SOCIAL STUDIES
FOR CSEC® EXAMINATIONS

3RD EDITION

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MACMILLAN
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CSEC Social Studies is designed for students in the upper forms of secondary schools in the Caribbean, especially for those studying for the CXC examination in Social Studies.

While the topics covered in this book follow, as closely as possible, those set out in the syllabus for the CXC Social Studies, it must be remembered that Social Studies is a dynamic discipline reflecting changes in the social, political and economic environment which are taking place constantly. Individual research and awareness of current affairs are important aspects of the subject which students must employ in order to cover the whole syllabus adequately.

The teacher of Social Studies should be a guide and facilitator rather than a mere giver of information, since students need an opportunity to find things out for themselves if they are to understand the topics fully. The activities in this book are intended to foster the required skills, attitudes and values for Social Studies and to act as a stimulus for further enquiry.

I L W
J F
SECTION A

Individual, Family and Society
Interaction within the family

Learning objectives

On completing this chapter, you should be able to:

• explain and use correctly concepts and terms associated with the family
• describe the major functions of the family
• identify and compare different family types and unions in the Caribbean
• examine the roles, relationships and responsibilities of adults and siblings in Caribbean families
• explain the causes and effects of changes in the roles of family members in Caribbean society
• describe factors that assist in the preparation for parenthood
• examine the characteristics of effective parenting
• use and interpret statistical data on aspects of the family.

TERMS YOU SHOULD KNOW

bigamy marrying someone while still legally married to another person (the term bigamy is used where this practice is illegal)
consensual union sexual union outside marriage
divorce complete ending of a marriage according to divorce laws
extended family family pattern involving several generations of a family living as part of one household: this may include grandparents, aunts, uncles, cousins, nephews and nieces
joint-family household household consisting of more than one family of the same generation
kinship blood relationship within the family
marriage legal union between a man and a woman, permanent unless dissolved by divorce
matriarchal family pattern in which the mother is the head of the family
matrifocal family pattern in which the mother carries responsibility for the family; common in matriarchal societies
matrilineal inheritance system in which property and status are acquired through the mother not the father
monogamy marriage pattern in which a man may have only one wife and a woman only one husband
nuclear family family consisting of father, mother and their unmarried children
patriarchal family pattern in which the father is the head of the family
patrifocal family pattern in which the father carries responsibilities for the family; common in patriarchal societies
patrilineal inheritance system in which property and status are acquired through the father
polyandry marriage pattern in which only women are permitted more than one spouse
polygamy marriage pattern in which men and women are permitted more than one spouse
Interaction within the family

Almost everyone is born and raised within a family unit of some kind. Throughout history, the family has been seen as the foundation of human society. The family may be defined as a group of related people living together in one household. They live together, care jointly for the children of the household, and share their income in order to provide for the family’s economic needs. The family is the primary group with which individuals identify.

There are a number of different types of family. You will learn about these in the next section (page 8). We also need to remember that the family and the household are not necessarily the same thing. Some households are made up of groups of unrelated people who have chosen to live together. Families are always related to each other, either by blood or by marriage (including common-law marriage or consensual union) but the members do not always live together.

How families are formed

Most people are born into a family, or adopted into one. A new family can be formed:

- when a man and woman choose to get married and have children
- when a man and woman choose to live together and have children without getting married
- by an arranged marriage between two families when the parents choose the partners of their children, a marriage takes place and they have children
- as a result of a visiting union

Most people move away from their families of origin and form new families once they are adult.

### Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>polygyny</td>
<td>marriage pattern which allows only men to have more than one spouse</td>
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<tr>
<td>procreation</td>
<td>the conception of children through sexual intercourse</td>
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<tr>
<td>sibling</td>
<td>brother or sister</td>
</tr>
<tr>
<td>sibling household</td>
<td>household consisting of siblings without parents or grandparents</td>
</tr>
<tr>
<td>single-parent family</td>
<td>family patterns involving a lone parent (male or female) and his or her children</td>
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<tr>
<td>socialisation</td>
<td>the process by which children learn social norms</td>
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<tr>
<td>spouse</td>
<td>partner in a legal marriage, i.e. husband or wife; often used for partners in consensual unions too</td>
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<tr>
<td>status</td>
<td>relative rank within family or society</td>
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<tr>
<td>visiting union</td>
<td>a long-term sexual relationship between a woman and a man who is married (either legally or consensually) to someone else</td>
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Functions of the family
A family has four main functions: to produce children; to rear and socialise children; to meet basic needs and to satisfy emotional needs.

The family as a unit of procreation
Most families begin with the marriage or sexual partnership of a man and a woman, which in the majority of cases produces one or more children. The word we use for this is **procreation**. The average number of children each woman has is called the fertility rate. The table shows fertility rates across the Commonwealth Caribbean.

Table 1.1 Fertility rates across the Commonwealth Caribbean

<table>
<thead>
<tr>
<th>Territory</th>
<th>Fertility Rate (2012 est)</th>
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<tbody>
<tr>
<td>Antigua and Barbuda</td>
<td>2.05</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>1.88</td>
</tr>
<tr>
<td>Barbados</td>
<td>1.68</td>
</tr>
<tr>
<td>Belize</td>
<td>3.15</td>
</tr>
<tr>
<td>Cayman Islands</td>
<td>1.87</td>
</tr>
<tr>
<td>Grenada</td>
<td>2.15</td>
</tr>
<tr>
<td>Guyana</td>
<td>2.27</td>
</tr>
<tr>
<td>Jamaica</td>
<td>2.12</td>
</tr>
<tr>
<td>St Kitts and Nevis</td>
<td>1.79</td>
</tr>
<tr>
<td>St Lucia</td>
<td>1.80</td>
</tr>
<tr>
<td>St Vincent and the Grenadines</td>
<td>1.89</td>
</tr>
<tr>
<td>Trinidad and Tobago</td>
<td>1.72</td>
</tr>
</tbody>
</table>

*Source: CIA World Factbook*

It is a good idea to plan the number of children you will have, as many parents do, by using some form of contraception. This is called ‘family planning’.

Not all sexual partnerships begin with or lead to legal marriage. Quite often a young woman brings up her child or children without the involvement of their father(s).

In this case the household is headed by a woman from the beginning. The man’s involvement in parenting is restricted to
In most human societies, parents are responsible for the care and socialisation of their children. As well as providing for their physical and emotional needs, parents act as role models for their children, showing them how to behave. Young children learn as much from observation and experience as from direct training. In the family young children learn how to behave, what others expect from them and what to expect from others. They learn the social norms and values which people in their society use in order to live together. They model their own behaviour on that of the adults around them. Other family members also have an important role to play in passing on values, norms and expectations and acting as role models.

As the child grows older the family is the first educator, teaching basic knowledge, skills, attitudes and values. Once the child goes to school the family encourages and supports learning. It provides us with our identity, passes on family traditions and cultural heritage. The family rewards and disciplines children and controls their behaviour well into teenage years. It helps children to develop as useful independent members of society, aware of their culture and able to contribute to society.

Other groups and institutions which help to socialise children include school, community, church and the media.

The family as an economic unit to meet our basic needs

We have seen how the family acts as a social unit, satisfying our emotional and psychological needs and being responsible for the socialisation of children. The family also acts as an economic unit, providing for the basic needs of each individual. This economic activity may be shared out among family members, so that each person works in a number of different ways in order to meet the needs of the family as a whole and the needs of

FACT

Infertility treatment

Some couples are unable to have children naturally. It is possible for conception to take place outside the woman’s body – this is the process which produces ‘test tube babies’, where the woman’s ova (eggs) are fertilised by the man’s sperm in the laboratory. Fertilised eggs are checked, and one or more healthy ones are then implanted in the womb, where the embryo grows normally until it is ready to be born. The technical term for this is in vitro fertilisation. It is usually used to help couples where the female partner is infertile. Where the male partner is infertile, a child may be conceived using sperm from a ‘sperm bank’, which holds stored sperm donated by a fertile man.

In vitro fertilisation may also be used where the couple are trying to avoid having children with a serious inherited disease such as cystic fibrosis. This is an area of controversy since many people believe that human life begins at conception and embryos should not be discarded even if they are faulty or damaged, as happens during the in vitro process.
each of its individual members. All households need to provide the following in order to meet their basic needs:

- **Income** to pay for services and goods which the family need. This includes the money required to pay bills, buy food and clothes and pay for services which the family cannot provide for itself. The money may be earned by one or more members of the family. Where none of the adult members of the family is employed, income may come from welfare or from a relative.

- **Domestic work**, such as cooking, cleaning and laundry, whether done by a family member or paid for (for example, by employing a maid).

- **Childcare** where there are young children in the family. As with domestic chores, this may be done by a family member or members, or the family may pay for some of the childcare it needs, whether in the home or at a day-care or other centre.

- **Care of elderly, infirm or disabled** family members who cannot look after themselves. This is often done by a family member who is not employed outside the home, but, as with domestic chores and childcare, it is possible to pay for such care.

The way different family members contribute may change during the time the family unit is in existence. For example, older children in the family may start to earn money as they reach their mid-teens. Older members of the family may have been economically active in the past but are now retired. They may be able to help with childcare, but if they are not in good health they may need one or more family members to help them with everyday tasks. In some families the mother may have provided childcare when the children were young but now earns income from a paid job.

Ways family members can help children to grow up. Can you identify each important stage of socialisation shown in these pictures?
**Figure 1.1** The family as an economic unit.

- Care of young children, elderly or disabled
- Domestic work (paid or unpaid)
- Income for goods and services earned or from welfare
- Food, medical care, rent, bill payments, etc.

**Activities**

1. Carry out a survey of friends and older family members and ask how members of their families contributed to their social, physical, intellectual and emotional development. If possible, carry a portable cassette player or digital voice recorder and record their memories of these important influences. It is better to talk directly to the people you are surveying, rather than using questionnaires, as this will help those you question to remember key family influences. This could be a group activity, with recordings shared and discussed in class later.

2. Draw up a profile of your own family as an economic unit. Find out the answers to as many as possible of the following questions:
   - a) How many members of the family are economically active? What proportion of the family income does each member earn?
   - b) Who does the domestic chores in the household? How is the work divided between family members? Work out the approximate number of hours spent on domestic chores by family members. How much work (if any) is done by paid workers from outside the family?
   - c) Who (if anyone) provides childcare or care of the elderly, infirm or disabled family members? Does this person do domestic chores as well?
   
   EITHER write a description OR draw a table showing how your family functions as an economic unit.

3. Find out what changes have occurred in the balance of economic contribution made by family members in your family unit. If possible, draw up a profile of your family as an economic unit five or ten years ago and note how the profile has changed during that time.

4. Hold a class discussion on the importance of the family in contemporary Caribbean life.