of
- (c) Music and Drama
  - types of music e.g. Rake 'n' Scrape
  - Storytelling
- (d) Architecture
  - types of buildings
  - historical buildings e.g. St. Matthew's Church
  - food - national dishes, crops grown by Indians, by the slaves etc.
- (e) National Heroes
  - Politics - e.g. Sir Milo Butcher, Sir Kerdal Isaacs etc.
  - Education
  - Civic
  - Medicine
  - Religion
  - Law and Order
- (f) The Family
  - Definition
  - Importance of The Family
  - Types
    - (i) Nuclear
    - (ii) Extended
    - (iii) Single Parent (matriarchal, patriarchal)
    - (iv) Commonlaw
    - (v) Institutional e.g. Ranfurly Home
    - (vi) Reconstituted e.g. Step-parents / children
  - Basic functions of The Family, e.g. love, food, clothing, shelter, education, character development, security.
  - Organizing the family
    - (i) roles of various members, e.g. father is the disciplinarian and traditional bread winner
    - (ii) use of money and resources (budget/time)



- Problems in families and communities
  - (i) lack of cooperation
  - (ii) failure to share responsibilities
  - (iii) conflicts between members, e.g. parents/children
  - (iv) poor relationships with neighbours
  - (v) unemployment, poverty, old age, loneliness, crime, addiction to drugs and drinks etc.

(g) Religion

- definition
- types of religion
- Major Religions e.g. Anglican, Catholic, Baptist, Pentecostal
- Contributions made to society e.g. food, education

(h) Outstanding Bahamians Literature

(i) Celebrations

- Junkanoo
- Goombay
- Fox Hill Dances
- Labour Day

(j) Food - peas, rice, conch, stewfish and grits

(k) Recreation

- Regatta
- Home-coming

**Topic 8 Government**

- (a) - Definition
- The Need for Government
  - Types of Government e.g. Democracy, Monarchy
  - Structure of the Bahamian Government
    - (i) The Queen, The Governor-General, bi-cameral
    - (ii) Function(s) of each branch
    - (iii) The Legislature, Executive, Judiciary
    - (iv) Number of persons that make up a new branch

(b) How a Bill becomes Law

- procedures a bill goes through - 1st, 2nd . . .
- final stages of a bill

- (c) Financing the Government
  - Electricity
  - Water & Sewage
  - Custom Duties
  - Court Fines etc.
  
- (d) The Constitution
  - Definition
  - Changes in the Constitution (1964, 1969, 1973)
  
- (e) The Election Process
  - Preparing for the General Election  
(Announcement of Election Day, Nomination Day, Registration of Voters)
  - Polling Day
  - Process Involved
  - Bye Election

**Topic 9 Law Enforcement Agencies**

- (a)
  - The Police Force
  - Basic historical background
  - The importance
  - The function of each unit e.g The Band
  - The Marine Division, The Fire Dept. etc.
  
- (b) The Royal Bahamas Defence Force
  - Basic historical background
  - The Importance
  - The Function
  
- (c) Bahamas Customs Department
  - Basic historical background
  - The Importance
  - Function
  
- (d) Immigration Department
  - Basic historical background
  - Purpose
  - Function

(e) Institutions of Correction

- Basic historical background
- Purpose
- Function

**Topic 10      The Bahamas in International Affairs**

(a) The British Commonwealth of Nations

- Origin
- Aims
- Membership

(b) The United Nations Organization

- Origin
- Aims
- Criteria for membership
- Function
- Agencies

(c) Caricom

- origin
- Aims
- Objectives
- Membership
- Function

(d) Organization of American States

- Origin
- Aims
- Objectives
- Function
- Membership

**Topic 11 Social Issues**

(a) Causes, effects and possible solutions

- Unemployment
- Poverty
- Old age
- Illiteracy
- Illegitimacy
- Crime
- Drug Addiction
- Alcoholism
- AIDS and other diseases

**Topic 12 Civil Rights**

(a) - Burma Road Riot  
- Cause and Effect  
- Events that led to the riot

(b) General Strike (1958)

- Causes
- Effects
- Results

(c) The formation of Trade Unions ~~The B...mas~~

- Contributions of:  
Sir Randolph Fawkes, Sir Clifford Darling etc.

(d) Party Politics

The formation of:

- The P.L.P - (aims and accomplishments)
- U.B.P - (aims and accomplishments)
- F.N.M - (aims and accomplishments)

## **GRADE DESCRIPTIONS**

### **GRADE A**

Candidates will be expected to:

1. recall facts, terms, concepts to support logical argument
2. demonstrate good understanding of and communicate appropriate social issues
3. show an understanding of the complexity of social issues and report activities clearly, logically drawing conclusions from a range of sources
4. evaluate information to assess accuracy and relevance, recognize underlying assumption and values
5. show an empathetic understanding of individual and societies in the past, comment on events in the past from the point of view of those who lived at the time

### **GRADE C**

Candidates will be expected to:

1. recall facts, terms, concepts to support logical argument
2. demonstrate good understanding of and communicate appropriate social issues
3. show an understanding of the complexity of social issues and report activities clearly from a range of sources
4. evaluate information to assess accuracy and relevance
5. show an empathetic understanding of how people and societies of the past view and felt about social issues

### **GRADE F**

Candidates will be expected to:

1. recall a limited amount of accurate and relevant Social Studies knowledge
2. use simple social issues and communicate clearly
3. show an understanding of basic social issues and report activities from a number of sources
4. supply general evaluation to support accuracy and relevance
5. display knowledge of views and events of the past and provide specific examples of how people viewed them



## TEXT BOOKS LIST

1. Albury, P. The Story of The Bahamas  
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2. Bain, G. Bahamian History Book One  
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8. Cash, Maples, Parker, The Making of The Bahamas  
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10. Evans, Young The Bahamas  
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Kingston Publishers 1982

12. Honeychurch, L. The Caribbean People - Books 1 and 2  
Neeson Caribbean 1979
  
13. Norman, Alma The People Who Came - Books 1 and 2  
Longman Caribbean 1968, 1986
  
14. Saunders, G. Bahamian Loyalists And Their Slaves  
Macmillan 1983 - 1990
  
15. Sealey, N. The Bahamas Today  
Macmillan 1990, 1993
  
16. Sealey, N. Tourism In The Caribbean  
1982
  
17. Sealey, N. School Atlas for The Commonwealth  
of The Bahamas
  
18. Waters, G. First Lessons In Physical Geography  
Longman 1957 - 1980

19. The following is a list of Archives Publication

- (a) The Bahamas in the Late Nineteenth Century
- (b) The Sponging Industry
- (c) The Bahamas During the World Wars 1914 - 1918 and 1939 - 1945
- (d) The Bahamian American Connection
- (e) The Pineapple Industry of The Bahamas
- (f) A selection of Historical Buildings of The Bahamas
- (g) The Boat-Building Industry of The Bahamas
- (h) Aspects of Slavery
- (i) The Bahamas in The Age of Revolution 1775 - 1848
- (j) The Commonwealth of The Bahamas - Highlights in Bahamian History
- (k) The Banana in The Mid - Nineteenth Century
- (l) The Bahamas During the Early Twentieth Century  
1900 - 1914
- (m) Junkanoo
- (n) Constitutional Development of The Bahamas
- (o) The Salt Industry of The Bahamas

## APPENDIX I

### SOCIAL STUDIES LEVELS MARKING

#### DIFFERENTIATION

Candidates across the whole ability range should be given the opportunity to show what they:

know  
understand  
and can do.

#### WHY 'LEVELS' MARKING?

Levels marking is used,

- (I) to differentiate across ~~wide ability range~~.
- (II) to reward positive achievement.
- (III) to assess conceptual understanding and skills not just factual recall.

All these point to differentiation by outcome.

#### WHAT IS 'LEVELS' MARKING?

- (I) It is used to mark open-ended questions targeted on certain concepts of skills.
- (II) The scheme for each question consists of a number of levels of conceptual understanding of a skill.
- (III) These levels represent candidates' responses.
- (IV) The levels are placed in an hierarchy.
- (V) Each level has a mark band attached to it.
- (VI) Totally irrelevant or invalid responses are considered below baseline.

## BRIEF GUIDELINES TO 'LEVELS' ASSESSMENT

1. **Setting**
  - Start with a target for the question - in terms of a concept or a skill.
  - Set a task which can be understood and responded to at variety of levels.
  - Have possible levels of response in mind (draft mark scheme). These should be distinct levels of a conceptual understanding of skill.
  
2. **The Mark Scheme**
  - Look at a sample of responses. Use these to add detail to the mark scheme.
  - Create new levels.
  - Abandon levels
  - Decide on mark allocation of the levels
  - Check that you are rewarding level or understanding or skill rather than literacy or simple factual re-call.

### MARKING

- (I) Mark for the level (the highest level the candidate reaches in an answer).
- (II) The mark scheme is not cumulative, strong candidates will jump straight in at a top level.
- (III) Do not penalise mistakes.
- (IV) Reward attempts at grappling with concepts. Be positive in your marking.

## PROBLEMS

What do you make the top level?

What do you do if candidates interpret questions in a completely different way from that intended?

What do you do if you know you have a range of ability but all the answers are in the bottom levels?

How many levels do you have

- as few as possible?
- as many as possible?

How far should it be cumulative?

Other issues of progression.

Example of "Levels Marking" Mark Scheme

### QUESTION:

Explain why a number of persons wanted parliament to be reformed in 1834.

### ANSWER:

<u>LEVEL 1</u>	Explains what needed to be changed without referring to why people wanted reform.	1 - 2
<u>LEVEL 2</u>	Generalizes gives reasons why 'many people' (no differentiation) wanted reform.	
<u>LEVEL 3</u>	Refers to one group, giving their reasons for reform.	3
<u>LEVEL 4</u>	Realizes different groups wanted reform for different reasons.	4

Add up to 2 marks to any level for relevant and accurate supporting details.



## APPENDIX II

### POST INDEPENDENCE 1973 - PRESENT DAY

#### National Heroes

\* (Note: Teachers may choose from this list, this is by no means exhaustive)\*

- |     |                          |  |
|-----|--------------------------|--|
| 1.  | Sir Milo Butler          | Businessman/Politician                 |
| 2.  | Sir Henry Taylor         | Civic leader/Politician                |
| 3.  | Sir Lynden Pindling      | Civic leader/Politician                |
| 4.  | Sir Cecil W Whitfield    | Civic leader/Politician                |
| 5.  | Sir Leonard J Knowles    | Lawyer/Civic worker                    |
| 6.  | Sir Roland Symonette     | Politician/Civic leader/Politician     |
| 7.  | Sir Randolph Fawkes      | Civic leader/Politician                |
| 8.  | Carlton E Francis        | Educator / Politician                  |
| 9.  | Clarence Bain            | Civil leader/Politician                |
| 10. | Arthur D Hanna           | Civic leader/ Politician               |
| 11. | Calvin Lockhart          | Actor                                  |
| 12. | Sidney Poitier           | Actor                                  |
| 13. | Clement Bethel           | Musician/Educator/Cultural Development |
| 14. | Leviticus "Lou" Adderley | Religion/Sports                        |
| 15. | Sir Clifford Darling     | Civic leader/Politician                |
| 16. | Thomas A Robinson        | Sports                                 |
| 17. | Frank Rutherford         | Sports                                 |
| 18. | Robert M Bailey          | Civic leader                           |
| 19. | A. F. Adderley           | Law/Civic leader                       |
| 20. | Leon W Young             | Politics/Civic leader                  |
| 21. | Sir Stafford Sands       | Politics                               |
| 22. | Dr. C. R. Walker         | Civic leader                           |
| 23. | Robert Love              | Politician/Civic leader                |
| 24. | Donald W Davis           | Educator                               |

## National Heroines

- |     |                        |                                   |
|-----|------------------------|-----------------------------------|
| 1.  | Dame Dr. Doris Johnson | Politics                          |
| 2.  | Dame Albertha Isaacs   | Civil Rights                      |
| 3.  | Georgianna Symonette   | Civil Rights                      |
| 4.  | Janet Bostwick         | Politics                          |
| 5.  | Dr. Keva Bethel        | Education                         |
| 6.  | Marjorie Davis         | Education                         |
| 7.  | Mable Walker           | Education/Civil Rights            |
| 8.  | Thelma Gibson          | Education                         |
| 9.  | Gail Saunders          | Preservation of Records/Education |
| 10. | Kayla Edwards          | Culture                           |
| 11. | Pandora Gomez          | Culture                           |
| 12. | Betty Cole             | Sport/Civic Worker                |
| 13. | Shonel Ferguson        | Sports                            |
| 14. | Pauline Davis          | Sports                            |
| 15. | Susan Wallace          | Bahamian Playwright               |
| 16. | Telcine Rolle          | Bahamian Playwright               |
| 17. | Corrine Thompson       | Education                         |
| 18. | Emma Poitier           | Education                         |
| 19. | Naomi Blatch           | Education                         |