

THE CHRISTIE METHOD

CAPE · SOCIOLOGY · UNIT 2

CAPE SOCIOLOGY, UNIT 2

*Development and Social Change — Society, Studied
for the Exam*



THE WATER LILIES OF NUMBER NINETEEN, CORENTYNE

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CAPE SOCIOLOGY, UNIT 2 — DEVELOPMENT AND SOCIAL CHANGE

*Population and Development · Crime and Deviance · Caribbean
Social Issues — A Christie Method Study Guide for the CXC CAPE
Sociology Examination*



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The Christie Method: CAPE Sociology, Unit 2 — Development and Social Change
Population and Development · Crime and Deviance · Caribbean Social Issues — A
Christie Method Study Guide for the CXC CAPE Sociology Examination

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*For my parents, who built everything I stand on — long nights
and sacrifice of love.*

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A Note Before We Begin — How to Use This Book

This is *The Christie Method: CAPE Sociology, Unit 2 — Development and Social Change*. It covers, completely, the three Modules of Unit 2 of the CXC CAPE Sociology syllabus: **Population and Development; Crime and Deviance**; and **Caribbean Social Issues: Poverty, Health and Environment**. Its companion, *Unit 1 — The Sociological Perspective*, covers the concepts, perspectives and methods, the social institutions and the stratification system that this Unit takes for granted; if you have not read it, read at least its Chapter Three, because the four theoretical perspectives are applied in every Module here.

Three promises govern every page.

1. **The syllabus is the map.** This book is written to the syllabus in force, **CXC A27/U2/13** (effective for examinations from May–June 2014), which replaced CXC A27/U2/04.¹ Every chapter opens with a syllabus box citing the Specific Objectives and Content items it covers, by number, so that you can check me against the document the examiner is checking you against.
2. **Everything is receipted.** Every theorist, study and figure in this book is real and checkable, and every statistic carries its source. Where a figure changes yearly — a growth rate, a poverty rate, a prevalence — the book tells you *where the current number lives* (the Bureau of Statistics, the UNDP's Human Development Report, the World Bank, PAHO, UNAIDS) so that you can carry a fresh figure into the examination hall; an examiner would rather read "according to the 2022 census" than a number you cannot defend.
3. **Guyana first, the Caribbean always.** Unit 2 is the Unit where Guyana's own story is the syllabus's best case: a population that has

emigrated on a scale few countries have known; a coast below the level of the sea it is protected from; a forest that earns money by standing; and, since 2015, an oil economy that has made the country the fastest-growing in the world by output while its poverty, health and hinterland figures ask the questions every development theory was written to answer. You will also meet Jamaica, Trinidad and Tobago, Barbados and Haiti throughout, because the strongest scripts compare.

Every chapter walks the same five beats:

Beat	Name	What it does
1	The Story	Why this topic matters in Guyanese and Caribbean life — you see home first, theory second.
2	The Law of the Topic	The core content, plainly, mapped to the syllabus objective it serves.
3	Worked Receipts	An exam answer built step by step — nothing skipped.
4	Counsel Says	The strategy box: what the examiner rewards, the trap in the question, how top scripts open.
5	Try It Yuhself	Practice in exam format — with answer plans in Appendix I.

The assessment, in one view.² Paper 01 — 45 compulsory multiple-choice items, 15 on each Module, 1 hour 30 minutes, weighted to 90 marks, **30 per cent**. Paper 02 — six essays, two on each Module; answer **three, one from each Module**, 25 marks each, 2 hours 30 minutes, **50 per cent**. Paper 03/1 — the School-Based Assessment, a research paper of 1,300–1,500 words, 60 marks, **20 per cent**; for Unit 2 the project must concern an issue affecting development in your community — population, crime, deviance, poverty, health or environment — and a candidate who sat Unit 1 may carry the Unit 1 SBA mark forward. Private candidates sit Paper 03/2 — three compulsory 20-mark questions in 1 hour 30 minutes. Chapter Eighteen is the private candidate's war room.

How Paper 02 essays are marked. Each 25-mark essay is marked holistically for **Knowledge and Understanding (8)**, **Interpretation and Application (10)** and **Analysis and Evaluation (7)**, and placed on a seven-level ladder from Level 1 (outstanding, 25) through Level 2 (excellent, 22–24), Level 3 (very good,

19–21), Level 4 (good, 16–18), Level 5 (satisfactory, 13–15) and Level 6 (limited, 10–12) to Level 7 (unsatisfactory, 0–9).³ Ten of the twenty-five marks are for *applying* sociology to a named Caribbean society with studies and data; seven are for *weighing and concluding*. In Unit 2 the application marks are, more than anywhere, marks for *evidence*: a rate, a trend, a policy with a date, a study with a finding.

The verbs are commands. *Discuss* — define, explore, argue both sides with examples. *Evaluate* — weigh and judge, both sides. *Assess* — give reasons for the importance of the thing; *assess the extent to which* — a measured verdict. *Analyse* — take apart methodically and conclude. *Examine* — define and explore.⁴ The syllabus's specimen Unit 2 paper asked candidates to "discuss the extent to which food security is an appropriate population policy," to "assess the relevance of either the Malthusian theory or the Neo-Malthusian theory," to "discuss THREE feminist criticisms" of crime theory, and to assess whether "people no longer die from 'diseases of poverty' but because of their lifestyles" — every one of them a question that turns on *evidence* and *a verdict*.⁵

A word about numbers. This Unit is full of them, and they date. The book gives you the shape of the evidence and its source; you bring the latest figure. Three habits: quote the *year* with every number; prefer the *official* source (census, Bureau of Statistics, UNDP, World Bank, PAHO) over the newspaper; and never invent — an examiner forgives "approximately" and never forgives a fabricated statistic.

This book is always free for students at littlerockgy.com/study-guides. If you are holding a paid copy, thank you — the paid edition supports the free library.

Walk good, and let us begin with the oldest question in the subject: how many of us are there, and what does that number do to us?

ENDNOTES — A NOTE BEFORE WE BEGIN

1. Caribbean Examinations Council, *CAPE Sociology Syllabus*, CXC A27/U2/13 (Effective for examinations from May–June 2014), p. 3.
2. CXC A27/U2/13, "Outline of Assessment," pp. 26–28; "Requirements of the School-Based Assessment," pp. 29–30; "Regulations for Private Candidates," p. 37; "Assessment Grid," p. 38.

3. CXC A27/U2/13, "CAPE Sociology — Holistic Mark Scheme, Paper 02 Essay Questions" and "Procedures for Holistic Marking: Sociology Paper 2"; restated in CXC, *Report on Candidates' Work, CAPE Sociology Unit 1, May–June 2025*, p. 1.
4. CXC A27/U2/13, "Glossary of Behavioural Verbs," pp. 39–40.
5. CXC A27/U2/13, Specimen Paper, Unit 2, Paper 02, Questions 1–6.

PART ONE — MODULE 1: POPULATION AND DEVELOPMENT



Chapter One — Counting the Country: Population Concepts and Trends

SYLLABUS MAP — This chapter covers CAPE Sociology Unit 2, Module 1, Specific Objectives 1–2: explain the concepts used in population studies and explain population trends using quantitative and qualitative measures — Content 1 population concepts: crude birth rate, crude death rate, fertility rate, natural increase, life expectancy, migration, population growth rate, dependency ratio, quality of life index, human development index (HDI) and Content 2 population trends: quantitative and qualitative measures for developed and developing countries.¹

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

Every ten years or so, a stranger with a clipboard — now a tablet — knocks on every door in Guyana from the Corentyne to the Rupununi and asks the same questions: how many people sleep here, how old, what sex, what work, what religion, born where, schooled how far. The result is the census, and it is the most important sociological document the country produces. The 2012 census counted 746,955 people;² the count taken in 2022 found roughly the same number — a country that has stood still on paper for forty years while its birth rate fell, its death rate fell, and hundreds of thousands of its children were born, raised, educated and then boarded a plane. Guyana is the Caribbean's textbook case of a **population** that is not simply *how many* but *who stays*.

Population studies — **demography** — is the arithmetic of society: births, deaths and movements, and what they add up to. The syllabus opens Unit 2 with its vocabulary because everything else in the Unit — development, crime, poverty, health, environment — is measured against

the population it happens to. This chapter gives you the concepts with the formulas, the trends with the sources, and the habit that earns marks: a number with a year and a source beside it.

BEAT 2 • THE LAW OF THE TOPIC — *the core content, plainly*

1. The population concepts — Content 1

Learn each as a definition, a formula where there is one, and a Caribbean illustration.

- **Crude birth rate (CBR)** — live births per 1,000 population per year: $(\text{births} \div \text{mid-year population}) \times 1,000$. "Crude" because it ignores the age and sex structure. Caribbean CBRs fell from the 30s and 40s in the 1950s to the teens today; a rate near 20 per 1,000 in a Caribbean territory now counts as high.
- **Crude death rate (CDR)** — deaths per 1,000 population per year. Falls with sanitation, vaccination and medicine, then *rises* slightly in an ageing population — Barbados's CDR is higher than Guyana's not because Barbados is less healthy but because it is older.
- **Total fertility rate (TFR)** — the average number of children a woman would bear over her lifetime at current age-specific rates. The **replacement level** is about 2.1. Caribbean TFRs have fallen from five or six in the 1960s to around or below replacement in Barbados, Trinidad and Jamaica, and to roughly two and a half in Guyana; Haiti remains higher.³
- **Natural increase** — births minus deaths (expressed as a rate: CBR – CDR, per 1,000, or as a percentage). A population can have positive natural increase and still shrink — the Guyanese case — if **net migration** is negative.
- **Life expectancy** — the average number of years a newborn would live at current age-specific death rates. Caribbean life expectancy rose from the fifties in 1950 to the seventies today, with Barbados near the top and Haiti at the bottom; Guyana's sits in the high sixties to about seventy.⁴ Women live longer than men everywhere in the region.
- **Migration** — movement across a boundary to change residence: **immigration** (in), **emigration** (out), **net migration** (in minus

out), **internal** (rural–urban, coast–interior). The Caribbean is a region of net emigration; Guyana's diaspora is commonly estimated to be comparable in size to its resident population.⁵

- **Population growth rate** — natural increase plus net migration, as a percentage per year. Formula: $((\text{births} - \text{deaths}) + (\text{immigrants} - \text{emigrants})) \div \text{population} \times 100$.
- **Dependency ratio** — the population under 15 and over 64 (the "dependants") divided by the population 15–64 (the "working age"), $\times 100$. A high *youth* dependency ratio marks a developing country with high fertility; a high *old-age* ratio marks an ageing developed country; the fall of the youth ratio as fertility declines opens the **demographic window** or **dividend** — more workers per dependant — which the Caribbean is passing through now.
- **Quality of Life Index** — a composite of social indicators; the best-known early version is Morris's **Physical Quality of Life Index (PQLI, 1979)**, combining infant mortality, life expectancy at age one and literacy; modern versions add income, housing, safety and environment.⁶
- **Human Development Index (HDI)** — the UNDP's composite, published since 1990 and designed by Mahbub ul Haq with Amartya Sen's capabilities approach behind it: a geometric mean of indices for **health** (life expectancy), **education** (mean and expected years of schooling) and **income** (GNI per capita, PPP), scored 0 to 1 and ranked.⁷ Caribbean territories cluster in the "high" band; Barbados usually leads the Anglophone region, Haiti sits in the "low" band; Guyana's index has risen with its oil-driven income while its health and schooling components lag — the gap between *income* and *development* that Module 1 is built to teach.

2. Population trends — Content 2

Quantitative measures. The **age–sex pyramid** is the single most useful graph in the Module: a wide base and narrow top (expansive) marks high fertility and high mortality — Haiti, and the Caribbean of the 1950s; a straight-sided or barrel shape (stationary) marks a completed transition — Barbados; a shape with a *bite* out of the young-adult bars marks heavy emigration — Guyana and Jamaica, whose pyramids show the twenty-to-forty-year-olds missing. Other quantitative measures the

syllabus lists: population by **sex** (Caribbean sex ratios show a slight female majority in the adult population, deepened by male emigration in some territories and female in others), by **ethnicity** (Guyana's 2012 census: East Indian about two-fifths, African about three-tenths, Mixed about one-fifth, Amerindian about one-tenth), by **religion**, and by **occupation** (the shift from agriculture to services; the informal sector; the public service's share).⁸ Developed countries show low CBR, low CDR, high life expectancy, old populations and high old-age dependency; developing countries the reverse — with the Caribbean, again, in between: developing-country income beside developed-country demography.

Qualitative measures. The syllabus's example is the **HDI**, and beside it the **Multidimensional Poverty Index (MPI)**, the **Gender Inequality Index (GII)** and the **Inequality-adjusted HDI** that the UNDP now publishes; these turn "how many" into "how well." The Caribbean point to make: by income Guyana leapt into the upper-middle bracket after 2020; by HDI, MPI and life expectancy it moved far less — because oil revenue is not yet health or schooling.

Where the numbers live. The Bureau of Statistics (census compendia, labour-force surveys); the Ministry of Health's statistical bulletins; the UNDP's annual *Human Development Report* (HDI, MPI, GI); the World Bank's *World Development Indicators*; the UN Population Division's *World Population Prospects*; PAHO's *Health in the Americas*; the Population Reference Bureau's *World Population Data Sheet* — the last three are the ones the syllabus itself recommends.⁹

3. The Caribbean profile in one paragraph

Small populations (from a few thousand in the smallest islands to Haiti's eleven million and Cuba's eleven), mostly urbanised, mostly past the fertility transition, ageing, and *exporting people*: the Caribbean has among the highest emigration rates in the world relative to population, with the tertiary-educated leaving fastest. Add HIV, non-communicable disease and violence as the new mortality risks replacing the old infectious ones (Module 3), and the *return* flows — remittances, deportees, retirees — and you have the profile every Unit 2 essay draws on.

BEAT 3 · WORKED RECEIPTS — *a data question, step by step*

Question (Paper 02 style, 25 marks): *With reference to a named Caribbean society, explain how any THREE population concepts can be used to describe its population trends since 1960.*

Step 1 — Decode. *Explain* = what, how and why. Three concepts; one society; trends since 1960 — so each concept must be *used*, with a direction of change.

Step 2 — Knowledge (8). Define the three: total fertility rate, net migration, dependency ratio — with formulas.

Step 3 — Application (10). Guyana. *TFR*: from around six children per woman in 1960 to roughly two and a half today (UN Population Division) — describe the fall, connect it to women's education, urbanisation and contraception. *Net migration*: negative for six decades; the pyramid's missing bars; the diaspora; the paradox of positive natural increase and a static population. *Dependency ratio*: the youth ratio falling as fertility fell; the working-age share rising — the demographic window; the old-age ratio beginning to rise and the emigration of the working-age population blunting the dividend. Quote the census years and the source for every figure.

Step 4 — Evaluation (7). Which concept describes the trend *best*? Argue that for Guyana net migration is the master variable — the one that turns the ordinary Caribbean transition into a standing population — and that the crude rates without it would mislead. Note the limits of the concepts (crude rates ignore structure; the census undercounts the interior and the diaspora).

Step 5 — Opening line: *"Guyana's population has not grown in forty years, and no birth or death rate explains why: this essay uses three concepts — fertility, net migration and dependency — to show that the country's demographic story is the story of who left."*

BEAT 4 · COUNSEL SAYS — *the strategy box*

- **Every concept with a formula.** CBR, CDR, natural increase, growth rate, dependency ratio — write the formula in the definition. It is the difference between "knows the word" and "knows the concept," and it is what Paper 01 tests.

- **Year + source, always.** "Guyana's TFR is about 2.5 (UN Population Division, *World Population Prospects*)" earns; "Guyana has a low birth rate" does not.
- **Draw the pyramid.** In Paper 02 a sketched age–sex pyramid with the emigration bite labelled is worth a paragraph of prose. Examiners reward diagrams that carry an argument.
- **Income is not development.** The HDI exists to make that point; Guyana after 2020 is the world's clearest example. Use it in every development essay in this Module.
- **The trap:** memorising a figure from a textbook printed years ago and presenting it as current. Say the year. If you do not know the current figure, say "the most recent census" and describe the *direction* of the trend — direction is always defensible.

BEAT 5 • TRY IT YUHSELF — *practice, with answer plans in Appendix I*

Essay 1. Assess the usefulness of the Human Development Index, compared with per capita income, as a measure of development in a named Caribbean society. (25 marks)

Essay 2. "The Caribbean has developed-country demography and developing-country incomes." Discuss this statement with reference to quantitative measures of population in TWO Caribbean societies. (25 marks)

Quick checks.

1. The crude birth rate is expressed per (A) 100 (B) 1,000 (C) 10,000 (D) 100,000 population.
2. A total fertility rate of about 2.1 is known as (A) the dependency ratio (B) replacement level (C) natural increase (D) the demographic dividend.
3. The HDI combines (A) income only (B) health, education and income (C) births and deaths (D) crime and poverty.
4. A population with positive natural increase but zero growth must have (A) high fertility (B) negative net migration (C) low life expectancy (D) a high dependency ratio.

5. The dependency ratio divides dependants by (A) the total population (B) the working-age population (C) the number of births (D) the number of households.

CROSS-REFERENCES

Chapter Two (theories of why the numbers move) · Chapter Four (development concepts and indicators) · Chapter Five (migration and urbanisation) · Unit 1, Chapter Six (the census as document study).

ENDNOTES — CHAPTER ONE

1. CXC A27/U2/13, Unit 2, Module 1, Specific Objectives 1–2; Content 1–2, pp. 14–15.
2. Bureau of Statistics, Guyana, *2012 Population and Housing Census*, Compendium 1 (National Population Trends), total population 746,955. The preliminary count of the 2022 census should be quoted from the Bureau's own release.
3. United Nations, Department of Economic and Social Affairs, Population Division, *World Population Prospects* (latest revision), country profiles. Quote the current estimate.
4. UNDP, *Human Development Report* (latest edition), statistical annex, Table 1 (life expectancy at birth by country).
5. See Frédéric Docquier and Abdeslam Marfouk, "International Migration by Education Attainment, 1990–2000," in Ç. Özden and M. Schiff (eds.), *International Migration, Remittances and the Brain Drain* (Washington, DC: World Bank, 2006), for emigration rates by education; and the International Organization for Migration's Guyana migration profile for stock estimates.
6. Morris David Morris, *Measuring the Condition of the World's Poor: The Physical Quality of Life Index* (New York: Pergamon, 1979).
7. UNDP, *Human Development Report 1990* (New York: Oxford University Press, 1990), ch. 1; the current geometric-mean method dates from the 2010 Report. Amartya Sen's underlying approach is set out in *Development as Freedom* (New York: Knopf, 1999).
8. Bureau of Statistics, Guyana, *2012 Population and Housing Census*, Compendium 2 (Population Composition).

9. CXC A27/U2/13, Module 1, Suggested Teaching and Learning Activities, item 1, p. 16; Resources, p. 17 (UN, *State of the World Population Report*).

Chapter Two — Too Many, or Too Few? Sociological Perspectives on Population



SYLLABUS MAP — *This chapter covers Module 1, Specific Objective 3: assess the sociological perspectives of population — Content 3(a) Malthusian; (b) Marxism; (c) Neo-Malthusian; (d) Demographic Transition Theory, including the Caribbean version of this perspective.¹*

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

In 1798 an English clergyman looked at the poor of his parish and concluded that they were poor because there were too many of them, and that there would always be too many of them, because people breed faster than land can feed them. Two hundred years later, a Guyanese grandmother looks at her village and asks the opposite question: where has everybody gone? Half the houses on her street belong to people in New York. The school has closed a stream for want of children. The estate that once employed a thousand has shut. Her problem is not too many people; it is too few — or rather, the wrong kind of few: the young, the trained, the able, gone.

Between those two views lies the whole of this chapter. Malthus and his modern heirs fear *numbers*; Marx replied that the problem is never the number of people but the *distribution* of what they produce; and the demographers of the twentieth century found a *pattern* — the demographic transition — that every industrialising society seemed to follow, until the Caribbean showed that a society could follow it differently, with emigration as its fourth engine. The syllabus's specimen question asks you to "assess the relevance of either the Malthusian theory or the Neo-Malthusian theory to population issues in a named Caribbean

society," and its mark scheme rewards candidates who name the region's actual issues — "large-scale migration [and] brain drain (Guyana)" among them.² You live in the example.

BEAT 2 • THE LAW OF THE TOPIC — *the core content, plainly*

1. Malthus — Content 3(a)

Thomas Robert Malthus, *An Essay on the Principle of Population* (1798; revised through six editions to 1826), argued from two premises: that food is necessary, and that "the passion between the sexes" is constant. Population, when unchecked, increases **geometrically** (1, 2, 4, 8, 16); subsistence increases at best **arithmetically** (1, 2, 3, 4, 5); therefore population always presses against the means of subsistence, and is held back only by **checks**. **Positive checks** raise the death rate — famine, disease, war, "misery." **Preventive checks** lower the birth rate — for Malthus, chiefly **moral restraint**: late marriage and abstinence.³ Because the poor breed to the limit of subsistence, poor relief only produces more poor; charity and the Poor Laws are self-defeating. Malthus was the first to make population a *social* problem rather than a fact of nature, and his pessimism has framed every debate since.

Critique. Malthus wrote before the agricultural and industrial revolutions showed what technology could do to the "arithmetic" side: food production has outrun population for two centuries; **Ester Boserup** (1965) turned him upside down — population pressure *causes* agricultural innovation rather than starvation.⁴ He ignored contraception (which he condemned), the fall in fertility that accompanies prosperity and women's education, and the distribution of food (famines occur amid plenty — Amartya Sen's finding). And his politics were the politics of a class: the poor as a breeding problem.

2. Marx — Content 3(b)

Marx rejected Malthus with contempt. There is no universal law of population, he argued, only the **law of population peculiar to each mode of production**. Under capitalism, what looks like "overpopulation" is the **industrial reserve army** — a surplus of unemployed labour that capital *creates* and needs, to hold wages down

and to supply labour in booms.⁵ Poverty comes not from too many mouths but from the *ownership* of the means of production and the unequal distribution of the product; a socialist society could feed any population it chose to plan for. Engels added that the productive power of science grows *faster* than population.

Critique. Socialist societies did not escape demographic problems (China's one-child policy was a Marxist state's neo-Malthusian answer); resources are finite whatever the mode of production; and Marx underrated the environment. But his central point — that the "population problem" is a *distribution* problem — is the one the Caribbean's own evidence supports: the region's poor are not too numerous; they are too poor.

3. Neo-Malthusianism — Content 3(c)

The twentieth century revived Malthus with modern means. **Neo-Malthusians** accept that population growth outruns resources — now including *all* resources, not just food: water, land, energy, the atmosphere — but replace moral restraint with **contraception, family planning** and **population control** as the preventive check. Paul Ehrlich's *The Population Bomb* (1968) predicted mass famine in the 1970s; the Club of Rome's *The Limits to Growth* (Meadows et al., 1972) modelled the collapse of a world that kept growing; Garrett Hardin's "The Tragedy of the Commons" (1968) argued that freedom to breed in a shared world destroys the world.⁶ The specimen mark scheme summarises the approach as "planned parenthood," "selective breeding" and "population control."⁷ Its policy children were the national family-planning programmes of the 1960s and 1970s, India's sterilisation drives, and China's one-child policy (1980–2015).

Critique. The famines did not come; fertility fell without coercion wherever women were educated and children survived; and the neo-Malthusian eye tends to fall on the *poor* of the *South* — whose per-capita consumption is a fraction of the North's — rather than on the *consumption* that actually presses on the planet. **Feminists** note that "population control" has been done *to* women's bodies; **Marxists** note that it treats a distribution problem as a numbers problem. In the Caribbean the theory's relevance is mixed: Barbados, densely populated on a small island, fits its worries; Guyana, with a huge land area and a

population that will not grow, fits them not at all – the specimen scheme's own pairing of "overpopulation (Barbados)" and "brain drain (Guyana)."

4. Demographic Transition Theory – Content 3(d)

Warren Thompson (1929) and Frank Notestein (1945) noticed that industrialising countries had passed through the same sequence, and the **Demographic Transition Model** describes it in stages:⁸

Stage	Birth rate	Death rate	Growth	Society
1 – High stationary	high	high, fluctuating	very slow	pre-industrial: famine, disease, no contraception, children as labour and insurance
2 – Early expanding	high	falling fast	rapid	sanitation, vaccination, food supply improve; fertility lags behind
3 – Late expanding	falling	low	slowing	urbanisation, education (especially of women), contraception, children costly
4 – Low stationary	low	low	near zero	industrial/post-industrial; small families
5 – Declining (added later)	below replacement	low, rising with age	negative	ageing societies (Japan, much of Europe)

Its explanation is **modernisation**: economic and social change lowers death rates first (through public health) and birth rates later (through changed incentives), and the gap produces a population explosion that then closes. **Critique**: it is a description of Europe's past dressed as a law; the timing, causes and duration differ elsewhere; it assumes development *causes* the transition, whereas in much of the South mortality fell because of *imported* medicine before any development; and

it says nothing about migration.

The Caribbean version. The syllabus's phrase points to a real body of work. **George W. Roberts**, in *The Population of Jamaica* (1957), and the demographers of the ISER (Jack Harewood in Trinidad among them) showed that the Caribbean transition was *distinctive* in four ways.⁹

1. **Mortality fell first and fast, from outside.** Death rates dropped from the 1920s onward through imported public health — malaria control, sanitation, antibiotics after 1945 — *before* industrialisation; the region got Stage 2 without the economy that produced it in Europe.
2. **Fertility stayed high, then fell late and fast.** Caribbean fertility peaked in the 1950s–60s at TFRs of five and six, then fell steeply from the late 1960s with family-planning programmes, women's education and employment, and urbanisation — Barbados and Trinidad reached replacement within a generation.
3. **Emigration was the fourth variable.** Where Europe's transition was absorbed by its own industrial cities (and its emigrants to the Americas), the Caribbean's population growth was *exported*: to Panama and Cuba in the 1900s–20s, to Britain in the 1950s–60s, to North America from the 1960s. Emigration acted as a "safety valve" that lowered growth, removed the working-age population, sent home remittances, and drained the educated — Guyana most of all.
4. **A "compressed" transition.** What took Europe two centuries the Caribbean did in about fifty years, so that its societies now carry a developed-country age structure on a developing-country economy — the demographic dividend arriving before the jobs to use it.

That is the Caribbean version of the theory, and it is a genuine contribution of Caribbean sociology: the model with migration written into it.

5. Assessing the four together

Perspective	Population problem is...	Caribbean fit
Malthus	too many people for the food	poor — the region's food problem is import dependence, not numbers

Perspective	Population problem is...	Caribbean fit
Marx	distribution and ownership	good for poverty amid plenty; weak on environment
Neo-Malthusian	growth outrunning all resources	fits small dense islands (Barbados); misfits Guyana
Demographic transition	a stage in modernisation	fits the shape of the rates; needs the Caribbean version to explain migration and timing

BEAT 3 · WORKED RECEIPTS — *an exam answer, step by step*

Question (the syllabus's specimen question): *Assess the relevance of either the Malthusian theory or the Neo-Malthusian theory to population issues in a named Caribbean society. (25 marks)*

Step 1 — Decode. *Assess the relevance* — a measured verdict on fit. Choose neo-Malthusianism (more to say) and Guyana (the harder, more interesting fit).

Step 2 — Knowledge (8). Malthus's geometric/arithmetic argument, positive and preventive checks; neo-Malthusianism's resources, contraception and control (Ehrlich, Meadows, Hardin); one sentence on Marx and the transition model as rivals.

Step 3 — Application (10). Guyana's actual population issues, as the scheme lists them: emigration and brain drain; a static population; a low-density country with an empty interior; food *import* dependence beside agricultural capacity; the demographic window; ageing beginning; HIV and NCD mortality. Test each against neo-Malthusian worry: numbers are not the problem; *resources per person* are abundant; the pressure on the coast's sea defences and drainage is a *settlement* problem, not a *population* problem; food security (Chapter Three) is a policy failure, not a Malthusian check.

Step 4 — Evaluation (7). Conclude, as the scheme requires, on relevance "temporally, contextually, developmentally": neo-Malthusianism is largely *irrelevant* to Guyana's numbers and *relevant* to its environment (climate, the coast) and to its regional neighbours (Barbados, Haiti); the Caribbean transition theory and Marx's

distribution argument explain more. State the theory's strengths and weaknesses explicitly.

Step 5 — Opening line: *"A theory built to explain too many people fits badly a country whose problem is too few: neo-Malthusianism, this essay argues, is relevant to Guyana's coastline and to its neighbours, and almost irrelevant to its population."*

BEAT 4 · COUNSEL SAYS — *the strategy box*

- **Four theories, one table.** Learn the assessment table; it is the plan for any "assess the perspective" question in this Module.
- **The Caribbean version is a gift.** Most candidates recite the five stages; the top scripts add Roberts, the imported mortality decline, the compressed timing and *emigration as the fourth variable*. That paragraph is the difference between Level 4 and Level 2.
- **Name the issues, not just the theory.** The specimen scheme lists them — HIV/AIDS, overpopulation (Barbados), brain drain (Guyana), forced migration (Montserrat), poverty and disaster (Haiti), ageing, malnutrition, mortality. Choose three and test the theory against each.
- **Boserup, Sen and the feminists are your critics.** Innovation, entitlement and women's bodies — three critiques of Malthus that examiners recognise.
- **The trap:** treating "neo-Malthusian" as a synonym for "Malthusian." The difference is the *means* — moral restraint versus contraception and state control — and the *resources* — food versus everything.

BEAT 5 · TRY IT YUHSELF — *practice, with answer plans in Appendix I*

Essay 1. Assess the extent to which the Demographic Transition Theory explains population change in a named Caribbean society since 1950. (25 marks)

Essay 2. "The population problem of the Caribbean is not how many people there are but how the product is shared." Evaluate this Marxist claim with reference to a named Caribbean society. (25 marks)

Quick checks.

1. According to Malthus, population increases (A) arithmetically (B) geometrically (C) not at all (D) only in cities.
2. Late marriage and abstinence are examples of Malthus's (A) positive checks (B) preventive checks (C) reserve army (D) demographic dividend.
3. The *industrial reserve army* is a concept of (A) Malthus (B) Ehrlich (C) Marx (D) Notestein.
4. In Stage 2 of the demographic transition (A) birth and death rates are both high (B) the death rate falls while the birth rate stays high (C) both rates are low (D) the birth rate falls below the death rate.
5. A distinctive feature of the Caribbean demographic transition is (A) the absence of mortality decline (B) emigration acting as a fourth variable (C) rising fertility (D) no urbanisation.

CROSS-REFERENCES

Chapter One (the rates the theories explain) · Chapter Three (the policies that follow from each theory) · Chapter Four (modernisation and dependency as the development side of the same argument) · Module 3, Chapter Twelve (environment and the neo-Malthusian case).

ENDNOTES — CHAPTER TWO

1. CXC A27/U2/13, Unit 2, Module 1, Specific Objective 3; Content 3(a)–(d), p. 15.
2. CXC A27/U2/13, Specimen Paper, Unit 2, Paper 02, Question 2, and its mark scheme (Interpretation and Application).
3. Thomas Robert Malthus, *An Essay on the Principle of Population* (London: J. Johnson, 1798), chs. 1–2; 2nd ed. (1803) on moral restraint.
4. Ester Boserup, *The Conditions of Agricultural Growth: The Economics of Agrarian Change under Population Pressure* (London: Allen & Unwin, 1965); Amartya Sen, *Poverty and Famines: An Essay on Entitlement and Deprivation* (Oxford: Clarendon Press, 1981).
5. Karl Marx, *Capital*, vol. 1 (1867), ch. 25, §§3–4 ("The Progressive Production of a Relative Surplus Population or Industrial Reserve Army").

6. Paul R. Ehrlich, *The Population Bomb* (New York: Ballantine, 1968); Donella H. Meadows et al., *The Limits to Growth* (New York: Universe Books, 1972); Garrett Hardin, "The Tragedy of the Commons," *Science* 162 (1968): 1243–1248.
7. CXC A27/U2/13, Specimen mark scheme, Unit 2, Question 2 (Knowledge and Understanding).
8. Warren S. Thompson, "Population," *American Journal of Sociology* 34, no. 6 (1929): 959–975; Frank W. Notestein, "Population — The Long View," in Theodore W. Schultz (ed.), *Food for the World* (Chicago: University of Chicago Press, 1945).
9. George W. Roberts, *The Population of Jamaica* (Cambridge: Cambridge University Press for the Conservation Foundation, 1957); Jack Harewood, *The Population of Trinidad and Tobago* (Paris: CICRED, 1975).

Chapter Three — Deciding the Numbers: Population Policy

SYLLABUS MAP — *This chapter covers Module 1, Specific Objective 4: evaluate population policies in developed and developing countries — Content 4(a) birth control; (b) migration; (c) food security; (d) housing (zoning).*¹

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

A population policy is a government deciding, on purpose, what its population should be — how many, where, how fed, how housed, and who may come and go. Most Caribbean governments have never written such a document; all of them make population policy every week, in the health centre that hands out contraceptives, the ministry that allocates house lots, the immigration officer who stamps or refuses a passport, and the budget line that subsidises imported flour instead of local cassava. The syllabus asks you to evaluate policies in *developed and developing countries* — so China's one-child rule and Canada's points system sit beside Guyana's house-lot programme and CARICOM's food plan — and the specimen question asks whether **food security** is "an appropriate population policy" for a named Caribbean country.² It is the most practical chapter in the Unit, and one where a candidate who reads the newspaper has an advantage.

BEAT 2 • THE LAW OF THE TOPIC — *the core content, plainly*

1. Birth control — Content 4(a)

Anti-natalist policies aim to lower fertility. The extreme case is **China's one-child policy** (1980–2015): fines, job loss and forced abortion and sterilisation for second births; fertility fell to about 1.6, but with a skewed sex ratio (son preference and sex-selective abortion), an ageing crisis and a generation of only children, and the policy was relaxed to two children in 2016 and three in 2021 — the neo-Malthusian state now trying to raise the birth rate it crushed.³ **India's** family-planning programme, including the coercive sterilisation drives of the 1975–77 Emergency, is the other cautionary case; **Kerala**, where fertility fell to replacement through women's literacy and health services without coercion, is the counter-lesson. **Pro-natalist** policies in developed countries — France's family allowances, Sweden's parental leave, Singapore's baby bonuses after its earlier "Stop at Two" campaign — try, with limited success, to raise fertility in ageing societies.

The Caribbean. Family planning arrived in the 1950s and 1960s through voluntary associations (Jamaica's Family Planning Association, 1957; Barbados's, 1955) and then the state — Jamaica's **National Family Planning Board** (1967) with its slogan "Two is better than too many" — and was, by the standards of the developing world, successful and uncoerced: Caribbean fertility fell from five or six to near replacement within a generation, driven by contraception, women's education and employment, urbanisation and migration.⁴ Guyana has no formal anti-natalist policy; contraception is delivered through the Ministry of Health and NGOs, and the live issues are *access* in the hinterland, **teenage pregnancy** (a persistent share of births to mothers under twenty), abortion law (Guyana's Medical Termination of Pregnancy Act 1995 was among the region's most liberal), and the ageing that low fertility plus emigration produces.⁵ **Evaluation:** coercive policies work fast and wound deeply; voluntary policies tied to women's education work more slowly and last; the feminist test — does the policy serve women's choices or the state's targets? — is the one the examiner wants applied.

2. Migration — Content 4(b)

Developed countries manage *immigration*: Canada's **points system** (since 1967) and Australia's select by education, skill, language and age — which means, from the Caribbean's side, that they select *the people the*

Caribbean most needs to keep; the United States' family-reunification visas, the 1965 Immigration Act that opened the door to Caribbean migration, and its periodic amnesties and deportations; Britain's 1948 Nationality Act that let the *Windrush* generation in and the 1962 Commonwealth Immigrants Act that began shutting the door. Developed countries also *deport*: since the 1990s the United States, Canada and Britain have returned tens of thousands of Caribbean-born offenders, a population policy imposed from outside that Module 2 revisits.

Developing countries — the Caribbean — have mostly *reacted*: managing emigration's costs (brain drain, family separation) and benefits (remittances — for several territories among the largest sources of foreign exchange), and occasionally promoting return (Guyana's **re-migrant scheme** with duty-free concessions; Jamaica's returning-residents programme). The region's own migration policy is the **CARICOM Single Market and Economy's** free-movement regime — the Revised Treaty of Chaguaramas (2001) allows skilled nationals (graduates, artistes, sportspersons, media workers, nurses, teachers and more) to move and work across member states with a skills certificate, and the Conference of Heads agreed in 2023 to extend free movement to all nationals, a step whose implementation has been contested.⁶ **Immigration into the Caribbean** is the new issue: Haitian migration to the Dominican Republic and the Bahamas; and, since 2016, the movement of hundreds of thousands of Venezuelans into Trinidad, Guyana and the Eastern Caribbean — Guyana's response of registration and access to schools and clinics is population policy in real time.⁷ **Evaluation**: the Caribbean cannot stop emigration and has rarely tried; the effective policies are those that turn the diaspora into a resource (remittances, return, investment) and manage immigration humanely; the failure is the absence of any policy for retaining the trained.

3. Food security — Content 4(c)

The FAO defines food security as existing "when all people, at all times, have physical and economic access to sufficient, safe and nutritious food."⁸ Its four pillars — **availability, access, utilisation and stability** — make it a *population* policy because it asks whether the population can be fed, and a *development* policy because the answer depends on income, agriculture and trade. The Caribbean's problem is not Malthusian scarcity

but **import dependence**: the region imports a large share of what it eats — CARICOM's food-import bill has been reported in the billions of US dollars annually — while its own agriculture declined with the plantation crops; small islands have little land; hurricanes and floods destroy harvests; and cheap imported calories drive the obesity and diabetes of Module 3.⁹

Policies. Guyana's **Grow More Food** campaign (2008) after the world food-price spike; the **Jagdeo Initiative** (2004) on removing constraints to regional agriculture; and the current CARICOM target, led by Guyana, to cut the region's extra-regional food imports by **25 per cent by 2025** ("25 by 2025") through regional production, transport and investment — the most concrete food-security policy the region has adopted.¹⁰ Add the school-feeding programmes, price controls and subsidies on staples, agricultural extension and the shade-house and hinterland agriculture projects. **Evaluation** — follow the specimen mark scheme, which asks for the relationship between population size and food security, history's legacy (plantation agriculture built for export, not for feeding the population), disasters, sustainability, migration's effect on the farm labour force, the cost of importing, quality and safety of imports, nutrition education and the regional approach: food security is "feasible ... only if it is based on education and sound policies" and on "regional machinery"; and a candidate may equally conclude that "the socio-economic history, the economic structures and political nature of the region pose considerable threats."¹¹ For Guyana specifically: the one Caribbean country with the land to feed the region, whose own history (sugar and rice for export; flour and Irish potatoes imported) shows why *capacity* is not *security*.

4. Housing and zoning — Content 4(d)

Where and how a population lives is policy. **Zoning** — the legal separation of land uses (residential, commercial, industrial, agricultural, conservation) — and **physical planning** decide density, services and risk. **Developed countries** zone tightly and argue about it (suburban sprawl, green belts, the housing shortages their zoning creates). **Developing countries** face **squatting** — informal settlements on state or private land without title or services — the Caribbean's characteristic housing form after rural–urban migration: Kingston's West End, Port of

Spain's hillsides, Georgetown's Sophia in the 1980s–90s.

Guyana's policy is the region's most active: the **Central Housing and Planning Authority** (CH&PA) allocates state land as house lots at subsidised prices — tens of thousands of lots since the 1990s and an accelerated programme since 2020 — with **squatter regularisation** (surveying, titling and servicing informal settlements), low-income housing subsidies and mortgage relief.¹² The population-policy content: house lots settle young families on the coast (and so shape where the population will live for a century), regularisation turns squatters into taxpayers with collateral, and the whole programme is a bet on retaining people. The **risk**: almost all of it is on a coastal plain below sea level, behind sea defences and drainage the environment chapter (Module 3) will question. **Evaluation**: judge housing policy by tenure security, services, affordability, location and *climate risk*; Guyana scores high on the first three and is only beginning to reckon with the last.

BEAT 3 • WORKED RECEIPTS — *an exam answer, step by step*

Question (the syllabus's specimen question): *With reference to a named Caribbean country, discuss the extent to which food security is an appropriate population policy.* (25 marks)

Step 1 — Decode. *Discuss the extent* — define, explore both sides, reach a measured view. "Population policy" is the hinge: you must show food security is about population (feeding it, sustaining it) and then ask whether it is *appropriate* (feasible, effective, prioritised correctly).

Step 2 — Knowledge (8). Define population policy; define food security (FAO; four pillars); state Malthus and the neo-Malthusians (food and numbers) and Marx (distribution) as the theoretical frame.

Step 3 — Application (10). Guyana: the import bill beside the land; the plantation legacy (Beckford — export crops, imported food); the sugar-estate closures and rice; Grow More Food 2008; "25 by 2025"; floods (2005) and the coast's vulnerability; emigration draining farm labour; nutrition and the NCD link; the regional dimension (CARICOM machinery; Guyana as the region's breadbasket).

Step 4 — Evaluation (7). Conclude with the scheme's options in your own words: appropriate *and* feasible for Guyana more than for any

other member state — but only as a *regional* policy with education, infrastructure and climate adaptation behind it; and a caution that history, structure and politics have defeated every previous attempt.

Step 5 — Opening line: *"For a country with more arable land per person than almost any in the hemisphere and a food-import bill that grows every year, food security is not only an appropriate population policy — it is the one that tests whether Guyana has learned anything from the plantation."*

BEAT 4 • COUNSEL SAYS — *the strategy box*

- **One developed and one developing case per policy.** China and Jamaica for birth control; Canada's points and CSME for migration; the EU's Common Agricultural Policy or the United States' farm subsidies and "25 by 2025" for food; green belts and the CH&PA for housing. The syllabus says "developed and developing" — give both.
- **Date the policy.** 1967 (Jamaica's NFPB), 1980–2015 (one-child), 2001 (Revised Treaty), 2008 (Grow More Food), 2025 (the CARICOM target). Dated policies are Application marks.
- **Evaluate with criteria.** Effectiveness, cost, human rights, sustainability, equity, feasibility. Say which criterion you are using.
- **The food question is Guyana's question.** No other candidate in the region can write "my country is the breadbasket" — and no other candidate needs to explain why the breadbasket imports its flour.
- **The trap:** describing policies without a *population* link. Every paragraph must return to births, deaths, movement, density or feeding — the population variable the policy acts on.

BEAT 5 • TRY IT YUHSELF — *practice, with answer plans in Appendix I*

Essay 1. Evaluate the effectiveness of birth-control policies in ONE developed and ONE developing country. (25 marks)

Essay 2. "Emigration is the Caribbean's real population policy, whether governments admit it or not." Discuss this statement with reference to a named Caribbean society. (25 marks)

Essay 3. Assess the extent to which housing policy in a named Caribbean society addresses the population issues that produced squatting. (25 marks)

Quick checks.

1. A policy designed to raise the birth rate is called (A) anti-natalist (B) pro-natalist (C) neo-Malthusian (D) zoning.
2. China's one-child policy operated from (A) 1949 to 1976 (B) 1980 to 2015 (C) 1967 to 1990 (D) 2000 to 2020.
3. The four pillars of food security are (A) land, labour, capital, enterprise (B) availability, access, utilisation, stability (C) birth, death, migration, growth (D) health, education, income, housing.
4. Free movement of skilled nationals within CARICOM is provided for by (A) the Moyne Report (B) the Revised Treaty of Chaguaramas (C) the Paris Agreement (D) the Port of Spain Declaration.
5. The Guyanese agency that allocates house lots is (A) CARICOM (B) the Bureau of Statistics (C) the Central Housing and Planning Authority (D) PAHO.

CROSS-REFERENCES

Chapter Two (the theories behind each policy) · Chapter Five (migration and urbanisation) · Module 3, Chapter Eleven (nutrition and NCDs) · Module 3, Chapter Twelve (the coast, climate and settlement).

ENDNOTES — CHAPTER THREE

1. CXC A27/U2/13, Unit 2, Module 1, Specific Objective 4; Content 4(a)–(d), p. 15.
2. CXC A27/U2/13, Specimen Paper, Unit 2, Paper 02, Question 1.
3. Susan Greenhalgh and Edwin A. Winckler, *Governing China's Population: From Leninist to Neoliberal Biopolitics* (Stanford: Stanford University Press, 2005); the two-child policy took effect 1 January 2016 and the three-child policy was announced in May 2021.
4. Roberts, *The Population of Jamaica* (1957); Jamaica's National Family Planning Board was established by the National Family Planning Act 1970 following the 1967 programme; Barbados Family Planning Association, 1955; Jamaica Family Planning Association,

1957.

5. Medical Termination of Pregnancy Act 1995, Cap. 32:04, Laws of Guyana. Teenage-birth shares should be quoted from the Ministry of Health's statistical bulletin or UNFPA's Guyana data.
6. Revised Treaty of Chaguaramas Establishing the Caribbean Community including the CARICOM Single Market and Economy (2001), ch. 3, Art. 45–46 (free movement of skills); Conference of Heads of Government, 45th Regular Meeting (July 2023), agreement in principle on free movement for all nationals.
7. On Venezuelan migration into Guyana since 2018, see the International Organization for Migration and UNHCR's Regional Inter-Agency Coordination Platform (R4V) country data; quote current registered numbers from R4V.
8. Food and Agriculture Organization, *Rome Declaration on World Food Security and World Food Summit Plan of Action* (Rome: FAO, 1996), para. 1.
9. CARICOM Secretariat statements on the regional food-import bill; quote the current figure from the Secretariat or the Caribbean Agricultural Research and Development Institute (CARDI).
10. The "25 by 2025" initiative was adopted by the CARICOM Heads of Government with Guyana's President as lead Head for agriculture; see the CARICOM Secretariat's Agri-Food Systems Agenda documents. The Grow More Food campaign was launched by the Government of Guyana in 2008; the Jagdeo Initiative was endorsed by CARICOM Heads in 2004.
11. CXC A27/U2/13, Specimen mark scheme, Unit 2, Question 1 (Interpretation and Application; Analysis and Evaluation).
12. Central Housing and Planning Authority, Guyana, established under the Housing Act, Cap. 36:20; allocation and regularisation figures should be quoted from the CH&PA's or the Ministry of Housing and Water's current reports.

Chapter Four — What "Development" Means: Concepts, Indicators and Theories

SYLLABUS MAP — This chapter covers Module 1, Specific Objectives 5–7: explain the concepts of development; explain the indicators of development; assess the sociological perspectives of development — Content 5 development, underdevelopment, sustainable development, modernisation, industrialisation, dependency, GDP, GNP, cost of living, per capita income; Content 6 indicators: economic (GDP, GNP, per capita income, cost of living) and social (health, education, social services, quality of life); Content 7 perspectives: modernisation; dependency/plantation; world system; convergence.¹

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

In December 2019 the first barrel of oil came up from the Stabroek Block, and within three years Guyana was, by the only measure the newspapers use, the fastest-growing economy on earth — real output rising by more than sixty per cent in 2022 alone, according to the International Monetary Fund, and by a third the year after.² Per capita income, on paper, overtook that of every CARICOM neighbour. And in the same years a mother in a Region One village still took her child two days by boat to reach a doctor, a Sophia family still waited for a drain, and a Berbice sugar worker still had no estate to go back to. Is Guyana *developed*? The question is no longer academic, and every theory in this chapter has an answer.

Development is the most argued word in the syllabus. It began as a synonym for economic growth; it became a measure of human welfare; it is now, in the UN's language, *sustainable* — development that does not

spend the next generation's inheritance. And the Caribbean's own scholars — Arthur Lewis, who won the Nobel Prize for explaining how a poor country develops; Beckford, Best and Girvan, who explained why it does not — wrote much of the theory the syllabus asks you to assess. Lewis was born in St Lucia; the plantation school wrote from Mona and St Augustine. This is a Caribbean subject.

BEAT 2 • THE LAW OF THE TOPIC — *the core content, plainly*

1. The concepts — Content 5

- **Development** — the process by which a society improves the economic, social and political well-being of its people: rising income *and* longer, healthier, more educated, freer lives. Dudley Seers (1969) asked three questions of any "developing" country: what has been happening to poverty, to unemployment and to inequality? If all three have fallen, development has occurred; if one or two have worsened, "it would be strange to call the result 'development' even if per capita income doubled."³ Amartya Sen (1999) redefined it as the expansion of people's **capabilities** — the real freedoms to be and do what they value.⁴
- **Underdevelopment** — for modernisation theorists, a *stage* not yet passed; for dependency theorists, a *condition produced* by the development of others: Walter Rodney's title says it — *How Europe Underdeveloped Africa* (1972) — and Andre Gunder Frank's phrase, "the development of underdevelopment."⁵
- **Sustainable development** — the Brundtland Commission's definition (1987): "development that meets the needs of the present without compromising the ability of future generations to meet their own needs"; institutionalised in the Rio Earth Summit (1992), the Millennium Development Goals (2000) and the seventeen **Sustainable Development Goals** (2015–2030).⁶ Guyana's Low Carbon Development Strategy (2009; LCDS 2030) is the Caribbean's most explicit national version.
- **Modernisation** — the transformation of a "traditional" society into a "modern" one: urban, industrial, literate, secular, individualist, achievement-oriented — the *process* the modernisation theorists

prescribe.

- **Industrialisation** — the shift of an economy from agriculture to manufacturing; for the Caribbean, W. Arthur Lewis's 1950 prescription of "**industrialisation by invitation**" — attracting foreign manufacturers with tax holidays and cheap labour, on the model of Puerto Rico's Operation Bootstrap — which produced enclaves and garment factories but not the transformation Lewis hoped for.⁷
- **Dependency** — a relationship in which the economy of one country is conditioned by the development and expansion of another; the *condition* the dependency theorists diagnose.
- **GDP (Gross Domestic Product)** — the total value of goods and services produced *within* a country's borders in a year, whoever owns the producers; **GNP (Gross National Product)** — now usually **GNI, Gross National Income** — the total income *earned by a country's residents*, wherever earned: GDP plus income from abroad minus income paid abroad. The difference matters enormously in an oil economy: Guyana's GDP counts the oil the consortium pumps; its GNI subtracts the profits that leave.
- **Per capita income** — GDP or GNI divided by population: an *average* that says nothing about distribution.
- **Cost of living** — the money needed to maintain a given standard of living, measured by a **consumer price index** basket; rising prices erode real income, and the Caribbean's import dependence makes its cost of living hostage to shipping and the US dollar.

2. The indicators — Content 6

Economic indicators (GDP, GNP/GNI, per capita income, cost of living, plus growth rate, unemployment, inflation, debt) measure *output and money*. **Social indicators** measure *lives*: **health** (life expectancy, infant and maternal mortality, doctors and hospital beds per thousand, immunisation, HIV prevalence, NCD rates); **education** (literacy, enrolment and completion by level, mean years of schooling, pupil–teacher ratios, CSEC pass rates); **social services** (access to water, sanitation, electricity, housing, social protection coverage); **quality of life** (composite indices — HDI, PQLI, MPI; also crime rates, inequality — the Gini — and subjective well-being surveys).

The examiner's point, stated for every candidate: economic and social indicators can *diverge*. Cuba has a low per capita income and developed-country life expectancy; Equatorial Guinea has oil income and poor social indicators; **Guyana in the 2020s is the region's live example** — income indicators soaring, social indicators improving slowly, inequality and the coast–hinterland gap wide. A Level-2 essay on indicators uses that divergence as its argument.

3. The perspectives — Content 7

Modernisation theory. Born in the Cold War United States: development is a *journey* every society can make along the road the West has travelled. **W. W. Rostow**, *The Stages of Economic Growth: A Non-Communist Manifesto* (1960), laid out five stages — traditional society; the preconditions for take-off; **take-off** (investment rising above ten per cent of income, a leading sector, an enabling political and social framework); the drive to maturity; and the age of high mass consumption.⁸ Sociologists supplied the *cultural* side: Talcott Parsons's **pattern variables** (traditional societies are ascriptive, particularistic, diffuse; modern ones achievement-oriented, universalistic, specific); Bert Hoselitz on the values that entrepreneurship needs; Alex Inkeles's "modern man" — open to new experience, oriented to the present and future, believing in science, planning ahead — produced, he found, by schooling and factory work; Daniel Lerner on the media as the teacher of modernity.⁹ The policy: aid, investment, technology transfer, education and the diffusion of Western institutions and values — and, for the Caribbean, Lewis's industrialisation by invitation. **Critique:** it is **ethnocentric** (the West as the model), **ahistorical** (it ignores that the West developed *by* colonising the rest), blind to the *international* structure, and it blames the poor's "traditional values" for a poverty that has other causes. Its record in the Caribbean — enclave industries, tax holidays, foreign profits repatriated — is the dependency school's evidence.

Dependency and plantation theory. The reply came from Latin America and the Caribbean. Raúl Prebisch and the UN Economic Commission for Latin America (ECLA) showed in the 1950s that the terms of trade move *against* primary producers; Andre Gunder Frank (1967) described a chain of **metropolis–satellite** relations through

which surplus is extracted from the periphery, so that the satellites are *underdeveloped* — not undeveloped — by their very links to the centre; Walter Rodney (1972) applied it to Africa and, in his last work, to Guyana.¹⁰ The **Caribbean plantation school** — the New World Group — made the argument the region's own: Lloyd Best's "pure plantation economy" model (1968) with its **hinterlands of conquest, settlement and exploitation**; George Beckford's *Persistent Poverty* (1972) on the plantation as a total institution reproducing dependency; Norman Girvan's *Foreign Capital and Economic Underdevelopment in Jamaica* (1971) on the bauxite multinationals; Kari Levitt on the "branch-plant economy."¹¹ The policy: delink, nationalise, diversify, integrate regionally, control foreign capital — the programme of the 1970s (Guyana's nationalisations, the Manley government in Jamaica, CARICOM 1973). **Critique:** it can be *deterministic* (nothing changes without a world revolution), it underplays internal causes (corruption, policy failure, class) and the agency of Caribbean states, and the East Asian "tigers" developed *through* the world market, not by delinking. Its Caribbean record: the nationalised industries of the 1970s did not end dependency, and Guyana's crisis of the 1980s followed.

World-system theory. Immanuel Wallerstein (1974) reframed dependency as a single **capitalist world-system** with a **core** (high-wage, high-technology, strong states), a **semi-periphery** (in between — the Caribbean's larger economies aspire to it) and a **periphery** (low-wage, raw-material exporters, weak states); positions can change over time, and the unit of analysis is the *system*, not the country.¹² It explains upward mobility (Korea) and downward (Argentina) that dependency could not, and it locates the Caribbean as a periphery from the moment the first sugar was shipped — the world-system's *first* periphery, in fact. **Critique:** still economicist; the "system" can become an explanation of everything.

Convergence theory. Clark Kerr and colleagues, *Industrialism and Industrial Man* (1960), argued that the **logic of industrialism** — technology, skill requirements, the organisation of work — pushes *all* industrial societies, capitalist or communist, toward similar structures: educated workforces, bureaucracy, urbanisation, small families, welfare states, a plural politics.¹³ Development therefore means *converging* on a common industrial model; later versions predicted convergence of

incomes through trade and technology (the neoliberal "catch-up"). **Critique:** societies have converged in *some* respects (demography, education) and diverged in others (inequality, politics); "industrialism" has been replaced by post-industrial and digital economies that converge differently; and for the Caribbean the theory reads as modernisation by another name — though the region's *demographic* convergence (Chapter Two) is its best evidence.

4. Assessing them on the Caribbean

Perspect ive	Development is...	Cause of unde rdevelopment	Caribbean evidence for	Caribbean evidence against
Modernis ation	stages toward the Western model	traditional values, lack of capital and institutions	education-driven gains; Barbados's route	enclave industrialisation; repatriated profits; the plantation's <i>modern</i> poverty
Dependen cy / plantation	escape from a structure of extraction	the plantation and its heirs	Beckford, Best, Girvan; sugar and bauxite; oil ownership	the failed delinking of the 1970s; internal causes
World-sys tem	change of position in one system	peripheral role since 1500	the Caribbean as first periphery; semi-peripheral aspirations	economism
Converge nce	approach to a common industrial form	insufficient industrialism	demographic and educational convergence	inequality and politics diverge

The Guyana test, in one line: modernisation explains the *aspiration* (schooling, urbanisation, oil as take-off); dependency explains the *structure* (the consortium's ownership and the profit-sharing terms of the 2016 agreement, the imported food beside the exported crude); world-system explains the *position* (a periphery bidding for the semi-periphery); convergence explains the *demography*. A candidate who can say which perspective explains which *aspect* has evaluated.

BEAT 3 • WORKED RECEIPTS — *an exam answer, step by step*

Question (Paper 02 style, 25 marks): *Assess the extent to which the dependency/plantation perspective explains the development of a named Caribbean society.*

Step 1 — Decode. *Assess the extent* » measured verdict; the perspective is dependency/plantation; the society is Guyana; "development" invites both the past and the present.

Step 2 — Knowledge (8). Define development (Seers, Sen), underdevelopment (Frank, Rodney), dependency; the plantation school (Best's model, Beckford's total institution, Girvan on foreign capital); one sentence each on modernisation and world-system as rivals.

Step 3 — Application (10). Guyana's history as the model's evidence: sugar for export, food imported; ownership abroad (Bookers) until 1976; bauxite (Demba, Reynolds) until 1971–75; the nationalisations and the crisis that followed; the return of foreign capital in gold and now oil; the profit-sharing and cost-recovery terms of the 2016 Petroleum Agreement debated in exactly the plantation school's language; GDP versus GNI. Evidence against: real gains in education and health that the model cannot see; the Natural Resource Fund (2021) as an attempt at *managed* dependency; policy choices that are Guyana's own.

Step 4 — Evaluation (7). Conclude: the perspective explains the *structure* of Guyana's economy to a large extent and its *outcomes* only partly; world-system theory better captures the possibility of moving up; modernisation better captures the human-development gains. "Persistent poverty" persists — but so does agency.

Step 5 — Opening line: *"Guyana was a plantation before it was a country, and the plantation school's warning — that an economy built to export what it does not eat and to import what it does not make will stay poor however much it produces — is the most exact prophecy ever written about an oil boom."*

BEAT 4 • COUNSEL SAYS — *the strategy box*

- **Concepts with authors.** Development — Seers, Sen; underdevelopment — Frank, Rodney; sustainable development — Brundtland 1987; industrialisation by invitation — Lewis 1950; dependency — Frank; plantation — Best, Beckford, Girvan; world-system — Wallerstein; convergence — Kerr. Each pairing is a

Knowledge mark.

- **GDP versus GNI is Guyana's sentence.** One country, one industry, one distinction — and the whole dependency argument fits in it. Use it.
- **Indicators diverge — say so with two examples.** Cuba (low income, high health) and Guyana (high income, lagging health) are the pair.
- **The plantation school is Caribbean sociology.** Name the New World Group; the examiner's report for Unit 1 asked for Beckford by name, and Unit 2 is where he belongs.
- **The trap:** "development = GDP." Every Unit 2 examiner is waiting for the candidate who knows that a country can grow without developing. Be that candidate.

BEAT 5 • TRY IT YUHSELF — *practice, with answer plans in Appendix I*

Essay 1. "Economic growth is not development." Evaluate this statement with reference to economic and social indicators in a named Caribbean society. (25 marks)

Essay 2. Assess the usefulness of modernisation theory for understanding development in the Commonwealth Caribbean since independence. (25 marks)

Essay 3. Examine the concept of sustainable development and discuss its relevance to a named Caribbean society. (25 marks)

Quick checks.

1. Rostow's stage in which investment rises and a leading sector emerges is (A) traditional society (B) take-off (C) the drive to maturity (D) high mass consumption.
2. "The development of underdevelopment" is a phrase of (A) Rostow (B) Andre Gunder Frank (C) Parsons (D) Kerr.
3. GNI differs from GDP in that GNI (A) excludes services (B) counts income earned by residents wherever earned (C) measures only agriculture (D) ignores foreign profits.
4. The Brundtland definition of sustainable development dates from (A) 1960 (B) 1972 (C) 1987 (D) 2015.

5. The *logic of industrialism* pushing all societies toward similar structures is the claim of (A) dependency theory (B) convergence theory (C) world-system theory (D) Malthus.

CROSS-REFERENCES

Chapter One (HDI) · Chapter Two (modernisation and the demographic transition) · Chapter Five (urbanisation, industrialisation and migration as the mechanisms) · Module 3 (poverty and environment as development's tests) · Unit 1, Chapter Eleven (Beckford and plantation society).

ENDNOTES — CHAPTER FOUR

1. CXC A27/U2/13, Unit 2, Module 1, Specific Objectives 5–7; Content 5–7, pp. 15–16.
2. International Monetary Fund, *World Economic Outlook* database and Article IV consultation reports for Guyana (2023–2025). Verify the current growth figures against the IMF's latest release before quoting them.
3. Dudley Seers, "The Meaning of Development," *International Development Review* 11, no. 4 (1969): 2–6.
4. Amartya Sen, *Development as Freedom* (New York: Knopf, 1999).
5. Walter Rodney, *How Europe Underdeveloped Africa* (London: Bogle-L'Ouverture, 1972); Andre Gunder Frank, "The Development of Underdevelopment," *Monthly Review* 18, no. 4 (1966): 17–31.
6. World Commission on Environment and Development, *Our Common Future* (Oxford: Oxford University Press, 1987), ch. 2; United Nations General Assembly, *Transforming Our World: The 2030 Agenda for Sustainable Development*, A/RES/70/1 (2015).
7. W. Arthur Lewis, "The Industrialization of the British West Indies," *Caribbean Economic Review* 2, no. 1 (1950): 1–61.
8. W. W. Rostow, *The Stages of Economic Growth: A Non-Communist Manifesto* (Cambridge: Cambridge University Press, 1960).
9. Talcott Parsons, *The Social System* (1951), ch. 2 (the pattern variables); Bert F. Hoselitz, *Sociological Aspects of Economic Growth* (Glencoe, IL: Free Press, 1960); Alex Inkeles and David H. Smith, *Becoming Modern: Individual Change in Six Developing*

- Countries* (Cambridge, MA: Harvard University Press, 1974); Daniel Lerner, *The Passing of Traditional Society* (Glencoe, IL: Free Press, 1958).
10. Raúl Prebisch, *The Economic Development of Latin America and Its Principal Problems* (New York: United Nations, 1950); Andre Gunder Frank, *Capitalism and Underdevelopment in Latin America* (New York: Monthly Review Press, 1967); Rodney, *A History of the Guyanese Working People, 1881–1905* (1981).
 11. Best, "Outlines of a Model of Pure Plantation Economy" (1968); Beckford, *Persistent Poverty* (1972); Norman Girvan, *Foreign Capital and Economic Underdevelopment in Jamaica* (Kingston: ISER, 1971); Kari Levitt and Lloyd Best, "Character of Caribbean Economy," in George Beckford (ed.), *Caribbean Economy* (Kingston: ISER, 1975); Norman Girvan (ed.), *Rethinking Development* (Mona: Consortium Graduate School, 1995), listed in CXC A27/U2/13, Module 3 Resources, p. 24.
 12. Immanuel Wallerstein, *The Modern World-System*, vol. 1 (New York: Academic Press, 1974).
 13. Clark Kerr, John T. Dunlop, Frederick H. Harbison and Charles A. Myers, *Industrialism and Industrial Man* (Cambridge, MA: Harvard University Press, 1960).

Chapter Five — People on the Move: Urbanisation, Industrialisation and Migration

SYLLABUS MAP — *This chapter covers Module 1, Specific Objective 8: explain the relationship between population and development — Content 8(a) urbanisation; (b) industrialisation; (c) migration.*¹

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

The relationship between population and development is not a theory in Guyana; it is a bus route. The minibus from the Corentyne to Georgetown on a Monday morning carries the whole chapter: a girl going to the University of Guyana who will not come back to the village to live; a man going to a job at the port that did not exist five years ago; a woman going to the embassy for a visa interview that, if it succeeds, will take her to Queens and send back a barrel at Christmas; and a family from the interior, moving to a house lot at Diamond because the school and the clinic are there. **Urbanisation, industrialisation and migration** are the three mechanisms by which population and development act on each other, and the syllabus asks you to explain the relationship in both directions: how development moves people, and how the movement of people makes — or breaks — development.

BEAT 2 • THE LAW OF THE TOPIC — *the core content, plainly*

1. Urbanisation — Content 8(a)

Urbanisation is the rising share of a population living in towns and cities; **urban growth** is the increase in their absolute numbers; **urbanism** (Louis Wirth, 1938) is the way of life cities produce — anonymity, secondary relationships, tolerance, the weakening of the extended family and the church.² Its causes are **push** factors in the countryside (landlessness, the collapse of estate employment, poor services, disaster) and **pull** factors in the city (jobs, schools, hospitals, "bright lights," the informal economy). The Caribbean is highly urbanised by developing-country standards — Trinidad, Jamaica, Barbados and the Bahamas are majority-urban — with a pattern of **primacy**: one city (Kingston, Port of Spain, Bridgetown, Georgetown) holds a disproportionate share of the population, services and power. Guyana is the exception that proves the rule: officially less than a third urban, because its "villages" strung along the coast are not classified as urban, but functionally a single coastal conurbation from the Corentyne to the Essequibo, with Georgetown and its suburbs (Diamond, Providence, Eccles) growing through housing schemes, and the interior almost empty.³

Development effects. Positive: economies of scale in services, the concentration of skills and markets, the fall in fertility that city life brings, innovation. Negative: **squatting** and informal settlements without water, drainage or title; **over-urbanisation** — cities growing faster than the jobs to employ their migrants, producing the informal sector, unemployment and crime (the garrison, Module 2); pressure on housing, transport and the environment (Georgetown's drainage, the garbage in its canals, flooding); and the **rural decline** left behind — closed schools, an ageing countryside. Sociologically, functionalists read urbanisation as the *differentiation* that modernisation requires; conflict theorists read the squatter settlement as the city's reserve army; interactionists study the urban stranger; feminists the woman who heads the urban household.

2. Industrialisation — Content 8(b)

Industrialisation transforms population *through* the demographic transition (Chapter Two) and the labour market: it draws people to the towns, raises the cost of children and the value of their education, brings women into paid work, and lowers fertility; population in turn supplies industry with labour — the **demographic dividend** is precisely a large

working-age population *available* to industrialise. The Caribbean's industrialisation has been partial: **Lewis's** industrialisation by invitation (1950) produced garment and assembly plants, then **export-processing zones** (Jamaica's Kingston Free Zone, 1976) whose jobs — mostly women's, low-paid, insecure — left when wages rose; **import-substitution industrialisation** behind CARICOM's common external tariff produced small, protected manufacturers; **extractive industry** (bauxite, oil, gold) produced enclaves with few jobs and large revenues; and **tourism** became the "industry" of the islands, with its own population effects (seasonal work, migration to the resorts, foreign second-home owners). Guyana's oil economy is industrialisation of the extractive, enclave kind — high output, few direct jobs, and a population question in the middle: will the revenue be turned into the health, schooling and jobs that keep people, or will the country grow richer and emptier at once?

Development effects. Industrialisation raises productivity and income where it takes root; it also produces the **dual economy** (a modern enclave beside a traditional mass), pollution, and — in the Caribbean — the **structural unemployment** of populations educated for jobs that never came, which is one root of emigration.

3. Migration — Content 8(c)

Migration is the Caribbean's master variable, and the syllabus wants it in both directions.

Migration as an effect of (under)development. Everett Lee's push–pull model (1966): people move when the *pull* of the destination and the *push* of origin outweigh the intervening obstacles.⁴ The Caribbean's pushes — the plantation's low wages, the small islands' small opportunities, structural unemployment, violence, disaster, political crisis (Guyana's 1970s–80s) — and pulls — the wages, schools and family networks of Britain, the United States and Canada — produced a century of emigration in waves: to Panama and Cuba (1900s–20s), to Britain (1948–62), to North America (1965 onward), plus intra-regional flows (to Trinidad's oil economy; to the Bahamas and the US Virgin Islands; Haitians to the Dominican Republic). **Selectivity** is the sociological key: migrants are disproportionately young, working-age, educated and enterprising — which is why emigration is both a *result* of

underdevelopment and a *cause* of it.

Migration's effects on development. The costs: **brain drain** (Guyana's tertiary-educated emigration rate was the world's highest in the World Bank's 2000 data⁵); the loss of nurses, teachers and doctors trained at public expense; the "missing generation" in the age pyramid; the **transnational family** and the barrel child (Unit 1, Chapter Seven); the emptied village. The benefits: **remittances** — for Jamaica, Haiti and Guyana among the largest inflows of foreign exchange, sustaining households, housing and small business (though also dependence and inflation); **skills and capital** brought back by returnees; diaspora investment and tourism; the reduction of unemployment and population pressure — the safety valve of the Caribbean transition. **New flows:** *deportation* of Caribbean-born offenders from North America and Britain (Module 2); *immigration* into the region — Venezuelans into Guyana and Trinidad, Haitians across the Caribbean, Guyanese returning to the oil economy and Caribbean nationals arriving to work in it; and *internal* migration from interior to coast and from village to housing scheme.

The theories again. Modernisation theory reads migration as the diffusion of skills and remittances — development by movement; dependency theory reads it as the periphery exporting its best to the core and importing consumption — underdevelopment by movement; world-system theory reads it as labour flowing to the core as capital flows to the periphery; convergence theory reads the diaspora's demography and values as the Caribbean converging with the North. The examiner rewards the candidate who can apply *two* of these to *one* Caribbean flow.

4. The relationship in one paragraph

Development moves people: it pulls them to the towns, into industry and across borders; the movement changes the population — smaller families, an older countryside, a diaspora — and the changed population feeds back into development: a demographic dividend or a drained workforce, remittances or dependence, an urban economy or an over-urbanised one. In the Caribbean the feedback has run mostly one way: the region developed its people and exported them. The policy question of the twenty-first century — Guyana's above all — is whether development can now be built to *keep* them.

BEAT 3 · WORKED RECEIPTS — *an exam answer, step by step*

Question (Paper 02 style, 25 marks): *With reference to a named Caribbean society, examine the relationship between migration and development.*

Step 1 — Decode. *Examine* = define and explore. "Relationship" is two-way — migration as an effect and as a cause of development. One society: Guyana.

Step 2 — Knowledge (8). Define migration (types; net; selectivity); development (Seers; Sen); Lee's push–pull; brain drain; remittances; the theories.

Step 3 — Application (10). *Migration as effect:* the 1970s–80s crisis and the exodus; structural unemployment; the small opportunity structure. *Migration as cause:* the brain drain (the World Bank figure, with its year); nurses and teachers; the missing generation; remittances' share of the economy (quote the current World Bank figure); transnational families; the diaspora's investment and return since 2015; Venezuelan immigration as a new development question. *Theories applied:* dependency (exporting the educated to the core) and modernisation (remittances and returnees as diffusion).

Step 4 — Evaluation (7). Conclude: for Guyana the relationship has been *circular and negative* for fifty years — underdevelopment produced emigration, emigration reproduced underdevelopment — and the oil economy is the first chance to reverse the direction; whether it does depends on the policies of Chapter Three (housing, food, return, retention).

Step 5 — Opening line: *"Guyana's largest export before oil was Guyanese: this essay examines how underdevelopment sent them abroad, how their leaving deepened it, and whether the country's new wealth can bring the circle to a close."*

BEAT 4 · COUNSEL SAYS — *the strategy box*

- **Both directions, always.** "Relationship" questions are marked for showing cause running both ways. Two headings — as effect, as cause — and the essay writes itself.

- **Selectivity is the mechanism.** Who migrates (young, educated, enterprising) explains why migration both relieves and drains. State it.
- **Two theories on one flow.** Dependency and modernisation on the brain drain and remittances — that is Analysis.
- **Guyana's urban paradox.** "Officially rural, functionally a coastal conurbation" is an examinable insight; the emptied interior and the housing-scheme suburbs are its evidence.
- **The trap:** treating migration as only loss. Remittances, return and the diaspora are the other half, and the examiner is looking for balance.

BEAT 5 · TRY IT YUHSELF — *practice, with answer plans in Appendix I*

Essay 1. Assess the extent to which urbanisation has contributed to development in a named Caribbean society. (25 marks)

Essay 2. "Industrialisation in the Caribbean has changed the population more than it has changed the economy." Discuss this statement with reference to a named Caribbean society. (25 marks)

Quick checks.

1. The concentration of a country's population and services in one dominant city is called (A) urbanism (B) primacy (C) zoning (D) convergence.
2. Everett Lee's model of migration is based on (A) stages of growth (B) push and pull factors and intervening obstacles (C) class conflict (D) the sacred canopy.
3. The emigration of a country's educated and skilled population is known as (A) the demographic dividend (B) brain drain (C) urbanisation (D) natural increase.
4. Money sent home by migrants is called (A) foreign direct investment (B) remittances (C) GDP (D) the cost of living.
5. "Industrialisation by invitation" is associated with (A) Beckford (B) Rostow (C) W. Arthur Lewis (D) Wallerstein.

CROSS-REFERENCES

Chapter One (the pyramid's missing bars) · Chapter Two (emigration as the Caribbean's fourth variable) · Chapter Three (migration and housing policy) · Chapter Four (the theories) · Module 2 (the garrison; deportation) · Module 3 (poverty and the urban informal sector; the coast).

ENDNOTES — CHAPTER FIVE

1. CXC A27/U2/13, Unit 2, Module 1, Specific Objective 8; Content 8(a)–(c), p. 16.
2. Louis Wirth, "Urbanism as a Way of Life," *American Journal of Sociology* 44, no. 1 (1938): 1–24.
3. Bureau of Statistics, Guyana, *2012 Population and Housing Census*, Compendium 1 (urban/rural distribution by region). Quote the Bureau's current urban share.
4. Everett S. Lee, "A Theory of Migration," *Demography* 3, no. 1 (1966): 47–57.
5. Docquier and Marfouk, "International Migration by Education Attainment, 1990–2000" (2006). Verify the figure against the published table before quoting.

Module 1 — Revision Checklist



- Define each population concept with its formula and a Caribbean illustration; sketch and label an age–sex pyramid with an emigration bite.
- State where each statistic lives (census, Bureau of Statistics, UNDP HDR, UN Population Division, World Bank, PAHO, PRB) and the rule: year plus source.
- Explain and critique Malthus (checks), Marx (reserve army; distribution), neo-Malthusianism (Ehrlich, Meadows, Hardin; contraception and control) and the demographic transition (five stages) — and give the four features of the Caribbean version (Roberts; imported mortality decline; late fast fertility fall; emigration as fourth variable; compression).
- For each policy area — birth control, migration, food security, housing — give one developed and one developing case with dates, and evaluate with named criteria.
- Define all ten development concepts with their authors; separate GDP from GNI; list economic and social indicators and give two cases where they diverge.
- Reproduce the four-perspective assessment table (modernisation, dependency/plantation, world-system, convergence) and say which perspective explains which aspect of Guyana.
- Explain urbanisation, industrialisation and migration each as both an effect and a cause of development, with selectivity, brain drain and remittances defined.

PART TWO — MODULE 2: CRIME AND DEVIANCE



Chapter Six — Breaking the Rules: The Concepts of Crime and Deviance

SYLLABUS MAP — This chapter covers Module 2, Specific Objective 1: discuss the concepts related to crime and deviance — Content 1(a) social order; (b) social control; (c) deviance; (d) crime; (e) delinquency; (f) recidivism; (g) profiling.¹

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

A boy in a Berbice village wears his hair in locks and his trousers low; the old ladies on the bridge call it "bad behaviour." A rice farmer sells a few bags off the books to avoid the levy; nobody calls it anything at all. A man beats his wife on a Saturday night and the street says "is their business." A girl from a good family is caught with a small packet of ganja and is in court on Monday with her name in the paper. Which of these is deviant, which is criminal, and who decided?

That is the whole of this chapter in four sentences. **Deviance** is not a quality of the act but a *judgement* made by others; **crime** is deviance the state has written down; and the line between them moves — with the law (ganja possession, decriminalised in small amounts in Jamaica in 2015 and debated in Guyana), with the society (locks were once grounds for expulsion from school), and with who is looking (the girl with the packet is prosecuted; the farmer is not). The sociology of crime begins by refusing to take "criminal" as a fact and asking instead how the fact was made — and then, because Caribbean societies suffer some of the highest homicide rates in the world, by asking what is to be done.

BEAT 2 · THE LAW OF THE TOPIC — *the core content, plainly*

1. *Social order — Content 1(a)*

Social order (Unit 1, Chapter Two) is the patterned, predictable character of social life — the Hobbesian problem of why we do not live in a "war of all against all." Functionalists answer *consensus*: shared norms internalised through socialisation; conflict theorists answer *coercion and ideology*: order is imposed by the powerful and made to look natural; interactionists answer *routine*: order is produced moment by moment in interaction. Crime and deviance are, by definition, breaches of order — and, Durkheim insisted, *normal* to it: a society without deviance is impossible, because the collective conscience will always find something to condemn, and deviance is *functional* — it marks the boundaries of the acceptable, reaffirms them when punished, and, in the innovator, drives change.²

2. *Social control — Content 1(b)*

Social control is the set of mechanisms by which a society secures conformity to its norms. **Informal** control works through socialisation, praise and shame, gossip, the steups, the withdrawal of cooperation — the village's controls, strongest in primary groups. **Formal** control works through institutions with the authority to sanction — the law, the police, the courts, the prisons, the school's discipline, the church's discipline. Sociologists also distinguish **internal** control (the conscience — Freud's superego; Mead's "me"; the values one has made one's own) from **external** control (the sanction one fears). Travis Hirschi's **social bond theory** (1969) asks not "why do people break rules?" but "why do most people *not*?" — and answers with four bonds: **attachment** to others whose opinion matters, **commitment** to conventional goals with something to lose, **involvement** in conventional activity, and **belief** in the rules; the weaker the bonds, the freer the person to deviate.³ Hirschi is the theory behind every Caribbean youth programme that keeps boys busy and attached.

3. *Deviance — Content 1(c)*

Deviance is behaviour that violates the norms of a group and provokes a negative reaction. Three properties the examiner expects: it is **relative** — to time (what was deviant in 1950 is not in 2026), place (drinking on the road is deviant in one village and normal in another), culture (dreadlocks; a woman in trousers in 1930) and situation (killing in war and in peace); it is **socially constructed** — the judgement, not the act, makes it deviant (Becker: "deviance is not a quality of the act the person commits, but rather a consequence of the application by others of rules and sanctions to an 'offender'"⁴); and it is **graded** — from the mildly eccentric through the disapproved to the criminal. Deviance may be **positive** (the saint, the over-achiever, the whistle-blower) as well as negative. **Primary deviance** (Edwin Lemert, 1951) is the initial act, often unnoticed and without consequence for the actor's self-image; **secondary deviance** is the deviance produced by society's *reaction* — the label accepted, the identity reorganised around it, the "career" begun.⁵

4. Crime — Content 1(d)

Crime is an act (or omission) that breaks the criminal law and is punishable by the state. Every crime is deviant in the eyes of the law; not all deviance is crime; and some crime is not deviant in the eyes of the community that commits it (the farmer's off-book sale; the "sweetheart" arrangements of the wharf). Crimes are classified as **indictable** and **summary**, **violent** and **property**, **street** and **white-collar/corporate** (Sutherland, 1949: crimes committed by persons of high status in the course of their occupation), **victimless** (drug use, gambling), **organised** and **transnational** (the drug trade, human trafficking, money laundering — the Caribbean's *transit* crimes).⁶

Measuring crime — the dark figure. Official crime statistics are compiled from *reported* and *recorded* offences; the **dark figure** is the crime that never enters them — unreported (domestic violence, sexual offences, crimes against the poor who distrust the police), unrecorded (the officer's discretion), or undetected (corporate fraud). **Victim surveys** (the UNDP's Caribbean citizen-security surveys; the region's Latin American Public Opinion Project data) and **self-report studies** measure what the statistics miss and routinely find far more crime, spread far more evenly across classes, than the recorded figures show.⁷

The interactionist point from Unit 1: official statistics measure the *activity of the police and courts* as much as the activity of criminals — Aaron Cicourel (1968) showed juvenile-justice statistics to be the product of officers' and probation officers' common-sense theories about who looks delinquent.⁸ The **homicide rate** (per 100,000 population) is the one statistic with a small dark figure, which is why international comparisons use it — and why the Caribbean's standing near the top of world homicide tables (Jamaica, Trinidad and Tobago, St Lucia, the Bahamas and others among the highest rates outside Latin America) is the fact every Module 2 essay must reckon with.⁹

5. Delinquency — Content 1(e)

Juvenile delinquency is law-breaking by young people below the age of adult criminal responsibility, plus the **status offences** that are offences only because of age — truancy, "wandering," being "beyond control." Sociologically it is the crime of *transition* — the peer group, the school, the street corner (Chapter Seven). The Caribbean's juvenile-justice reforms of the last generation — Guyana's **Juvenile Justice Act 2018**, which raised the minimum age of criminal responsibility, abolished the colonial status offences of wandering and being beyond control, and required diversion and rehabilitation before detention — are the policy side of the concept.¹⁰

6. Recidivism — Content 1(f)

Recidivism is re-offending after conviction or release — the return to prison. It is the test of whether an institution of social control *works*: a prison with a high recidivism rate is a school for crime (the interactionist and sub-cultural point) rather than a corrective. Caribbean prisons — overcrowded, under-resourced, often housing remand prisoners for years, and periodically catastrophic (the Camp Street prison fire in Georgetown in July 2017, which followed the deadly fire of March 2016) — are examined in Chapter Nine.¹¹ The alternatives — probation, community service, **restorative justice**, drug courts — are the policies designed to lower it.

7. Profiling — Content 1(g)

Profiling is the use of characteristics — age, sex, dress, colour, ethnicity, address, vehicle — to identify likely offenders or suspects. **Offender profiling** (the forensic construction of a likely perpetrator from a crime's features) is one thing; **racial** or **social profiling** by the police — stopping the young black man, the boy from the "bad" village, the youth with locks — is another, and the sociological one: it is *labelling at the point of contact*, it produces the very statistics that seem to justify it (more stops » more arrests » "evidence" that the profiled group offends more), and it corrodes the legitimacy on which policing depends. Caribbean police forces inherited colonial cultures of profiling by class and colour; Anthony Harriott's *Police and Crime Control in Jamaica* (2000) is the study of how that inheritance shapes policing today.¹²

BEAT 3 · WORKED RECEIPTS — *an exam answer, step by step*

Question (Paper 02 style, 25 marks): *"Official crime statistics tell us more about the police than about criminals." Discuss this statement with reference to a named Caribbean society.*

Step 1 — Decode. Discuss — both sides, examples, reasoned view. The claim is the interactionist one; the counter-claim is the positivist one.

Step 2 — Knowledge (8). Define crime, deviance, social control; official statistics and how they are compiled; the dark figure; victim and self-report surveys; Cicourel; profiling; Durkheim's use of statistics as the counter-tradition.

Step 3 — Application (10). Guyana: the Guyana Police Force's annual crime figures; the under-reporting of domestic and sexual violence (the Domestic Violence Act's protection orders as a proxy); the gap between recorded and surveyed victimisation in the UNDP's Caribbean surveys; profiling of youth from particular communities; the homicide rate as the exception. Show *how* police practice shapes the numbers: recording decisions, "clear-up" incentives, the discretion to caution or charge, the neighbourhoods patrolled.

Step 4 — Evaluation (7). Balance: the statement is true for the *distribution* of recorded crime (who gets counted) and largely false for the *serious violent* crimes with small dark figures; the sociologist should triangulate — statistics, victim surveys, self-reports. Conclude on what

the statistics *can* tell us (trends in homicide, the effect of policy) and what they cannot (the class distribution of crime).

Step 5 — Opening line: *"Every crime statistic is two facts pressed together — something someone did, and something a police officer decided to write down — and in the Caribbean, where the second fact is shaped by colour, class and address, this essay argues the statement is more than half true."*

BEAT 4 • COUNSEL SAYS — *the strategy box*

- **Seven concepts, seven sentences.** Each with its author where there is one: order (Durkheim — deviance is normal), control (Hirschi's four bonds), deviance (Becker; Lemert primary/secondary), crime (Sutherland's white-collar), delinquency (status offences; the 2018 Act), recidivism, profiling (Harriott). Paper 01 will test the pairs.
- **The dark figure is a method point and a theory point.** Method: victim surveys. Theory: Cicourel — the statistics are the police's product. Use both.
- **Relativity needs three examples.** Time, place, situation — ganja law, dreadlocks, war — and the essay has shown the concept rather than named it.
- **The homicide rate is the honest number.** When you need a hard comparison, use homicide per 100,000 and cite the year and the source (UNODC; the UNDP report).
- **The trap:** moralising. "Crime is wrong and criminals should be punished" earns nothing. The examiner wants the *social construction* of the wrong and the *social effects* of the punishment.

BEAT 5 • TRY IT YUHSELF — *practice, with answer plans in Appendix I*

Essay 1. Distinguish between crime and deviance, and discuss the view that deviance is relative, with reference to a named Caribbean society. (25 marks)

Essay 2. Assess the usefulness of Hirschi's social bond theory for understanding conformity among young people in a named Caribbean society. (25 marks)

Quick checks.

1. The crime that is not reported to or recorded by the police is called (A) recidivism (B) the dark figure (C) delinquency (D) primary deviance.
2. According to Becker, deviance is (A) a quality of the act (B) a consequence of the application of rules and sanctions by others (C) biologically caused (D) always criminal.
3. Hirschi's four social bonds are (A) base, superstructure, ideology, class (B) attachment, commitment, involvement, belief (C) push, pull, obstacle, distance (D) church, sect, cult, denomination.
4. Truancy and "wandering" are examples of (A) white-collar crime (B) status offences (C) corporate crime (D) recidivism.
5. Re-offending after release from prison is called (A) profiling (B) secondary deviance (C) recidivism (D) anomie.

CROSS-REFERENCES

Unit 1, Chapter Two (norms, sanctions, social control) · Unit 1, Chapter Six (official statistics as documents) · Chapter Seven (the perspectives) · Chapter Nine (the institutions of control and their effectiveness).

ENDNOTES — CHAPTER SIX

1. CXC A27/U2/13, Unit 2, Module 2, Specific Objective 1; Content 1(a)–(g), p. 18.
2. Durkheim, *The Rules of Sociological Method* (1895), ch. 3 ("Rules for the Distinction of the Normal from the Pathological"), on crime as normal and functional.
3. Travis Hirschi, *Causes of Delinquency* (Berkeley: University of California Press, 1969), ch. 2.
4. Becker, *Outsiders* (1963), p. 9.
5. Edwin M. Lemert, *Social Pathology* (New York: McGraw-Hill, 1951), ch. 4.
6. Edwin H. Sutherland, *White Collar Crime* (New York: Dryden Press, 1949).
7. UNDP, *Caribbean Human Development Report 2012*, ch. 2, on victimisation surveys in seven Caribbean countries.

8. Aaron V. Cicourel, *The Social Organization of Juvenile Justice* (New York: Wiley, 1968).
9. United Nations Office on Drugs and Crime, *Global Study on Homicide* (latest edition), regional tables. Quote the current rates for named countries from UNODC or the national police.
10. Juvenile Justice Act 2018, Act No. 18 of 2018, Laws of Guyana. Confirm the minimum age of criminal responsibility from the Act's text before quoting it.
11. The Camp Street (Georgetown) prison fires of 3 March 2016 (seventeen inmates died) and 9 July 2017; see the report of the Commission of Inquiry into the March 2016 fire.
12. Anthony Harriott, *Police and Crime Control in Jamaica: Problems of Reforming Ex-Colonial Constabularies* (Kingston: UWI Press, 2000).

Chapter Seven — Why People Break Rules: Perspectives on Crime and Deviance



SYLLABUS MAP — This chapter covers Module 2, Specific Objective 2: evaluate different perspectives on crime and deviance — Content 2(a) biological; (b) consensus/functionalist; (c) conflict/Marxist; (d) interactionist; (e) sub-cultural; (f) feminist.¹

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

Ask five Guyanese why a particular young man from a particular village ended up in court and you will collect the whole syllabus. "He born so — look at the father." That is Lombroso. "Everybody in that village want the things they see on TV and none of them can get it honest." That is Merton. "The law is made for big people; the small man catch every time." That is Marx. "Once the police put 'bad boy' on you, you can't take it off." That is Becker. "Is the friends he keep — the whole set of them run that corner." That is Cohen. "You notice is always a *he* you asking about?" That is the feminist. Every one of those verandah theories has a sociologist behind it, and the examiner wants the sociologist's name, the theory's mechanism, its evidence, its weakness, and — always — its application to a Caribbean case. The syllabus's own specimen questions asked for "THREE feminist criticisms of the positivist and contemporary perspectives" and for the view "that criminals in Caribbean societies are products of the policing and court systems and not products of their social backgrounds."² This chapter arms you for both.

BEAT 2 • THE LAW OF THE TOPIC — *the core content, plainly*

1. Biological (and psychological) positivism – Content 2(a)

Cesare Lombroso, *L'uomo delinquente* (1876), measured prisoners and concluded that the "born criminal" was an **atavism** – a throwback to an earlier evolutionary stage, identifiable by physical stigmata (a sloping forehead, large jaw, long arms).³ **William Sheldon** (1949) linked **somatotypes** to delinquency – the muscular *mesomorph* most prone.⁴ Later versions looked to the extra Y chromosome (the "XYY" hypothesis of the 1960s), to twin and adoption studies of heritability, to low intelligence (Hans Eysenck's personality theory of extraversion and neuroticism), and to brain chemistry. **Critique:** the samples were prisoners (the caught, not the criminals), the correlations are weak and confounded by class and diet, the theories cannot explain the relativity of deviance (no gene for a crime that did not exist last year), the rise and fall of crime rates within one gene pool, or white-collar crime – and they carry a history: Lombroso's stigmata were the features of the southern Italian poor, and racial "science" of the same kind was used against the colonised. The **positivist** legacy the syllabus wants you to see is the *method* – the search for causes in the individual – which the sociological perspectives turn outward to society.

2. Consensus/functionalist – Content 2(b)

Durkheim: crime is *normal* (present in all societies), *inevitable* (the collective conscience always condemns something) and *functional* (it marks boundaries, unites the law-abiding in reaction, and – in the innovator – anticipates change); it becomes pathological only when its rate is abnormal, as under **anomie**, when rapid change loosens the norms that regulate desire.⁵ **Robert K. Merton's strain theory** (1938) is the Module's most-used theory: American (and Caribbean) culture sets the same **goal** – material success – for everyone, but the **institutionalised means** (education, a good job) are unequally distributed; the resulting *strain* produces five **adaptations**: **conformity** (goals and means accepted); **innovation** (goals accepted, illegitimate means – the thief, the drug dealer, the fraudster); **ritualism** (means without goals – the clerk who follows the rules and has given up); **retreatism** (both rejected – the addict, the vagrant); and **rebellion** (both replaced – the revolutionary, and, in the Caribbean, Rastafari as it began).⁶ **Application:** the Caribbean's *cable-television goals* on a

small-island means — Merton's mechanism exactly; the drug trade as innovation by the excluded; Ken Pryce's *Endless Pressure* (1979) found "hustlers" among West Indians in Bristol adapting to blocked means in Merton's sense.⁷ **Critique:** it assumes a value consensus (does everyone want the same thing?), it explains utilitarian crime better than violence or vandalism, it ignores the crimes of the powerful (who suffer no strain), and it is individualistic — the sub-cultural theorists asked why deviance is *collective*.

3. Conflict/Marxist — Content 2(c)

For Marxists, crime is a product of **capitalism** and the law is a **class instrument**. Three claims: (1) capitalism is *criminogenic* — it breeds competition, greed and the "dog-eat-dog" values that make crime rational at every level (David Gordon, 1973); (2) the **law is made and enforced selectively** — William Chambliss (1975) showed that the vagrancy laws of England were written to control the labour force after the Black Death, and that the law criminalises the poor's petty theft while ignoring the rich's tax evasion and corporate harm; (3) **ideology** — the spectacle of working-class crime in the media hides the far larger harm of corporate crime and legitimates the state's control of the poor.⁸ The **New Criminology** (Taylor, Walton and Young, 1973) demanded a "fully social theory of deviance" combining the structural (capitalism, the state) with the interactional (the act's meaning, the reaction).⁹ **Caribbean application:** the colonial law as the planter's instrument (the vagrancy and "praedial larceny" laws of the post-emancipation period, aimed at the freed villagers' movement and produce; the obeah laws; the 1917 Shouters Ordinance); today the contrast between the policing of the ghetto and the near-impunity of white-collar and political crime — the collapse of CL Financial (2009) and the Stanford fraud in Antigua (2009) beside the sentences for small-scale ganja; and the structural violence of the garrison. **Critique:** it is deterministic and over-predicts crime among the poor, who mostly do not offend; crime exists in non-capitalist societies; the law also protects the poor (domestic-violence and labour law); and it romanticises the criminal as a rebel.

4. Interactionist — Content 2(d)

Labelling theory — Becker's *Outsiders* (1963): no act is intrinsically deviant; **moral entrepreneurs** create the rules; the rules are applied selectively; the **label** ("criminal," "delinquent," "bad boy") becomes a **master status** that reorganises how others treat the person and how the person sees himself; **secondary deviance** (Lemert) and a **deviant career** follow — the self-fulfilling prophecy of Unit 1's classroom, now in the police station.¹⁰ **Stanley Cohen**, *Folk Devils and Moral Panics* (1972): the media's exaggerated reaction to a minor deviance (the Mods and Rockers of 1964) creates a **moral panic**, a **deviancy amplification spiral** — more policing, more arrests, more coverage, more deviance — and a **folk devil** on whom the society's anxieties are hung.¹¹ **Erving Goffman**, *Stigma* (1963) and *Asylums* (1961): the management of a spoiled identity; the total institution's **mortification** of the self. **Caribbean application**: the "deportee" as folk devil (deported Caribbean-born offenders were blamed for the crime wave of the 1990s–2000s, a moral panic that studies found largely exaggerated¹²); the profiling of "ghetto youth"; the Rastafarian as folk devil of the 1960s; the prison's manufacture of the career criminal. It is also the theory behind the specimen question's claim that criminals are "products of the policing and court systems." **Critique**: it cannot explain *primary* deviance (why the act in the first place?), it makes the deviant too passive, it ignores the victim, it neglects the structural origins of the rules (why *those* rules? — the Marxist question), and it can underrate real harm.

5. Sub-cultural — Content 2(e)

Sub-cultural theories explain *collective* and *non-utilitarian* deviance — the gang, the corner, the vandalism that gains nothing. **Albert Cohen**, *Delinquent Boys* (1955): working-class boys judged by middle-class standards in school suffer **status frustration**; they invert the school's values (respect for property, deferred gratification) and form a **delinquent subculture** in which they can win status by the opposite — toughness, theft, malice.¹³ **Cloward and Ohlin**, *Delinquency and Opportunity* (1960): illegitimate as well as legitimate opportunities are unequally distributed, producing three subcultures — **criminal** (where an adult criminal structure recruits apprentices — organised theft, the drug trade), **conflict** (where none exists — the gang violence of the

unorganised slum), and **retreatist** (the "double failures" who turn to drugs).¹⁴ **Walter Miller** (1958): lower-class culture has its own **focal concerns** — trouble, toughness, smartness, excitement, fate, autonomy — that lead to delinquency without any inversion of middle-class values.¹⁵ **Caribbean application: the garrison community** — Kingston's party-aligned neighbourhoods where gang, political patronage and the "don" combined (Figueroa and Sives, 2002; Harriott) — is Cloward and Ohlin's criminal subculture with a political sponsor; the corner crews of Georgetown and Port of Spain; Pryce's Bristol "hustlers" and "teenyboppers"; and Chevannes's *Learning to Be a Man* (2001) on how Caribbean masculinity is learned on the street and shaped for "toughness."¹⁶ **Critique:** much delinquency is casual and individual, not sub-cultural; the theories assume a shared middle-class standard the boys reject; they are American and urban; and — the feminist point — they are theories of *boys*.

6. Feminist — Content 2(f)

Feminist criminology begins with a fact all the other perspectives ignored: **crime is overwhelmingly male** — in every society, at every age, for every offence except a few (prostitution, shoplifting). Three lines of argument, matching the specimen question's "three feminist criticisms." **(1) Women are invisible in the theories:** Lombroso's "female offender" was a biological freak; Merton, Cohen, Cloward and Ohlin, and Miller studied men and boys and generalised to "delinquency"; the theories therefore cannot explain the *gender gap*, the largest correlate of crime there is (Frances Heidensohn, *Women and Crime*, 1985).¹⁷ **(2) Women are controlled, not deviant** — Heidensohn's **control theory:** women commit less crime because they are more heavily controlled — at home (domestic labour, the male partner's authority), in public (the fear of male violence keeps women off the street at night), and at work (the glass ceiling) — a reversal of Hirschi in which the bonds are chains. Pat Carlen (1988) found women offend when the **class deal** (a decent wage) and the **gender deal** (a rewarding family life) both fail.¹⁸ **(3) The system treats women differently** — the **chivalry thesis** (Otto Pollak, 1950: women are treated more leniently by police and courts) versus the **double deviance** thesis: women who offend are punished for the crime *and* for breaking gender

norms, and are more likely to be "medicalised" as mad rather than bad.¹⁹ Freda Adler's **liberation thesis** (1975) — that women's emancipation would produce a new female criminal — was not borne out.²⁰ **Caribbean application:** the Caribbean woman as drug "mule" — courier for the trafficker, caught at the airport while he is not (a Cloward-and-Ohlin criminal opportunity structure with a gender floor); domestic violence as the crime the male-stream theories called "family business"; the female prison population's profile of poverty and abuse; and the *victimology* the feminists founded — the study of victims, mostly female in sexual and domestic crime.

7. Evaluating them together

Perspect ive	Crime is caused by...	Explains best	Explains worst	Caribbean case
Biological	the individual's constitution	nothing well	relativity; rates; white-collar	its colonial "science"
Functiona list (Merton)	strain between goals and means	utilitarian crime among the excluded	violence; elite crime	the drug trade; Pryce
Marxist	capitalism and selective law	elite impunity; the law's origins	crime among the poor's majority who conform	praedial larceny laws; CL Financial
Interactio nist	labelling and reaction	careers; moral panics; statistics	the first act; the victim	deportee panic; profiling
Sub-cultu ral	group adaptation to blocked status	gangs; non-utilitarian delinquency	individual crime; girls	the garrison
Feminist	gendered control and opportunity	the gender gap; women's offending and victimisation	the whole of male crime	the mule; domestic violence

The specimen mark scheme's own conclusion for the "policing and courts versus social background" question is the one to end on: "a full sociological explanation has to try and take account of both structure and action."²¹

BEAT 3 · WORKED RECEIPTS — *an exam answer, step by step*

Question (the syllabus's specimen question): *Discuss THREE feminist criticisms of the positivist and contemporary perspectives on crime and deviance. (25 marks)*

Step 1 — Decode. *Discuss* — define, explore with examples, reason. "Positivist" = Lombroso and the biological school; "contemporary" = functionalist, Marxist, interactionist, sub-cultural. Three criticisms, clearly numbered.

Step 2 — Knowledge (8). State each perspective briefly enough to criticise it; define the feminist perspective; name Heidensohn, Carlen, Pollak, Adler.

Step 3 — Application (10). Criticism 1 — invisibility: Lombroso's "female offender"; Merton's and Cohen's boys; the gender gap unexplained; Caribbean theories of the garrison as theories of men. Criticism 2 — control not deviance: Heidensohn's control at home, in public and at work applied to Caribbean women's lives (the double burden; fear of the street); Carlen's class and gender deals applied to the female prisoner's profile. Criticism 3 — the system's treatment: chivalry versus double deviance; the mule and the courts; domestic violence treated as private until the 1990s Acts; victimology.

Step 4 — Evaluation (7). Follow the scheme: the traditional and contemporary perspectives are "male-streamed and therefore often elitist and patriarchal"; assess the deficiencies and their consequences for an "inadequate understanding and response to crime nationally, regionally or internationally" — then balance: feminism has its own gaps (men's victimisation; variation among women), and the New Criminology's "fully social theory" is the synthesis.²²

Step 5 — Opening line: *"The sociology of crime was for a century a sociology of men that did not know it: this essay discusses three feminist criticisms — that the theories cannot see women, that they mistake control for virtue, and that the system judges women twice — and asks what the Caribbean loses by the blindness."*

BEAT 4 • COUNSEL SAYS — *the strategy box*

- **Six perspectives, one table.** Learn it as you learned Unit 1's four-perspective table; it is the plan for every "evaluate the perspective" question in this Module.

- **Merton's five adaptations with Caribbean faces.** Conformist (the civil servant), innovator (the dealer), ritualist (the clerk), retreatist (the addict), rebel (early Rastafari). Examiners reward the faces.
- **Structure and action together.** The specimen scheme's last line — "both structure and action" — is the shape of every Level-2 conclusion in this Module. Name the Marxist for structure and the interactionist for action, then say both.
- **The garrison is your sub-cultural case.** Figueroa and Sives, Harriott, the don, the party — Cloward and Ohlin's criminal subculture with a Caribbean twist. One paragraph, dated, sourced.
- **The trap:** treating Lombroso as a joke. State his theory accurately, critique it properly (samples, confounds, relativity, its colonial uses) — the biological perspective is on the syllabus and in the multiple choice.

BEAT 5 • TRY IT YUHSELF — *practice, with answer plans in Appendix I*

Essay 1. Discuss the view that criminals in Caribbean societies are products of the policing and court systems and not products of their social backgrounds. Support your position with reference to ONE of the sociological perspectives on crime. (25 marks — the syllabus's specimen question)

Essay 2. Assess the usefulness of Merton's strain theory for explaining crime in a named Caribbean society. (25 marks)

Essay 3. Evaluate the contribution of sub-cultural theories to an understanding of gang activity in the Caribbean. (25 marks)

Quick checks.

1. Lombroso's theory of the born criminal is an example of the (A) interactionist (B) biological positivist (C) feminist (D) sub-cultural perspective.
2. In Merton's typology, the person who accepts the goal of success but uses illegitimate means is the (A) conformist (B) ritualist (C) innovator (D) retreatist.
3. The concept of *moral panic* was developed by (A) Stanley Cohen (B) Albert Cohen (C) Merton (D) Hirschi.

4. Cloward and Ohlin's three delinquent subcultures are (A) criminal, conflict, retreatist (B) primary, secondary, tertiary (C) church, sect, cult (D) core, semi-periphery, periphery.
5. The argument that women commit less crime because they are more heavily controlled is associated with (A) Lombroso (B) Heidensohn (C) Chambliss (D) Sheldon.

CROSS-REFERENCES

Unit 1, Chapter Three (the perspectives' roots) · Unit 1, Chapter Thirteen (stratification and crime) · Chapter Six (concepts) · Chapter Eight (the issues the theories explain) · Chapter Nine (institutions of control).

ENDNOTES — CHAPTER SEVEN

1. CXC A27/U2/13, Unit 2, Module 2, Specific Objective 2; Content 2(a)–(f), p. 19.
2. CXC A27/U2/13, Specimen Paper, Unit 2, Paper 02, Questions 3 and 4.
3. Cesare Lombroso, *L'uomo delinquente* (Milan: Hoepli, 1876); English selection as *Criminal Man*, trans. Mary Gibson and Nicole Hahn Rafter (Durham, NC: Duke University Press, 2006).
4. William H. Sheldon, *Varieties of Delinquent Youth* (New York: Harper, 1949).
5. Durkheim, *The Rules of Sociological Method* (1895), ch. 3; *Suicide* (1897), Book II, ch. 5 (anomie).
6. Robert K. Merton, "Social Structure and Anomie," *American Sociological Review* 3, no. 5 (1938): 672–682.
7. Pryce, *Endless Pressure* (1979).
8. David M. Gordon, "Capitalism, Class and Crime in America," *Crime and Delinquency* 19, no. 2 (1973): 163–186; William J. Chambliss, "Toward a Political Economy of Crime," *Theory and Society* 2, no. 2 (1975): 149–170; Chambliss, "A Sociological Analysis of the Law of Vagrancy," *Social Problems* 12, no. 1 (1964): 67–77.
9. Ian Taylor, Paul Walton and Jock Young, *The New Criminology: For a Social Theory of Deviance* (London: Routledge & Kegan Paul, 1973).

10. Becker, *Outsiders* (1963); Lemert, *Social Pathology* (1951).
11. Stanley Cohen, *Folk Devils and Moral Panics: The Creation of the Mods and Rockers* (London: MacGibbon & Kee, 1972).
12. Bernard Headley, *Deported*, vol. 1: *Entry and Exit Findings – Jamaicans Returned Home from the U.S. between 1997 and 2003* (Kingston: Stephenson's Litho Press, 2005); on the Caribbean deportee question generally, see the UNDP, *Caribbean Human Development Report 2012*, ch. 3.
13. Albert K. Cohen, *Delinquent Boys: The Culture of the Gang* (Glencoe, IL: Free Press, 1955).
14. Richard A. Cloward and Lloyd E. Ohlin, *Delinquency and Opportunity: A Theory of Delinquent Gangs* (Glencoe, IL: Free Press, 1960).
15. Walter B. Miller, "Lower Class Culture as a Generating Milieu of Gang Delinquency," *Journal of Social Issues* 14, no. 3 (1958): 5–19.
16. Figueroa and Sives, "Homogenous Voting, Electoral Manipulation and the 'Garrison' Process" (2002); Harriott, *Police and Crime Control in Jamaica* (2000); Chevannes, *Learning to Be a Man* (2001).
17. Frances Heidensohn, *Women and Crime* (London: Macmillan, 1985).
18. Pat Carlen, *Women, Crime and Poverty* (Milton Keynes: Open University Press, 1988).
19. Otto Pollak, *The Criminality of Women* (Philadelphia: University of Pennsylvania Press, 1950).
20. Freda Adler, *Sisters in Crime: The Rise of the New Female Criminal* (New York: McGraw-Hill, 1975).
21. CXC A27/U2/13, Specimen mark scheme, Unit 2, Question 4 (Analysis and Evaluation).
22. CXC A27/U2/13, Specimen mark scheme, Unit 2, Question 3 (Analysis and Evaluation).

Chapter Eight — The Live Issues: Drugs, Delinquency, Domestic Violence and Corporate Crime

SYLLABUS MAP — *This chapter covers Module 2, Specific Objective 3: analyse available crime statistics and issues related to crime and deviance in the Caribbean — Content 3(a) drug use and trafficking; (b) juvenile delinquency; (c) domestic violence; (d) corporate crime.*¹

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

Guyana sits between the world's largest producers of cocaine and its largest markets, with eighty thousand square miles of forest, a thousand miles of unpatrolled river and coast, and a hundred airstrips nobody licensed. It has a legal system whose domestic-violence law dates from 1996 and was replaced in 2024, a juvenile-justice law rewritten in 2018, and an anti-money-laundering regime rebuilt under international pressure after 2009. And it has, like every Caribbean society, a newspaper every morning with a murder on the front page and a fraud on page six. The four issues the syllabus names are not textbook categories here; they are the news. The syllabus asks you to *analyse* — to take the statistics and the issues apart, methodically, with the theories of Chapter Seven, and to draw conclusions. This chapter shows how.

BEAT 2 • THE LAW OF THE TOPIC — *the core content, plainly*

1. Drug use and trafficking — Content 3(a)

The geography. The Caribbean is a **transit zone**: cocaine from the Andean producers moves north through the islands, Guyana and Suriname to North America and, increasingly, to Europe and West Africa; ganja is grown in Jamaica, St Vincent and elsewhere and traded regionally; the trade brings guns in exchange. Ivelaw Griffith's *Drugs and Security in the Caribbean* (1997) — on your syllabus list — framed the problem as one of **sovereignty and security**: small states with long coasts, weak institutions and economies that a single trafficker's money can distort.² **Use** is the other half: ganja as the region's traditional drug (with Rastafari's sacramental defence and Jamaica's 2015 decriminalisation of small amounts and religious use); crack cocaine's spread in the 1980s–90s; alcohol as the most damaging drug of all by any health measure; and the substance-abuse burden the health chapter (Module 3) counts.³ **Guyana's law**: the Narcotic Drugs and Psychotropic Substances (Control) Act 1988, with mandatory minimum sentences that filled the prisons with small possessors while traffickers rarely appeared — a conflict theorist's example — and the debates over its reform; the Customs Anti-Narcotics Unit (CANU); and the Anti-Money Laundering and Countering the Financing of Terrorism Act 2009 and its amendments, driven by the Caribbean Financial Action Task Force.⁴

Analysis. Merton: the trade is *innovation* on a national scale — the fastest illegitimate means to the culture's goals. Cloward and Ohlin: a *criminal opportunity structure* that recruits from the corner. Marxist: the law punishes the mule and the small dealer while the launderers buy respectability. Interactionist: the "drug lord" as folk devil; the Rastafarian and ganja as the moral panic of the 1960s. Feminist: the mule. **Statistics**: seizures (which measure enforcement as much as trade), drug-related homicides, prison populations by offence, and the UNODC's *World Drug Report* — with the dark figure caveat that trafficking is the most under-recorded crime of all.

2. Juvenile delinquency — Content 3(b)

The pattern: offending peaks in the mid-to-late teens and falls through the twenties (the age–crime curve) in every society; it is overwhelmingly male; it clusters in poor urban communities; and much of it is petty, casual and un-recorded. **Caribbean specifics**: the school as the site of both strain (Cohen's status frustration; Unit 1's male underachievement)

and control (Hirschi's bonds); the gang as recruiter (the garrison; the corner); the family — the "absent father" debate, which the interactionists (Chevannes) complicate; the deported parent; migration's barrel children; and the criminal-justice response — colonial status offences ("wandering") that criminalised poverty, and the reforms: Jamaica's Child Care and Protection Act (2004), Trinidad's Children Act (2012), Guyana's Juvenile Justice Act (2018) with its diversion, restorative measures and the closing of the old approved-school model.⁵ **Analysis:** all six perspectives apply, but the sub-cultural and control theories fit best, and the policy question is the one Hirschi asks — what *attaches* a boy to the conventional world? Sport, school, work, a father, a church: each is a programme somewhere in the Caribbean, and each is evaluable.

3. Domestic violence — Content 3(c)

The concept: violence — physical, sexual, psychological, economic — within intimate or family relationships; overwhelmingly by men against women and children, though not only. **The Caribbean evidence:** prevalence surveys (the CARICOM/UN Women *Women's Health Surveys* of the late 2010s found that roughly one in two women in several territories had experienced at least one form of violence from a partner in her lifetime — quote the country figure from the survey⁶); Roberta Clarke's *Domestic Violence in the Caribbean* (1999) on the region's response; the dark figure (most is never reported; the police "is their business" culture); and the murders of women by partners that the newspapers count when the statistics do not. **The law:** Guyana's Domestic Violence Act 1996 introduced protection, occupation and tenancy orders; it was replaced by the **Family Violence Act 2024**, which widened the definitions, strengthened police duties and penalties, and added new orders; the Sexual Offences Act 2010 had already reformed the law of rape, including within marriage.⁷ Comparable Acts exist in every territory (Trinidad's Domestic Violence Act 1999; Jamaica's 1995, amended 2004). **Analysis:** feminist — violence as the exercise of patriarchal power, licensed by a culture of male entitlement and female economic dependence; conflict — economic stress, unemployment and the male provider's frustration; functionalist — the family's "dark side" as a dysfunction, and the loss of informal community control with urbanisation; interactionist — the labels ("his woman," "provoked," "she

stayed") through which the community neutralises the crime. The policy test: does the law reach the village, and does the shelter exist?

4. Corporate crime — Content 3(d)

Sutherland's white-collar crime (1949) — crime by respectable persons in the course of their occupation — was later split into **occupational crime** (against the employer — embezzlement) and **corporate crime** (by the organisation — fraud, price-fixing, tax evasion, environmental crime, unsafe products, money laundering). Its sociology: it is under-policed (regulators, not police; civil not criminal remedies), under-reported (victims often do not know), under-punished (fines paid by the company), and invisible in the crime statistics — which is Marxist criminology's central exhibit. **Caribbean cases:** the collapse of **CL Financial/CLICO** (Trinidad, 2009), the region's largest conglomerate, whose insurance subsidiaries failed across the Caribbean — including CLICO Guyana — and required a Trinidad government bailout and years of inquiry; the **Stanford International Bank** Ponzi scheme in Antigua (2009), the second-largest in history; the Guyana pyramid and cambio frauds of various decades; corruption and procurement fraud as the corporate crime of the state; and environmental crime — the Omai gold-mine cyanide spill into the Essequibo (August 1995) as the case where corporate harm met a weak regulatory state.⁸ **Analysis:** Marxist (the law's selectivity; impunity), interactionist (the respectable label protects; no folk devil), functionalist (the *dysfunction* — trust in institutions destroyed), feminist (the boardroom is male). The statistics point: corporate crime does not appear in the Guyana Police Force's returns at all; a candidate who says so has analysed the statistics.

BEAT 3 · WORKED RECEIPTS — *an exam answer, step by step*

Question (Paper 02 style, 25 marks): *With reference to a named Caribbean society, analyse the issue of drug trafficking and its relationship to other forms of crime.*

Step 1 — Decode. *Analyse* — methodically, in detail, then conclude. Trafficking and its *relationship* to other crime — so guns, homicide, money laundering, corruption and juvenile recruitment are the substance.

Step 2 — Knowledge (8). Define trafficking, transit zone, organised and transnational crime, money laundering; the theories to be used (Merton, Cloward and Ohlin, Marxist, interactionist); the statistics and their limits.

Step 3 — Application (10). Guyana: geography (borders, rivers, airstrips); the 1988 Act and the mandatory minimums; CANU; the AML/CFT Act 2009 and the CFATF process; the guns-for-drugs exchange and the homicide rate; the corruption of officials; the recruitment of youth as couriers and enforcers (Cloward and Ohlin's criminal subculture); women as mules; the launderer as the respectable end (Marxist). Use Griffith for the security framing and UNODC for the data.

Step 4 — Evaluation (7). Conclude on the *relationship*: trafficking is the hub from which violent crime, corruption, corporate crime and juvenile recruitment radiate; a society's crime problem cannot be analysed offence by offence; and the policy consequence — enforcement aimed at the small end has filled prisons and left the hub intact.

Step 5 — Opening line: *"Guyana did not choose to sit between the cocaine and its market, but geography has made trafficking the crime that organises its others — the gun, the murder, the bribe, the laundered mansion and the boy on the corner — and this essay analyses that hub and its spokes."*

BEAT 4 • COUNSEL SAYS — *the strategy box*

- **Four issues, one law each, dated.** Drugs — 1988 Act, AML/CFT 2009; delinquency — Juvenile Justice Act 2018; domestic violence — 1996 Act, Family Violence Act 2024, Sexual Offences Act 2010; corporate — CL Financial 2009, Omai 1995. Dated law is the surest Application mark in the Module.
- **"Analyse available crime statistics" means say what they can and cannot show.** Seizures measure enforcement; domestic violence is under-reported; corporate crime is absent; homicide is honest. Put that paragraph in every issues essay.
- **Theory per issue.** Drugs » Merton and Cloward-Ohlin; delinquency » Cohen and Hirschi; domestic violence » feminist; corporate » Marxist. Then the rival.

- **Cite the surveys.** The UNDP 2012 report and the CARICOM/UN Women health surveys are the region's own evidence; the examiner has read them.
- **The trap:** sensationalism. The examiner does not want the front page; she wants the *pattern* behind it. Numbers with years, laws with dates, theories with mechanisms.

BEAT 5 • TRY IT YUHSELF — *practice, with answer plans in Appendix I*

Essay 1. Assess the extent to which juvenile delinquency in a named Caribbean society can be explained by the breakdown of the family. (25 marks)

Essay 2. "Domestic violence is a crime that Caribbean societies have only recently agreed to call a crime." Discuss this statement with reference to the feminist perspective and a named Caribbean society. (25 marks)

Essay 3. Examine the view that corporate crime does more harm to Caribbean societies than street crime, yet receives less attention from the institutions of social control. (25 marks)

Quick checks.

1. The Caribbean's role in the international drug trade is best described as (A) a producer of cocaine (B) a transit zone (C) a consumer market only (D) irrelevant.
2. Sutherland introduced the concept of (A) white-collar crime (B) moral panic (C) status frustration (D) the social bond.
3. The collapse of CL Financial in 2009 is an example of (A) juvenile delinquency (B) corporate crime (C) domestic violence (D) recidivism.
4. Guyana's Juvenile Justice Act was passed in (A) 1988 (B) 1996 (C) 2010 (D) 2018.
5. The perspective most directly concerned with domestic violence as an exercise of male power is the (A) biological (B) functionalist (C) feminist (D) sub-cultural.

CROSS-REFERENCES

Unit 1, Chapter Seven (domestic violence as a family issue) · Unit 1, Chapter Nine (delinquency and the school) · Chapter Seven (the theories) · Chapter Nine (the institutions' response) · Module 3 (substance abuse and health).

ENDNOTES — CHAPTER EIGHT

1. CXC A27/U2/13, Unit 2, Module 2, Specific Objective 3; Content 3(a)–(d), p. 19.
2. Ivelaw L. Griffith, *Drugs and Security in the Caribbean: Sovereignty under Siege* (University Park: Pennsylvania State University Press, 1997), listed in CXC A27/U2/13, Module 2 Resources, p. 20.
3. Jamaica's Dangerous Drugs (Amendment) Act 2015 decriminalised possession of up to two ounces of ganja and permitted religious and medical use; Barry Chevannes, *Background to Drug Use in Jamaica* (ISER Working Paper No. 34, 1988), is on the syllabus list.
4. Narcotic Drugs and Psychotropic Substances (Control) Act 1988, Cap. 10:10, Laws of Guyana; Anti-Money Laundering and Countering the Financing of Terrorism Act 2009 (Act No. 13 of 2009), as amended.
5. Juvenile Justice Act 2018 (Guyana); Child Care and Protection Act 2004 (Jamaica); Children Act 2012 (Trinidad and Tobago).
6. UN Women and CARICOM, *Women's Health Surveys* (Guyana 2018; Jamaica 2016; Trinidad and Tobago 2017; Grenada 2018; Suriname 2018): lifetime prevalence of intimate-partner violence by country. Quote the published country figure.
7. Domestic Violence Act 1996, Cap. 11:09, Laws of Guyana; Sexual Offences Act 2010 (Act No. 7 of 2010); Family Violence Act 2024. Confirm the 2024 Act's commencement and number from the Official Gazette before quoting.
8. On CL Financial, see the Report of the Commission of Enquiry into the Failure of CL Financial Limited, CLICO and the Hindu Credit Union (Trinidad and Tobago, 2016); on Stanford International Bank, *United States v. Stanford* (S.D. Tex., 2012); on Omai, the Government of Guyana's Commission of Inquiry into the Omai Tailings Dam failure (1995–96).

Chapter Nine — What Crime Costs, and Who Holds the Line: Effects and Institutions of Social Control

SYLLABUS MAP — *This chapter covers Module 2, Specific Objectives 4–5: discuss the effects of crime and deviance on Caribbean society and assess the effectiveness of the institutions of social control — Content 4(a) economic: cost of security, budget allocation, money laundering; (b) social: migration, well-being, quality of life; (c) political: legislation, regional response; Content 5 effectiveness of institutions: family, education, religion, media, political system, legal system.*²

BEAT 1 · THE STORY — *why this matters in Guyanese and Caribbean life*

Every grill on every window in Georgetown is a crime statistic. So is the security guard at the supermarket, the dog in the yard, the WhatsApp group that tells the street who is passing, the cousin who left for Toronto after the second break-in, and the line in the national budget — larger every year — for the police, the prisons and the courts. Crime is paid for twice: once by the victim and once by everyone else, in fear, in money, in the freedoms given up. The UNDP's 2012 *Caribbean Human Development Report* put the region's problem in a phrase — the shift needed "to better citizen security" — and estimated that the direct and indirect costs of crime ran to several per cent of GDP in the worst-affected territories.¹ The syllabus asks for the effects under three headings and then for a verdict on the six institutions that are supposed to hold the line. This is the Module's policy chapter, and the one where the examiner most wants evidence.

BEAT 2 · THE LAW OF THE TOPIC — *the core content, plainly*

1. *Economic effects — Content 4(a)*

The cost of security: public spending on police, courts, prisons and the military's internal role; private spending on guards, alarms, grills, insurance and the security industry that is, in several territories, one of the largest employers; the business cost of theft, extortion and lost trading hours; and the **investment and tourism** lost to a reputation — a cruise line that drops a port, a hotel that closes a wing. The Inter-American Development Bank's regional study *The Costs of Crime and Violence* (2017) estimated the cost across Latin America and the Caribbean at roughly three per cent of GDP, with several Caribbean countries above the average.² **Budget allocation:** money for security is money not spent on schools, clinics and drainage — the *opportunity cost* that a Marxist would call the state protecting property while the poor wait, and a functionalist would call the price of order. **Money laundering:** the drug economy's profits entering the legal economy through real estate, cambios, construction and shell companies distort prices (the mansion no salary could buy), corrupt banks and officials, and expose the whole financial system to international sanction — the "blacklisting" of Caribbean jurisdictions by the Financial Action Task Force and the loss of correspondent banking that followed; Guyana's AML/CFT Act 2009 and its amendments were the country's answer to that threat.³

2. *Social effects — Content 4(b)*

Migration: crime as a *push* factor (Module 1) — the professional who leaves after a robbery, the family that sends the children abroad; **well-being:** fear, trauma, the bereaved family, the community that no longer limes on the road at night, the child who has seen a shooting; **quality of life:** the grilled house, the curfewed evening, the gated community (a spatial form of stratification), the erosion of trust — Robert Putnam's *social capital* — that makes every other social project harder; the "normalisation" of violence for a generation of urban children; and the reverse effect on the offender population — the prison as a school for crime, the ex-prisoner unemployable, the deportee returned to a society

he left as a child.

3. Political effects — Content 4(c)

Legislation: the Caribbean's response to crime has been, above all, *law* — anti-gang acts (Trinidad's Anti-Gang Act 2011, Jamaica's Criminal Justice (Suppression of Criminal Organizations) Act 2014), firearms acts with mandatory minimums, states of emergency (Jamaica's repeated states of public emergency since 2018; Trinidad's 2011 emergency), anti-money-laundering regimes, the retention of the death penalty on the statute books, and the extradition treaties that sent the region's dons abroad (Christopher "Dudus" Coke's extradition from Jamaica in 2010, after the Tivoli Gardens incursion that killed more than seventy people).⁴ Crime becomes the election issue; "tough on crime" the political style; and civil liberties the casualty. **Regional response:** the **Regional Security System** (1982, Eastern Caribbean); **CARICOM IMPACS** — the Implementation Agency for Crime and Security (2006), with its Joint Regional Communications Centre and Regional Intelligence Fusion Centre; the **CARICOM Crime and Security Strategy** (2013); the Caribbean Financial Action Task Force (1992); the Caribbean Court of Justice (2005) as the region's final appellate court for those who have joined its appellate jurisdiction; and cooperation with the United States through the Caribbean Basin Security Initiative (2010).⁵

4. The effectiveness of the institutions of social control — Content 5

Assess each on the same three questions: *what* control it exercises, *evidence* of effect, and *why* it fails where it fails.

- **Family.** The primary agency of socialisation and informal control; Hirschi's attachment. Effective where the bonds are strong; weakened by poverty, migration (the parent abroad), the absent or violent father, and the family's own "dark side" — the home as the site of the violence Chapter Eight described. The Caribbean debate: matrifocal households are *not* the cause of crime (the feminists' and R. T. Smith's point), but *unsupported* single-parent households in poor communities are where the bonds fray.
- **Education.** Control through the hidden curriculum, attachment and commitment (the boy with a scholarship to lose does not join the

gang), and the promise of a legitimate ladder. Fails where the school itself produces strain (Cohen's status frustration), labels (Becker), and pushes out the boys whose exclusion becomes the gang's recruitment — the "school-to-prison pipeline" in Caribbean form; the interventions (school-based policing, guidance counsellors, second-chance programmes) are evaluable.

- **Religion.** Moral socialisation, community, a "belief" bond (Hirschi's fourth), and rehabilitation — the church in the prison, the mosque and mandir in the village. Effective for those *inside* the canopy (Berger); losing reach with secularisation and among exactly the young men most at risk; and, historically, an institution of colonial control as well as of comfort.
- **Media.** Control through the transmission of norms, public information and the shaming of offenders; *dysfunctional* through moral panics (Cohen), the amplification of fear, the glamorisation of violence in music and film, and — the interactionist irony — the manufacture of the folk devil that then behaves as advertised. The Caribbean's dancehall and "gunman" lyrics are the perennial debate; the evidence for media *causing* crime is weak, for media *shaping fear* strong.
- **Political system.** Control through legislation, policy and the allocation of resources — and, in the garrison, the *opposite*: the political party as the gang's patron, the state's own contribution to disorder (Figueroa and Sives). Effective where the state is legitimate and reaches the community; ineffective where clientelism, corruption and ethnic politics make the law look like the other side's weapon.
- **Legal system.** Police, courts, prisons — formal control's core. **Police:** colonial constabularies built to control rather than serve (Harriott), under-trained, under-equipped, sometimes corrupt and violent; **clear-up rates** for homicide low across the region; community-policing reforms uneven. **Courts:** backlogs that keep remand prisoners waiting years; plea bargaining and paper committals introduced to clear them; the CCJ's jurisprudence on delay and the death penalty. **Prisons:** overcrowded, violent, with high recidivism — the case that punishment without rehabilitation manufactures the career criminal (Goffman; Lemert); reforms — restorative justice (Guyana's Restorative Justice Act 2022),

probation, drug courts, prison education — as the evaluable alternatives.⁶ The **death penalty**, retained in law across the Anglophone Caribbean but rarely carried out since the Privy Council's *Pratt and Morgan* ruling (1993) that prolonged delay makes execution inhuman, is the region's standing argument about deterrence.⁷

The verdict the examiner wants: formal institutions have grown and informal ones have weakened; law has multiplied and legitimacy has not; the institutions that *prevent* (family, school) are under-resourced compared with those that *punish* (prisons); and the effective programmes are the ones that rebuild Hirschi's bonds — attachment, commitment, involvement, belief — in the communities where they are broken.

BEAT 3 · WORKED RECEIPTS — *an exam answer, step by step*

Question (Paper 02 style, 25 marks): *Assess the effectiveness of the legal system as an institution of social control in a named Caribbean society.*

Step 1 — Decode. Assess — reasons for importance, and a verdict on effectiveness. One institution (legal system: police, courts, prisons); one society.

Step 2 — Knowledge (8). Define social control (formal/informal), the legal system's three arms, effectiveness (deterrence, incapacitation, rehabilitation, legitimacy, recidivism); theories — Durkheim (punishment reaffirms), Marxist (selective law), interactionist (labelling and the prison), Hirschi.

Step 3 — Application (10). Guyana: the Police Force's clear-up rates and public trust (the UNDP surveys); the remand backlog and the reforms (paper committals; plea bargaining); the Camp Street fires of 2016 and 2017 as the prison system's verdict on itself; recidivism; the death penalty retained and unused; the 2018 juvenile reforms and the 2022 restorative-justice law as the newer model; the AML/CFT regime's effect on laundering. Balance with successes — the Domestic Violence and Sexual Offences Acts giving victims remedies, the homicide trend where it has fallen.

Step 4 — Evaluation (7). Conclude: effective as *punishment* and largely ineffective as *prevention and rehabilitation*; legitimacy — not law — is the missing ingredient; and the institutions of informal control cannot be replaced by more prisons.

Step 5 — Opening line: *"A legal system is effective when the guilty are caught, the innocent are safe and the released do not return; measured that way, this essay argues, Guyana's legal system is a strong instrument of punishment and a weak instrument of control."*

BEAT 4 • COUNSEL SAYS — *the strategy box*

- **Three effects, three headings, nine sub-points.** Economic (cost, budget, laundering); social (migration, well-being, quality of life); political (legislation, regional response). Plan on the grid.
- **Institutions get a verdict each.** Six institutions, six one-line verdicts with a reason. Do not describe what the family "should" do; assess what it *does* and why it fails.
- **Regional machinery, with dates.** RSS 1982, CFATF 1992, CCJ 2005, IMPACS 2006, CBSI 2010, the 2013 Strategy. The examiner reads "regional response" as a request for names.
- **Recidivism is the test.** Whenever you assess prisons, cite the recidivism problem and the alternatives; that is where Analysis lives.
- **The trap:** "the government should do more." Say *what*, say *why it would work* (which theory), and say *what has already been tried* (which law, which year).

BEAT 5 • TRY IT YUHELSELF — *practice, with answer plans in Appendix I*

Essay 1. Discuss the economic and social effects of crime on a named Caribbean society. (25 marks)

Essay 2. "The family and the school prevent more crime than the police and the prisons." Evaluate this claim with reference to the institutions of social control in a named Caribbean society. (25 marks)

Essay 3. Assess the effectiveness of the regional response to crime and security in the Caribbean. (25 marks)

Quick checks.

1. CARICOM IMPACS was established in (A) 1982 (B) 1992 (C) 2006 (D) 2013.
2. The process of disguising the proceeds of crime as legitimate income is (A) profiling (B) money laundering (C) recidivism (D) deviancy amplification.
3. The Privy Council ruling that prolonged delay in carrying out a death sentence is inhuman was (A) *Pratt and Morgan* (1993) (B) *McEwan* (2018) (C) *Forde v Law Society* (D) *Coke* (2010).
4. Hirschi's *belief* bond is most directly strengthened by (A) the media (B) religion (C) the prison (D) money laundering.
5. The Regional Security System covers (A) all of CARICOM (B) the Eastern Caribbean states (C) Guyana and Suriname (D) Jamaica only.

CROSS-REFERENCES

Unit 1, Chapter Two (social control) · Unit 1, Chapters Seven–Nine (family, religion, education as institutions) · Chapter Six (recidivism, profiling) · Chapter Eight (the issues) · Module 1, Chapter Five (crime and migration) · Module 3 (well-being and quality of life).

ENDNOTES — CHAPTER NINE

1. UNDP, *Caribbean Human Development Report 2012*, ch. 1 and ch. 4. (Syllabus reference: CXC A27/U2/13, Unit 2, Module 2, Specific Objectives 4–5; Content 4(a)–(c) and 5(a)–(f), p. 19.)
2. Laura Jaitman (ed.), *The Costs of Crime and Violence: New Evidence and Insights in Latin America and the Caribbean* (Washington, DC: Inter-American Development Bank, 2017). Quote country figures from the report's tables.
3. Anti-Money Laundering and Countering the Financing of Terrorism Act 2009 (Guyana), as amended in 2015 and after; Caribbean Financial Action Task Force mutual-evaluation reports on Guyana.
4. Anti-Gang Act 2011 (Trinidad and Tobago); Criminal Justice (Suppression of Criminal Organizations) Act 2014 (Jamaica); on the Tivoli Gardens operation of May 2010, see the Report of the Commission of Enquiry into events which occurred in Western Kingston and related areas in May 2010 (Jamaica, 2016).

5. Regional Security System, established by Memorandum of Understanding 1982 and Treaty 1996; CARICOM Implementation Agency for Crime and Security, established 2006; CARICOM Crime and Security Strategy 2013; Caribbean Basin Security Initiative, launched 2010.
6. Restorative Justice Act 2022 (Guyana). Confirm the Act's number and commencement from the Official Gazette before quoting.
7. *Pratt and Morgan v Attorney General for Jamaica* [1994] 2 AC 1 (PC), judgment delivered 2 November 1993.

Module 2 — Revision Checklist



- Define the seven concepts with an author or a law each; explain the dark figure, victim surveys and Cicourel.
- Reproduce the six-perspective table; state Merton's five adaptations with Caribbean faces; state Cohen, Cloward and Ohlin, Miller; Becker, Lemert, Stanley Cohen; Chambliss and the New Criminology; Heidensohn, Carlen, Pollak, Adler.
- For each of the four issues, give one law with its date, one theory, one statistic with its source and caveat, and one Caribbean case.
- Fill the effects grid (economic/social/political) with a mechanism and an example each, and list the regional institutions with dates.
- Give a one-line verdict, with a reason and a theory, on each of the six institutions of social control.
- State the specimen scheme's synthesis: a full explanation needs both structure and action.

**PART THREE — MODULE 3:
CARIBBEAN SOCIAL ISSUES:
POVERTY, HEALTH AND
ENVIRONMENT**



Chapter Ten — Not Enough: Poverty in the Caribbean



SYLLABUS MAP — This chapter covers Module 3, Specific Objectives 1 and 3–4 as they concern poverty — Content 1(a) poverty: (i) defining poverty — absolute or subsistence, relative, subjective; (ii) measuring poverty — poverty line, poverty map, household expenditure per capita (HEPC, World Bank), Human Development Index (HDI, UNDP), integrated performance indicator (IPI, PAHO); (iii) categories of the poor; (iv) relationship to health and the environment, together with the poverty strands of Content 3 (causes and effects) and Content 4 (trends).¹

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

There is a family in every Guyanese village that everybody knows is poor and nobody says so. The house is one room and a kitchen; the children go to school on alternate days because there is one pair of shoes between two; the mother sells at the market and cleans on Saturdays; the father is in the backdam, or in the interior, or in the cemetery; the grandmother's pension is the only money that comes on time. They are not starving — this is not the poverty of the Sahel — and that is exactly why the sociology of poverty needs more than one definition. They are poor *relative* to the village; they would be *absolutely* poor by the World Bank's line on a bad month; they *feel* poor every time the school asks for money; and their poverty is *transmitted* — the children on alternate days will not sit CAPE.

The syllabus opens its last Module with poverty because it is the issue the other two — health and environment — feed and are fed by. The specimen paper's Module 3 questions were about "diseases of poverty"

and about disaster; the 2025 moderators noted that Unit 2 SBAs clustered on "poverty, health, crime and deviance."² Guyana's national poverty debate — from the Living Conditions Surveys of the 1990s to the oil-era cash grants — is the live case.

BEAT 2 • THE LAW OF THE TOPIC — *the core content, plainly*

1. Defining poverty — Content 1(a)(i)

Absolute (subsistence) poverty — lacking the minimum resources needed for physical survival and health: food, water, shelter, clothing, basic health care. Seebohm Rowntree, *Poverty: A Study of Town Life* (1901), fixed a "primary poverty" line in York from the cost of a minimum diet and necessities; the World Bank's international extreme-poverty line (US\$2.15 a day at 2017 purchasing power, revised periodically) is its descendant.³ Strength: it is measurable and comparable across time and countries; weakness: "minimum" is itself a social judgement, and it ignores the poverty of those who can eat but cannot *participate*.

Relative poverty — lacking the resources to obtain the living conditions and amenities customary in one's own society. Peter Townsend, *Poverty in the United Kingdom* (1979), defined the poor as those whose resources fall so far below the average that they are "excluded from ordinary living patterns, customs and activities," and built a *deprivation index* to measure it; the European standard of 60 per cent of median income is a relative line.⁴ Strength: it captures exclusion and inequality — the shoes, the school fee, the phone without which a child is now cut off; weakness: it rises with prosperity (the poor are always with us by definition) and is less comparable across countries.

Subjective poverty — whether people *consider themselves* poor, measured by asking them (the "minimum income question"; the Latinobarómetro and Caribbean surveys that ask "is your income enough?"). Strength: it captures the lived experience the objective measures miss; weakness: expectations differ, and the proud under-report.

Add, for the top band: **social exclusion** (the multi-dimensional process — economic, political, cultural — by which people are shut out of participation), Amartya Sen's **capability poverty** (poverty as the

deprivation of the freedoms to be and do — the basis of the HDI and the MPI), and the **feminisation of poverty** (Diana Pearce, 1978: the growing share of the poor who are women and their children).⁵

2. Measuring poverty — Content 1(a)(ii)

- **The poverty line** — an income or consumption threshold below which a household is poor; **absolute** (the cost of a basket) or **relative** (a share of the median). Guyana's own lines were set in the Living Conditions Surveys; the Caribbean Development Bank's **Country Poverty Assessments** set national lines for most CARICOM states and reported **headcount** (the share below the line), **poverty gap** (how far below) and **severity**.⁶
- **The poverty map** — the geographical distribution of poverty by region, district or community, built from census and survey data; Guyana's maps show the hinterland regions (One, Seven, Eight, Nine) with the highest rates and the coast lower — the map is the stratification of Unit 1 drawn on the land.
- **Household expenditure per capita (HEPC)** — the World Bank's measure: total household consumption divided by household members, compared with the line; consumption is preferred to income in developing countries because it is more stable and better reported.
- **The Human Development Index (HDI)** — the UNDP's composite (Module 1, Chapter One) — and its poverty companion, the **Multidimensional Poverty Index (MPI, 2010)**, which counts deprivations in health, education and living standards at household level; a household is MPI-poor if deprived in a third or more of the weighted indicators.⁷
- **The Integrated Performance Indicator (IPI)** — PAHO's approach to combining health-system performance and outcome measures with socio-economic indicators to profile a country's health situation; in the syllabus's scheme it is the *health-linked* poverty measure — poverty read through mortality, morbidity and access.⁸

The examiner's question is always *which measure for which purpose*: absolute lines for survival and international comparison; relative lines for inequality and exclusion; the MPI for the *kind* of poverty a household suffers; the map for *where* to target; subjective measures for *how* it is

lived.

3. The categories of the poor — Content 1(a)(iii)

The syllabus lists them; the examiner wants each with a *reason* and a Caribbean example.

- **People with special needs** — disability excludes from work and school; the region's disability legislation (Guyana's Persons with Disabilities Act 2010) and facilities lag; the interactionist point — stigma — compounds the economic one.
- **The elderly** — those without a pension or family; the old-age pension (Guyana's universal Old Age Pension for residents over 65) is the single largest anti-poverty transfer, and the family that emigrated is the single largest cause of elderly isolation.
- **Women** — the feminisation of poverty: lower wages, the double burden, the female-headed household (the poorest household type in every Country Poverty Assessment), lack of land and credit; the feminist explanation.
- **Children** — the largest category in absolute numbers; child poverty transmits: the alternate-day school attendance becomes the dropout becomes the next poor household (the *cycle* or *intergenerational transmission* of poverty).
- **Youth** — unemployment highest among 15–24-year-olds across the region; the NEET (not in education, employment or training) young man of the corner (Module 2).
- **The unemployed and the working poor** — the informal sector's vendors, minibus conductors and day labourers, without contracts, pensions or sick leave; the "working poor" is the Caribbean's characteristic category.
- **Single-parent families** — Unit 1's matrifocal and female-headed households under economic stress.
- **Indigenous peoples** — in Guyana the Amerindian population of the hinterland has the highest poverty rates of any group by every measure, compounded by distance, land questions and the extractive economy at the door; in Belize, Dominica and Suriname the same pattern.⁹

- **Other vulnerable groups** — migrants and refugees (Venezuelans in Guyana and Trinidad; Haitians across the region), the homeless, people living with HIV, ex-prisoners and deportees, the squatter community, the sugar workers made redundant by the estate closures of 2016–17.

4. Relationship to health and the environment — Content 1(a)(iv)

Poverty and ill-health run in a **cycle**: the poor are sicker (malnutrition, poor water and sanitation, crowding, stress, no preventive care, the cheap calories that produce obesity and diabetes) and the sick become poorer (lost work, medical costs, the caregiver's lost income — the "medical poverty trap"). Poverty and the environment run in another: the poor live on the worst land (the flood plain, the hillside, the squatter settlement without drainage — Georgetown's low-lying wards flooded worst in 2005), depend most on the natural resources that degrade (the fisherman, the small farmer, the forest-dweller), and suffer disasters first and recover last; and, pressed for survival, the poor may degrade their environment (charcoal in Haiti; slash-and-burn; mining's mercury). Module 3's three issues are one system, and the syllabus's "relationship" heads are where a Level-2 essay shows it.

5. Causes, effects and trends — poverty strands of Content 3 and 4

Causes. *Historical*: the plantation and its persistent poverty (Beckford); slavery and indenture's wage floor; the colonial economy built for export. *Economic*: unemployment and underemployment; low wages; the informal sector; dependence on one commodity (sugar, bauxite, bananas, tourism) and the shocks that hit it (the loss of the EU sugar and banana preferences in the 2000s; the estate closures; the pandemic's collapse of tourism in 2020); debt and structural adjustment (Guyana's 1980s–90s; Jamaica's decades of IMF programmes). *Social*: stratification (Unit 1), family structure, education gaps, migration's selectivity. *Cultural*: the contested claims of Chapter Thirteen — the culture of poverty and cultural deprivation. *Political*: policy choices, corruption, clientelism, the neglect of the hinterland. *Environmental*: disaster, climate, degradation.

Effects. *Economic:* lost productivity, the informal economy, dependence on remittances and transfers. *Social:* family stress and violence, poor health and education, crime (Module 2), migration. *Cultural:* fatalism, the "hustle" as a value, the stigma of the poor. *Political:* instability, clientelism, the vote traded for a house lot. *Environmental:* degradation and vulnerability.

Trends. The region's poverty fell from the 1990s to the 2010s in most territories (Country Poverty Assessments; the World Bank), stalled with the 2008 crisis, and rose sharply with the pandemic of 2020–21 before recovering unevenly; Haiti remains the hemisphere's poorest country, with more than half its population below the national line; Guyana's national headcount, measured at roughly a third or more in the 1990s and 2000s surveys, has been re-estimated in the oil era by the World Bank and the government — quote the most recent figure and its year, and note the coast–hinterland gap that no national average shows.¹⁰ Always add: the *measure* changed as often as the poverty did; a "trend" is only as good as the comparability of its lines.

BEAT 3 · WORKED RECEIPTS — *an exam answer, step by step*

Question (Paper 02 style, 25 marks): *Assess the usefulness of any TWO measures of poverty for understanding the extent and nature of poverty in a named Caribbean society.*

Step 1 — Decode. *Assess the usefulness* — reasons and a verdict; two measures; extent (how much) *and* nature (what kind); one society.

Step 2 — Knowledge (8). Define poverty (absolute, relative, subjective); define the two measures — the absolute poverty line/HEPC (World Bank; CDB) and the MPI (UNDP) — with their methods; mention the poverty map and the HDI as context.

Step 3 — Application (10). Guyana: the Living Conditions Surveys and the CDB assessments' headcounts by region — the line shows *extent* and, mapped, the hinterland gap; the MPI shows *nature* — deprivations in sanitation, cooking fuel, schooling and child mortality concentrated among Amerindian and rural households; contrast what the two measures reveal about the same family (the line says "not poor this month"; the MPI says "deprived in three dimensions"). Add the

categories of the poor the measures identify (female-headed households, the elderly without pensions, Indigenous communities).

Step 4 — Evaluation (7). Conclude: the line is indispensable for extent, comparison and targeting cash transfers, and blind to nature; the MPI captures nature and the multi-dimensional cycle with health and environment, and is harder to update; neither captures the subjective or the relative exclusion of the working poor; together, and mapped, they are the policy instrument the oil era needs.

Step 5 — Opening line: *"A poverty line tells a government how many; the Multidimensional Poverty Index tells it how — and in Guyana, where the same family can be above the line and deprived in three dimensions, this essay argues that only the two together describe the poverty the oil revenue is supposed to end."*

BEAT 4 • COUNSEL SAYS — *the strategy box*

- **Three definitions, three authors.** Absolute — Rowntree 1901; relative — Townsend 1979; subjective — the surveys. Add Sen and Pearce for the top band.
- **Five measures, five purposes.** Line, map, HEPC, HDI/MPI, IPI — each with the question it answers. The syllabus names them; Paper 01 tests them.
- **Categories with reasons.** The examiner does not want the list; she wants *why* each category is poor and *which perspective* explains it (women — feminist; the unemployed — Marxist; the Indigenous — historical and structural).
- **The cycle is the analysis.** Poverty » ill-health » poverty; poverty » the flood plain » disaster » poverty. Draw it, name it, and Module 3 holds together.
- **The trap:** a figure without a year or a line. Poverty rates depend entirely on the line used; a candidate who writes "36 per cent" without "at the national line, Living Conditions Survey 1999" has written nothing.

BEAT 5 • TRY IT YUHSELF — *practice, with answer plans in Appendix I*

Essay 1. Distinguish between absolute and relative poverty, and discuss which is the more appropriate concept for understanding poverty in a named Caribbean society. (25 marks)

Essay 2. Examine the relationship between poverty and health in a named Caribbean society. (25 marks)

Essay 3. With reference to any THREE categories of the poor, analyse the causes of poverty in a named Caribbean society. (25 marks)

Quick checks.

1. Poverty defined as lacking the minimum needed for physical survival is (A) relative (B) absolute (C) subjective (D) multidimensional.
2. Townsend's definition of poverty emphasises (A) calories (B) exclusion from customary living patterns (C) self-assessment (D) the HDI.
3. The Multidimensional Poverty Index is published by (A) PAHO (B) the World Bank (C) the UNDP (D) CARICOM.
4. The term *feminisation of poverty* refers to (A) women's education (B) the growing share of the poor who are women and their children (C) the gender pay gap only (D) female employment.
5. A map showing the geographical distribution of poverty is called (A) a poverty line (B) a poverty map (C) an HEPC (D) an IPI.

CROSS-REFERENCES

Unit 1, Chapter Thirteen (marginalisation) · Module 1, Chapter One (HDI) · Module 1, Chapter Four (development and its indicators) · Chapter Eleven (health) · Chapter Twelve (environment) · Chapter Thirteen (the perspectives on poverty) · Chapter Fourteen (measures to reduce it).

ENDNOTES — CHAPTER TEN

1. CXC A27/U2/13, Unit 2, Module 3, Specific Objectives 1, 3–4; Content 1(a)(i)–(iv), 3, 4, pp. 21–23.
2. CXC A27/U2/13, Specimen Paper, Unit 2, Paper 02, Questions 5–6; CXC, *Subject Report, Sociology Unit 1, May–June 2025*, p. 8 (Paper 031, Topics).

3. B. Seebohm Rowntree, *Poverty: A Study of Town Life* (London: Macmillan, 1901); World Bank, *Poverty and Shared Prosperity* reports (latest edition) for the current international poverty lines.
4. Peter Townsend, *Poverty in the United Kingdom: A Survey of Household Resources and Standards of Living* (Harmondsworth: Penguin, 1979), p. 31.
5. Sen, *Development as Freedom* (1999); Diana Pearce, "The Feminization of Poverty: Women, Work and Welfare," *Urban and Social Change Review* 11 (1978): 28–36.
6. Caribbean Development Bank, *Country Poverty Assessment* reports (various territories, 1995–2016); for Guyana, the Living Conditions Surveys of 1992–93 and 1999 and the Household Income and Expenditure Survey of 2006.
7. UNDP and Oxford Poverty and Human Development Initiative, *Global Multidimensional Poverty Index* (annual since 2010).
8. Pan American Health Organization, *Health in the Americas* (periodic editions) and PAHO's Health Situation Analysis methodology.
9. Government of Guyana, *Poverty Reduction Strategy Paper* (2001) and its successors; Caribbean Development Bank assessments on Indigenous poverty in Belize and Dominica.
10. World Bank, Guyana country poverty data and the *Guyana Poverty Assessment* notes of the oil era; Government of Guyana and Bureau of Statistics releases. Quote the latest published figure with its year and line.

Chapter Eleven — Sick and Well: Health in the Caribbean

SYLLABUS MAP — *This chapter covers the health strands of Module 3 — Content 1(b) health: (i) definitions of health (positive and negative) and health-related issues — disability, institutionalisation, morbidity and mortality; (ii) indicators of health (death rate, infant mortality rate, morbidity rate); (iii) main health problems, prevention and control — HIV/AIDS; non-communicable diseases (diabetes, substance abuse, obesity, hypertension and mental health); (iv) relationship to poverty and the environment; (v) availability of resources — anti-retroviral drugs, health personnel, with the health strands of Content 3–5 (causes and effects; trends; measures).¹*

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

Look at the pharmacy line at a Guyanese public hospital on a Monday morning: the majority are not there for the diseases of the tropics that killed their grandparents — malaria, typhoid, tuberculosis — but for diabetes, hypertension and the complications of both: the foot, the kidney, the eye, the heart. The region beat its old killers in one generation with vaccines, clean water and antibiotics, and acquired new ones in the next from its plate and its stress: the Caribbean has some of the highest diabetes and hypertension rates in the world. And beside that quiet epidemic sits the noisy one — HIV, which the Caribbean fought from the second-highest adult prevalence in the world in the early 2000s down to a managed condition with free antiretroviral treatment — and the ones nobody counts properly: mental illness, addiction, and, in Guyana, one of the highest suicide rates on earth, measured by the World Health

Organization in 2014 and studied ever since.² Health is a sociological subject because who gets sick, who gets treated and who dies is patterned by class, gender, ethnicity, region and the economy — and because the syllabus's specimen question put the matter exactly: "People no longer die from 'diseases of poverty' but because of their lifestyles." Assess it.

BEAT 2 • THE LAW OF THE TOPIC — *the core content, plainly*

1. Defining health — Content 1(b)(i)

The **negative** (biomedical) definition: health is the *absence of disease* or infirmity — the model of the clinic, which finds pathology and treats it. The **positive** definition: the World Health Organization's constitution (1946) — "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" — which makes health a *social* condition and public health a matter of housing, income and environment as much as medicine.³ Sociologists add the **social model** of health and illness: illness is patterned by social position; the sick role (Talcott Parsons, 1951) is a social role with rights (exemption from normal duties) and duties (trying to get well; seeking competent help); and the definitions of "ill" are themselves social — the **medicalisation** of childbirth, ageing, grief and deviance (Ivan Illich; Irving Zola).⁴ **Health-related issues:** **disability** — the *medical model* (the impairment in the person) versus the *social model* (the disability in a society that does not accommodate the impairment); **institutionalisation** — Goffman's *Asylums* on the total institution's mortification of the self, and the de-institutionalisation of mental-health care that the Caribbean has only partly achieved; **morbidity** — the incidence and prevalence of illness in a population; **mortality** — death, its rate and its causes.

2. Indicators — Content 1(b)(ii)

Crude death rate (Module 1); **infant mortality rate (IMR)** — deaths of children under one year per 1,000 live births, the single most sensitive indicator of a society's health and development because it responds to water, sanitation, nutrition, maternal education and primary care (Caribbean IMRs fell from the fifties and sixties per 1,000 in 1960 to the

low teens or below in Barbados and Cuba, and the twenties in Guyana; Haiti's remains far higher⁵); **maternal mortality ratio; morbidity rates** — incidence (new cases per period) and prevalence (existing cases at a time) of named conditions; **life expectancy; years of potential life lost; health-system indicators** — doctors, nurses and beds per 10,000, immunisation coverage, health spending per capita. PAHO's *Health in the Americas* and the Ministry of Health's statistical bulletins are the sources.

3. The main health problems — Content 1(b)(iii)

HIV/AIDS. The Caribbean's epidemic — first cases in the early 1980s; by the early 2000s the region had the highest adult prevalence outside sub-Saharan Africa, with Haiti, the Bahamas, Guyana, Belize and Trinidad most affected; transmission predominantly heterosexual, with women a growing share of new infections and concentrated epidemics among men who have sex with men and sex workers.⁶ **Prevention and control:** the **Pan Caribbean Partnership against HIV/AIDS (PANCAP, 2001)** as the regional mechanism; national programmes (Guyana's National AIDS Programme Secretariat); prevention of mother-to-child transmission; condom promotion and behaviour-change education; testing; and, decisively, **free antiretroviral therapy** — Guyana began public ARV provision in the early 2000s with international support (the Global Fund; the US PEPFAR programme), and new infections and AIDS deaths fell steeply across the region.⁷ Sociologically: **stigma** (Goffman) as the barrier to testing and treatment; gender inequality and the "sugar daddy" economy as drivers; the criminalisation of homosexuality as a public-health obstacle; and poverty's role in transmission and care.

Non-communicable diseases (NCDs). **Diabetes, hypertension, obesity**, heart disease, cancer, and — the syllabus adds — **substance abuse and mental health.** The Caribbean's NCD burden is among the highest in the Americas: NCDs account for the large majority of deaths in most territories, diabetes prevalence in several countries runs above one adult in ten, and obesity — especially among women and increasingly among children — tracks the shift to imported processed food and sugared drinks (the *nutrition transition* of Module 1's food chapter).⁸ **Prevention and control:** the **Port of Spain**

Declaration of the CARICOM Heads of Government (15 September 2007), "Uniting to Stop the Epidemic of Chronic NCDs" — the world's first regional summit declaration on NCDs, which led to the UN's 2011 High-Level Meeting; Caribbean Wellness Day (the second Saturday of September); taxes on sugar-sweetened beverages (Barbados 2015; Dominica; others), front-of-package warning labels debated in CARICOM standards, tobacco-control laws (Guyana's Tobacco Control Act 2017), school-nutrition policies, and screening and chronic-disease clinics in primary care.⁹ **Substance abuse:** alcohol as the region's most damaging drug; ganja and cocaine (Module 2); treatment services thin. **Mental health:** under-diagnosed, under-funded and stigmatised; the region's colonial asylums (Guyana's National Psychiatric Hospital at Fort Canje, Berbice) slowly replaced by community care; and **suicide** — Guyana's rate, among the world's highest in WHO's 2014 estimates, concentrated among young men, rural and Indo-Guyanese populations, and linked to pesticide access, alcohol, family conflict and the absence of services — addressed since by a National Suicide Prevention Plan (2015), a helpline, pesticide-access measures and the Suicide Prevention Act 2022, which decriminalised attempted suicide.¹⁰ A candidate writes about this with care and with Durkheim: the *social* causes of a private act.

4. Relationship to poverty and the environment — Content 1(b)(iv)

The cycle again, now from health's side: **poverty** » **ill-health** (nutrition, water, crowding, hazardous work, stress, no preventive care, the cost of transport to the clinic — the hinterland mother's two-day journey); **ill-health** » **poverty** (lost earnings, catastrophic spending, the caregiver's withdrawal from work; a household with a member on dialysis is a household impoverished); **environment** » **health** (mosquito-borne disease — dengue, malaria in the interior, chikungunya and Zika in 2014–16; floods and water-borne illness; mercury from gold mining in hinterland rivers; air and noise pollution; heat); and **health** » **environment** (the health system's own waste; the deforestation that follows a sick, poor rural population's survival strategies). The "diseases of poverty" (infectious, nutritional) have not vanished — dengue returns every rainy season, tuberculosis rides with HIV, malnutrition persists in the hinterland — while the "diseases of affluence" (NCDs) now strike the

poor hardest, because cheap calories are the poor's calories: the specimen mark scheme's own conclusion is that "diseases of poverty are still prevalent in contemporary society and people die of them as well as the lifestyle diseases."¹¹

5. Availability of resources — Content 1(b)(v)

Antiretroviral drugs: free in the public system across most of the region since the 2000s, dependent on international financing that has been withdrawn as countries "graduate" to middle-income status — a sustainability question for the oil-era Guyana budget. **Health personnel:** the region trains nurses and doctors and *loses* them — Caribbean nurses to Britain, the United States and Canada in a migration so large that several territories import Cuban and Nigerian medical staff to replace their own emigrants; the Cuban medical brigades in Guyana are the visible face of the gap; doctors per 10,000 range from Cuba's world-leading figure to Haiti's fraction.¹² Add: hospital beds and specialist care concentrated in the capital (the Georgetown Public Hospital as the only tertiary centre for most conditions), the hinterland's health posts and medex, medical evacuation by air, and the private sector's growth for those who can pay — a **two-tier** system that reproduces stratification in health.

6. The perspectives on health (Content 2, applied)

Functionalist: Parsons's sick role — illness as deviance from the duty to be productive, regulated by the doctor as gatekeeper; health care as a functional prerequisite. **Marxist:** ill-health as a product of capitalism — the profit in sugar, tobacco, alcohol and processed food; the commodification of care; health inequality as class inequality (the *Black Report*, 1980, on class and mortality in Britain, is the classic evidence).¹³ **Interactionist:** the labelling of the ill (stigma — HIV, mental illness, disability); the doctor–patient encounter; medicalisation. **Feminist:** women's health — reproductive rights, maternal mortality, the medicalisation of childbirth, women as the unpaid carers of the sick, the gendering of mental illness; men's health as a masculinity problem (the reluctance to seek care; suicide; violence). **Culture of poverty/cultural deprivation** (Chapter Thirteen): the claim that the poor's health behaviour — diet, non-attendance, fatalism — is cultural; its

critics reply that it is structural (the clinic is far, the healthy food is expensive).

BEAT 3 · WORKED RECEIPTS — *an exam answer, step by step*

Question (the syllabus's specimen question): *"People no longer die from 'diseases of poverty' but because of their lifestyles." Assess this statement with reference to an appropriate sociological perspective and TWO lifestyle diseases. (25 marks)*

Step 1 — Decode. Assess — reasons and a verdict on a strong claim ("no longer"); one perspective (Marxist, or the culture-of-poverty debate); two lifestyle diseases (diabetes and hypertension).

Step 2 — Knowledge (8). Define health (positive/negative), diseases of poverty (infectious, nutritional — the epidemiological transition), lifestyle/NCDs; the epidemiological transition (Omran, 1971); the chosen perspective.

Step 3 — Application (10). Guyana and the region: the fall of infant mortality and infectious death since 1960; the rise of NCDs to the majority of deaths; diabetes and hypertension prevalence (PAHO figures with years); the nutrition transition and the food-import bill; the Port of Spain Declaration 2007 and the sugar tax as responses. Then the counter-evidence: dengue, HIV-TB, hinterland malnutrition, and above all the *class gradient* of the "lifestyle" diseases — the poor eat the cheap calories, work the stressful shifts and reach the clinic late. Apply the Marxist reading (profit in the diet; the commodified clinic) or the culture-of-poverty debate (is the diet "culture" or "cost"?).

Step 4 — Evaluation (7). Follow the scheme: conclude whether health and illness "depend upon social class or gender or ethnic group and region" or on biology and environment — and that the diseases of poverty persist alongside, and inside, the lifestyle diseases. The word "lifestyle" itself is ideological: it blames the individual for a social pattern.

Step 5 — Opening line: *"'Lifestyle' is the word a society uses when it would rather not say 'poverty': this essay assesses a statement that is half true about the Caribbean's causes of death and wholly misleading about their distribution."*

BEAT 4 • COUNSEL SAYS — *the strategy box*

- **WHO's definition, verbatim, once.** It is the one quotation in this chapter every examiner recognises.
- **Two epidemics, two dates.** HIV — PANCAP 2001, free ARVs from the early 2000s; NCDs — the Port of Spain Declaration 2007. Both are Caribbean *firsts*, and the examiner rewards a candidate who knows the region led.
- **The indicator with the argument.** Infant mortality is the development indicator; the class gradient of diabetes is the sociological one. Use each for what it shows.
- **Mental health and suicide are examinable — and sensitive.** Write them with Durkheim's social causes, the 2014 WHO figures with their year, and the policy responses (the 2015 plan; the 2022 Act). No sensationalism.
- **The trap:** "lifestyle" as explanation. The whole sociology of health is the demonstration that lifestyle is *socially distributed*. Say so in the first paragraph.

BEAT 5 • TRY IT YUHSSELF — *practice, with answer plans in Appendix I*

Essay 1. Evaluate the effectiveness of measures to prevent and control HIV/AIDS in a named Caribbean society. (25 marks)

Essay 2. Assess the extent to which the availability of health resources in a named Caribbean society reflects its system of social stratification. (25 marks)

Essay 3. Examine the relationship between health and the environment in a named Caribbean society. (25 marks)

Quick checks.

1. The WHO's definition of health as "complete physical, mental and social well-being" is an example of a (A) negative definition (B) positive definition (C) biomedical model (D) sick role.
2. The infant mortality rate measures deaths of children under one year per (A) 100 (B) 1,000 live births (C) 10,000 population (D) 100 households.

3. The Port of Spain Declaration (2007) concerned (A) HIV/AIDS (B) chronic non-communicable diseases (C) climate change (D) drug trafficking.
4. Parsons's concept describing the rights and duties of the ill person is (A) the total institution (B) the sick role (C) medicalisation (D) the social model of disability.
5. PANCAP is the regional partnership against (A) diabetes (B) HIV/AIDS (C) deforestation (D) domestic violence.

CROSS-REFERENCES

Module 1, Chapter One (life expectancy; HDI) · Module 1, Chapter Three (food security and nutrition) · Module 2, Chapter Eight (substance abuse) · Chapter Ten (poverty) · Chapter Twelve (environment) · Chapter Fourteen (measures).

ENDNOTES — CHAPTER ELEVEN

1. CXC A27/U2/13, Unit 2, Module 3, Content 1(b)(i)–(v), p. 22, with Content 3–5, pp. 23–24.
2. World Health Organization, *Preventing Suicide: A Global Imperative* (Geneva: WHO, 2014), Annex 1 (age-standardised suicide rates, 2012 estimates). Quote the current WHO estimate with its year.
3. Constitution of the World Health Organization (1946), Preamble.
4. Talcott Parsons, *The Social System* (1951), ch. 10; Ivan Illich, *Medical Nemesis: The Expropriation of Health* (London: Calder & Boyars, 1975); Irving K. Zola, "Medicine as an Institution of Social Control," *Sociological Review* 20, no. 4 (1972): 487–504.
5. PAHO, *Health in the Americas* (latest edition) and *Core Indicators*; UN Inter-agency Group for Child Mortality Estimation, country data. Quote current rates.
6. UNAIDS, *Global AIDS Update* and *Caribbean* regional profiles (2000s–present); PANCAP, *Caribbean Regional Strategic Framework on HIV and AIDS*.
7. PANCAP was established by CARICOM Heads of Government in February 2001; Guyana's National AIDS Programme Secretariat and the public ARV programme (from 2002, expanded under PEPFAR and Global Fund support).

8. PAHO/WHO, *NCDs at a Glance: NCD Mortality and Risk Factor Prevalence in the Americas* (2019) and the WHO *STEPS* surveys for Guyana (2016) and other territories. Quote country prevalence figures from these with their years.
9. CARICOM Heads of Government, *Declaration of Port-of-Spain: Uniting to Stop the Epidemic of Chronic NCDs* (15 September 2007); Tobacco Control Act 2017 (Guyana); Barbados's sugar-sweetened beverage tax (2015, raised 2022).
10. Government of Guyana, *National Suicide Prevention Plan 2015–2020*; Suicide Prevention Act 2022 (Guyana). Confirm the Act's number and commencement from the Official Gazette.
11. CXC A27/U2/13, Specimen mark scheme, Unit 2, Question 5 (Analysis and Evaluation).
12. PAHO, *Health in the Americas*, health-workforce density tables; on nurse migration, see the WHO *Global Code of Practice on the International Recruitment of Health Personnel* (2010) and CARICOM's Managed Migration Programme for nurses.
13. Abdel R. Omran, "The Epidemiologic Transition: A Theory of the Epidemiology of Population Change," *Milbank Memorial Fund Quarterly* 49, no. 4 (1971): 509–538; Department of Health and Social Security (UK), *Inequalities in Health: Report of a Research Working Group* (the Black Report) (London: DHSS, 1980).

Chapter Twelve — The Coast Below the Sea: Environment in the Caribbean



SYLLABUS MAP — *This chapter covers the environment strands of Module 3 — Content 1(c) environment: (i) climate change — sustainable livelihoods, sustainable development, food security, disaster preparedness; (ii) pollution — air, water, noise, land; (iii) deforestation and forest degradation, for example, Haiti; (iv) relationship to poverty and health, with the environmental strands of Content 3–5 (causes and effects; trends; measures — prevention and mitigation).*¹

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

Ninety per cent of Guyanese live on a strip of coast that lies, in places, more than a metre below the high-tide level of the Atlantic, behind a sea wall the Dutch began and the British extended, drained by kokers and canals that a colonial engineer designed for a sea that is now rising. In January 2005 the rains came and did not stop; the East Demerara Water Conservancy threatened to overtop; and for weeks a third of the population lived in water — the worst flood in the country's history, with tens of millions of US dollars in losses and an epidemic of leptospirosis behind it.² Behind the coast stands the other Guyana: eighteen million hectares of forest, more than eighty per cent of the country, one of the most intact in the world — a forest that, since the Low Carbon Development Strategy of 2009, has been paid to remain standing, first by Norway and then, since 2022, by the sale of carbon credits to the very oil company that pumps the country's crude from the same sea that threatens the coast.³

The Caribbean did almost nothing to cause climate change and stands to lose almost everything to it: the island that disappears, the hurricane that takes a year's GDP in a night (Hurricane Maria and Dominica, 2017; Irma and Barbuda, 2017; Beryl and Carriacou, 2024), the coast below the sea. The syllabus asks for climate change, pollution and deforestation as *social* issues — their causes in how societies are organised, their effects on the poor and the sick, and the measures a small state can take. The specimen question asked whether "environmental disasters often lead to a social system in anomie." This is Durkheim's chapter as much as the geographer's.

BEAT 2 · THE LAW OF THE TOPIC — *the core content, plainly*

1. Climate change — Content 1(c)(i)

The science, in a sociologist's sentence: greenhouse-gas emissions, overwhelmingly from the industrialised world's fossil fuels, warm the atmosphere and oceans; the sea rises (thermal expansion and ice melt), storms intensify, rainfall patterns shift, coral bleaches and droughts lengthen. **The Caribbean's exposure:** small islands and low coasts; economies built on coastal tourism, agriculture and fisheries; populations concentrated on the shore; infrastructure — roads, airports, capitals — at sea level; and the hurricane belt. The Intergovernmental Panel on Climate Change's assessments single out small island developing states as among the most vulnerable regions on earth.⁴ **Guyana** is the extreme: the coast below sea level, the sea defences, the conservancies, the 2005 flood, salt intrusion into rice land, and the whole housing programme of Module 1 built on the plain.

The syllabus names four responses, each a concept to define and apply:

- **Sustainable livelihoods** — ways of making a living that can withstand shocks and stresses without undermining the natural resource base (the DFID framework of the late 1990s built on Robert Chambers's work): the fisherman with a second trade, the farmer with drought-resistant varieties and crop insurance, the community with a savings scheme.⁵

- **Sustainable development** — Brundtland (Module 1); for climate, the twin tracks of **mitigation** (reducing emissions — renewable energy, forest protection) and **adaptation** (living with the change — sea defences, mangroves, drainage, relocation).
- **Food security** — climate's threat to it (drought, flood, salt, the hurricane that takes the banana crop) and the regional response (Module 1, Chapter Three).
- **Disaster preparedness** — the cycle of *prevention, mitigation, preparedness, response, recovery*; the institutions: the **Caribbean Disaster Emergency Management Agency (CDEMA, 2009; formerly CDERA, 1991)**, national agencies (Guyana's **Civil Defence Commission**; Jamaica's ODPEM; Trinidad's ODPM), the Caribbean Catastrophe Risk Insurance Facility (2007) that pays governments within days of a hurricane, early-warning systems, building codes, shelters and community drills.⁶ The Durkheimian question: does a disaster produce **anomie** — normlessness, looting, the collapse of order — or **solidarity**? The disaster-sociology evidence (from Charles Fritz and Enrico Quarantelli onward) is that panic and looting are rarer than the media expect and that communities usually respond with *therapeutic* solidarity; anomie follows where institutions were already weak and recovery is slow — Haiti after the 2010 earthquake (an estimated quarter of a million dead; a cholera epidemic introduced by the UN's own peacekeepers; camps that lasted years) is the case where the institutions of order failed, and Dominica after Maria is the case where they held.⁷ That contrast is the specimen question's answer.

The region's voice: the **Caribbean Community Climate Change Centre (Belize, 2005)**; CARICOM's negotiating position within the Alliance of Small Island States, which put "1.5 to stay alive" into the **Paris Agreement (2015)**; the Kyoto Protocol (1997) before it; and the loss-and-damage fund agreed in 2022 — Caribbean diplomacy as a *sociological* fact: small states organising to be heard.⁸

2. Pollution — Content 1(c)(ii)

Air: vehicle emissions in Kingston, Port of Spain and Georgetown; industrial emissions (Trinidad's petrochemical belt at Point Lisas; the bauxite dust of Linden); burning of cane and garbage; the Sahara dust

that crosses the Atlantic each summer and aggravates asthma. **Water:** sewage and septic seepage into rivers, canals and the sea (Georgetown's canals; Kingston Harbour, one of the most polluted harbours in the hemisphere); agricultural run-off; mining — the **Omai** cyanide spill of August 1995 into the Omai and Essequibo Rivers, and the chronic **mercury** contamination of hinterland rivers by small-scale gold mining, which enters the fish and the Indigenous diet; oil spills (and the risk the offshore industry now carries).⁹ **Noise:** the minibus, the sound system, the bar on the road — regulated by law, enforced rarely, and a genuine health issue (sleep, stress, hearing). **Land:** solid waste — the dump at Haags Bosch and the older one at Le Repentir in Georgetown; the plastic that the region's small islands cannot bury; illegal dumping; the mined-out pits of the interior. **Causes:** weak regulation and enforcement (Guyana's **Environmental Protection Act 1996** and Agency; the Guyana Geology and Mines Commission's capacity), poverty (the household that cannot afford collection), consumer culture, and — the Marxist point — the externalising of costs by the firm onto the community.

3. Deforestation and forest degradation — Content 1(c)(iii)

Haiti is the syllabus's example: a country once covered in forest, cleared over two centuries for plantation crops, timber and, above all, **charcoal** — the fuel of the poor — until estimated forest cover fell to a small fraction of the land (figures from under two per cent to about a third circulate, depending on the definition of forest; state the range and the dispute rather than one number).¹⁰ The consequences run through the whole Module: eroded hillsides, silted rivers, ruined farmland, catastrophic flooding when hurricanes strike (Gonaïves in 2004 and 2008), deeper poverty, worse health — the cycle at its most vicious; and the contrast at the border with the Dominican Republic, where forest law and cooking gas kept the trees, is the classic photograph of two policies. **Causes:** poverty and energy (charcoal), land tenure insecurity, population pressure on the land, weak state, the plantation's legacy, and international markets. **Elsewhere:** Jamaica's Cockpit Country and bauxite mining; Trinidad's Northern Range quarrying and squatting; and **Guyana** as the counter-case — forest cover above eighty per cent, one of the world's lowest deforestation rates, threatened chiefly by gold mining

(the visible scars along the rivers), logging concessions and road-building, and protected in part by the **Amerindian Act 2006's** titled lands, the Iwokrama reserve (1996), the Kanuku Mountains protected area, and the payment-for-standing-forest model — the Guyana–Norway agreement (2009, up to US\$250 million), the LCDS 2030 (2022), and the ART-TREES carbon-credit sales of December 2022.¹¹ The sociology: whose forest is it (the Indigenous title-holder, the miner, the state, the buyer of the credit)? — a question of stratification and power as much as ecology.

4. Relationship to poverty and health — Content 1(c)(iv)

The poor suffer first and most: they live on the flood plain and the hillside, in the house without a second storey to retreat to, dependent on the crop and the catch that the flood destroys; disaster relief reaches them last; the mercury is in *their* fish; the dump is in *their* neighbourhood (**environmental justice** — the finding, from Robert Bullard's American studies onward, that environmental harm is distributed by class and race).¹² Health follows the environment: dengue after the rains, leptospirosis after the flood, asthma with the dust, mercury poisoning in the interior, trauma after the storm, cholera after the earthquake. And poverty degrades environment — Haiti's charcoal, the squatter's drain, the miner's dredge — closing the loop. This paragraph belongs, in some form, in every Module 3 essay.

5. Perspectives, causes, effects, trends, measures

Functionalist: environmental problems as *dysfunctions* of industrial society; disaster as a test of social integration; the environment as a functional prerequisite. **Marxist/conflict:** pollution and degradation as the externalised costs of capitalist production; the North's emissions and the South's losses as a global class relation (the "ecological debt"); the plantation and the mine as the extraction of nature as well as labour (Beckford's plantation *landscape*); the carbon-credit market as the commodification of the forest. **Interactionist:** how environmental "problems" are socially constructed and contested (is the dust a problem before the newspaper says so?); risk perception; the framing of the miner as villain or as breadwinner. **Feminist: ecofeminism** — women as the managers of household water, fuel and food, the first to feel scarcity and

the last consulted; women in the disaster shelter; the gendering of environmental work. **Trends:** rising temperatures and seas; more intense hurricanes; coral loss; the fall in Haiti's forest and the stability of Guyana's; the growth of waste. **Measures — prevention and mitigation:** international (Kyoto 1997; Paris 2015; the Green Climate Fund; loss and damage); regional (CDEMA; CCCCC; CCRIF); national (Guyana's EPA Act 1996; LCDS 2009/2030; the Amerindian Act 2006; mangrove restoration on the coast since 2010; the sea-defence programme; the Civil Defence Commission; renewable-energy targets; the ban on single-use plastics in several territories; Jamaica's 2019 plastic ban); community (mangrove nurseries, drills, the village's koker committee). Evaluate each by *reach* (does it touch the poor?), *enforcement* and *finance*.

BEAT 3 · WORKED RECEIPTS — *an exam answer, step by step*

Question (the syllabus's specimen question): *"Environmental disasters often lead to a social system in anomie or a state of normlessness." Discuss this statement with reference to an environmental disaster in a named Caribbean society. (25 marks)*

Step 1 — Decode. Discuss — both sides, examples, reasoned view. The concept is Durkheim's anomie; the disaster is yours to choose (the Guyana flood of 2005, or Haiti 2010 with the Guyana flood as contrast).

Step 2 — Knowledge (8). Define anomie (Durkheim — normlessness under rapid change; *Suicide*), social order and control, disaster and its cycle, disaster preparedness and its institutions; the functionalist frame the mark scheme expects ("from the consensus perspective").

Step 3 — Application (10). As the scheme lists: outline the disaster (January 2005 — rainfall, the conservancy, weeks of flooding, the death toll, the leptospirosis outbreak, the losses); examine its "nature, extent, impact and results"; identify the institutions of order and control at work — the Civil Defence Commission, the army and police, the churches and mosques as shelters and kitchens, the neighbourhood's own solidarity — and where they failed (looting reports, price-gouging, the relief distribution's politics); explain their effectiveness. Contrast Haiti 2010 —

the state itself collapsed, the camps, the cholera, the violence — as the case where anomie was real.

Step 4 — Evaluation (7). Conclude as the scheme asks: whether it is the *nature* of the disaster (onset, scale) or the *capacity and preparedness* of the institutions that decides between anomie and solidarity — and argue, with the disaster-sociology evidence, that it is mostly the second: disasters reveal the social order they strike; they produce anomie where order was already thin.

Step 5 — Opening line: *"A flood does not create normlessness; it finds it — and this essay argues, from the Guyana flood of 2005 and the Haiti earthquake of 2010, that what a disaster produces depends less on the water than on the institutions standing in it."*

BEAT 4 · COUNSEL SAYS — *the strategy box*

- **Four climate concepts, four definitions.** Sustainable livelihoods, sustainable development (mitigation/adaptation), food security, disaster preparedness (the cycle; CDEMA). The syllabus lists them; define all four in any climate essay.
- **Haiti and Guyana are the pair.** Deforestation's worst case and the standing forest; the earthquake's anomie and the flood's solidarity. One paragraph each, dated.
- **Durkheim owns disaster.** Anomie, solidarity, the collective conscience under stress — the specimen question is a Durkheim question wearing a raincoat.
- **Dates and instruments.** 1995 Omai; 1996 EPA Act; 2005 flood; 2007 CCRIF and Port of Spain; 2009 LCDS and CDEMA and Norway; 2010 Haiti; 2015 Paris; 2017 Maria; 2022 LCDS 2030 and the credits. Application marks are dated.
- **The trap:** writing geography. The examiner wants the *social* organisation behind the pollution (who regulates, who profits, who suffers) and the *social* response to the disaster. Every paragraph needs people in it.

BEAT 5 · TRY IT YUHELSELF — *practice, with answer plans in Appendix I*

Essay 1. Assess the extent to which the effects of climate change in a named Caribbean society fall most heavily on the poor. (25 marks)

Essay 2. With reference to Haiti and ONE other Caribbean society, examine the causes and effects of deforestation. (25 marks)

Essay 3. Evaluate the measures adopted by a named Caribbean society to prevent and mitigate environmental problems. (25 marks)

Quick checks.

1. Reducing greenhouse-gas emissions is an example of (A) adaptation (B) mitigation (C) anomie (D) medicalisation.
2. CDEMA is the Caribbean's regional agency for (A) climate negotiation (B) disaster emergency management (C) HIV/AIDS (D) forest carbon credits.
3. The syllabus's example of deforestation and forest degradation is (A) Guyana (B) Barbados (C) Haiti (D) Cuba.
4. Guyana's agreement to be paid for keeping its forest standing was first signed with (A) the United States (B) Norway (C) Brazil (D) CARICOM.
5. Durkheim's term for a state of normlessness is (A) solidarity (B) anomie (C) totemism (D) verstehen.

CROSS-REFERENCES

Module 1, Chapter Three (housing on the coast; food security) · Module 1, Chapter Four (sustainable development) · Chapter Ten (poverty and the flood plain) · Chapter Eleven (environment and disease) · Chapter Fourteen (measures) · Unit 1, Chapter One (Durkheim).

ENDNOTES — CHAPTER TWELVE

1. CXC A27/U2/13, Unit 2, Module 3, Content 1(c)(i)–(iv), p. 22, with Content 3–5, pp. 23–24.
2. Economic Commission for Latin America and the Caribbean and UNDP, *Socio-economic Assessment of the Damages and Losses Caused by the January–February 2005 Flooding* (Guyana, 2005). Quote the loss and casualty figures from the assessment.
3. Government of Guyana, *Low Carbon Development Strategy* (2009) and *LCDS 2030* (2022); Memorandum of Understanding between

Guyana and Norway on cooperation on climate change, forests and sustainable development (November 2009); the Architecture for REDD+ Transactions (ART) credit issuance to Guyana (December 2022) and the purchase agreement announced the same month. Verify current figures from the LCDS website before quoting sums.

4. Intergovernmental Panel on Climate Change, *Climate Change 2022: Impacts, Adaptation and Vulnerability* (Sixth Assessment Report, Working Group II), Cross-Chapter Paper 3 (Small Islands).
5. Robert Chambers and Gordon Conway, *Sustainable Rural Livelihoods: Practical Concepts for the 21st Century* (IDS Discussion Paper 296, 1992); UK Department for International Development, *Sustainable Livelihoods Guidance Sheets* (1999).
6. Caribbean Disaster Emergency Management Agency, established by the Agreement establishing CDEMA (2009), succeeding the Caribbean Disaster Emergency Response Agency (1991); Caribbean Catastrophe Risk Insurance Facility (2007); Civil Defence Commission (Guyana).
7. Charles E. Fritz, *Disasters and Mental Health: Therapeutic Principles Drawn from Disaster Studies* (1961; published Newark: University of Delaware Disaster Research Center, 1996); E. L. Quarantelli (ed.), *What Is a Disaster? Perspectives on the Question* (London: Routledge, 1998); on Haiti 2010, the Government of Haiti's *Post-Disaster Needs Assessment* (March 2010) and the UN's own review of the cholera outbreak's origin (2011).
8. Caribbean Community Climate Change Centre, established by CARICOM Heads (agreement 2002; opened in Belmopan, Belize, 2005); Paris Agreement (12 December 2015), Art. 2; UNFCCC COP27 decision establishing loss-and-damage funding arrangements (November 2022).
9. Environmental Protection Act 1996, Cap. 20:05, Laws of Guyana; on Omai (19–24 August 1995), the Commission of Inquiry report (1996); on mercury in hinterland rivers, the studies of the World Wildlife Fund Guianas and the Guyana Geology and Mines Commission.
10. On the dispute over Haiti's forest-cover figures, see Christopher Churches et al., "Evaluation of Forest Cover Estimates for Haiti Using Supervised Classification of Landsat Data," *International Journal of Applied Earth Observation and Geoinformation* 30 (2014):

203–216, which found tree cover far above the commonly cited two per cent depending on definition.

11. Amerindian Act 2006 (Guyana); Iwokrama International Centre for Rain Forest Conservation and Development Act 1996; Kanuku Mountains Protected Area (2011); Guyana Forestry Commission annual deforestation-rate reports under the Guyana–Norway monitoring, reporting and verification system.
12. Robert D. Bullard, *Dumping in Dixie: Race, Class and Environmental Quality* (Boulder: Westview, 1990).

Chapter Thirteen — Why the Poor Are Poor: Perspectives on the Causes and Effects of Caribbean Social Issues

SYLLABUS MAP — *This chapter covers Module 3, Specific Objectives 2–3: apply the main sociological perspectives to understand the major Caribbean social issues and analyse the major Caribbean social issues — Content 2 sociological perspectives on the causes and effects: (a) culture of poverty; (b) cultural deprivation; (c) consensus/functionalist; (d) conflict/Marxist; (e) interactionist; (f) feminist and Content 3 causes (historical, economic, social, cultural, political, environmental) and effects (economic, social, cultural, political, environmental).*¹

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

Two Guyanese look at the same family — the one from Chapter Ten, in the one-room house. "Them people don't want better," says the first; "look how the father drink, look how the mother have children for three man, look how the children don't go to school — is their culture." "Them people can't get better," says the second; "the estate close, the school is six miles, the clinic have no doctor, the land is not theirs, and the only work is the one that pay by the day — is the system." That argument — culture or structure, the poor's values or the poor's position — is the oldest argument in the sociology of poverty, and the syllabus names both sides: the **culture of poverty** and **cultural deprivation** on one, the **conflict** perspective on the other, with the functionalists, interactionists and feminists in between. It is also the argument behind every policy: if poverty is culture, you teach the poor; if it is structure, you change the

economy. Guyana's own scholars — Rodman's "value stretch" was written in Trinidad against the culture-of-poverty thesis — took sides in it fifty years ago. So must you, with evidence.

BEAT 2 · THE LAW OF THE TOPIC — *the core content, plainly*

1. *The culture of poverty* — Content 2(a)

Oscar Lewis, an American anthropologist, studied poor families in Mexico City (*Five Families*, 1959; *The Children of Sánchez*, 1961) and in San Juan and New York (*La Vida*, 1966), and argued that the very poor in capitalist societies develop a **culture of poverty** — a distinct way of life with its own values and traits, some seventy of them, that is *adaptive* to their situation and then *self-perpetuating*: it is passed from parents to children by the age of six or seven, so that a child raised in it is psychologically unready to seize opportunities even when they appear.² The traits: present-time orientation and inability to defer gratification; fatalism and a sense of helplessness; feelings of inferiority and dependence; weak ego structure; free unions and female-centred families; early sexual initiation; little participation in the institutions of the larger society (unions, parties, churches); mistrust of government; a "hustle" economy. Lewis was clear that the culture was a *response* to structural conditions — but its transmission made it a cause in its own right, and that is how policy-makers heard it: the American "War on Poverty" and the Moynihan Report (1965) on the "tangle of pathology" of the black family.

Critique. **Charles Valentine** (*Culture and Poverty*, 1968) argued that Lewis's traits were *situational responses* that vanish when the situation changes, not a transmitted culture — the poor share the mainstream's values and lack the means.³ **Hyman Rodman's value stretch** (Trinidad, 1963) is the Caribbean's reply: the lower class holds the general values of the society and *stretches* them to accommodate what circumstance allows; the visiting union is not a rejection of marriage but a stretched version of it.⁴ William Julius Wilson (*The Truly Disadvantaged*, 1987) reframed the "underclass" as the product of *structural* change — the disappearance of work from the inner city — not of culture.⁵ Feminists noted that Lewis's "female-centred family" was

pathologised in exactly the colonial way that R. T. Smith and Edith Clarke had refuted. And the thesis **blames the victim**: it turns the effects of poverty into its cause and licenses a policy of correcting the poor rather than the economy.

2. Cultural deprivation — Content 2(b)

The sibling thesis, applied chiefly to education: the poor fail at school not because the school fails them but because their homes lack the **cultural resources** the school assumes — language (Basil Bernstein's *restricted* versus *elaborated* codes, 1961–71, was read this way, though Bernstein resisted the reading⁶), books, "stimulation," parental interest, deferred gratification (Barry Sugarman, 1970), and the "right" values. Policy: **compensatory education** — pre-school programmes (the United States' Head Start, 1965), remedial classes, parenting classes — to *supply* the missing culture. **Critique:** Nell Keddie (*Tinker, Tailor ... The Myth of Cultural Deprivation*, 1973) called it a myth — working-class culture is *different*, not deficient, and the school's failure to value it is the problem;⁷ Bourdieu turned the argument round — the school's *cultural capital* is the dominant class's culture disguised as merit (Unit 1, Chapter Nine); William Labov showed that "restricted" Black English was as logically complex as any other.⁸ In the Caribbean the thesis appears whenever Creolese is blamed for failure at CSEC English, and its critics reply that the deficiency is in a system that refuses to teach the two registers as two languages.

3. The four perspectives — Content 2(c)–(f)

Consensus/functionalist. Poverty persists because it is *functional* — Herbert Gans's "The Positive Functions of Poverty" (1972) listed thirteen: the poor do the dirty work, subsidise the affluent through low wages, create jobs for those who serve and police them, buy what others discard, absorb the costs of change, and reassure the non-poor of their status.⁹ Davis and Moore: inequality motivates. Functionalists also read health and environment as questions of *integration* and *dysfunction* (the sick role; disaster as a test of solidarity). **Critique:** functional for *whom*? — Gans himself concluded that poverty persists because eliminating it would be *dysfunctional for the affluent*, which is a conflict conclusion in functionalist dress.

Conflict/Marxist. Poverty is the *structural* product of capitalism — the reserve army (Marx), low wages, the plantation's persistent poverty (Beckford), dependency (Frank, Rodney), structural adjustment's austerity; ill-health is the profit in sugar and cigarettes and the commodification of care; environmental harm is the externalised cost of production and the North's ecological debt. Policy: redistribution, land reform, public provision, delinking. *Critique:* determinism; the persistence of poverty in socialist states; the role of internal politics and policy.

Interactionist. The *labels* — "the poor," "welfare mother," "squatter," "backdam people," "ghetto youth" — and their consequences; the **stigma** of poverty that deters the poor from claiming the benefit, the stigma of HIV and mental illness that deters the sick from the clinic, the stigma of the "slum" that determines where the dump goes; the **social construction** of "social problems" — an issue becomes a problem when moral entrepreneurs and the media *define* it as one (Herbert Blumer's "Social Problems as Collective Behavior," 1971; Spector and Kitsuse's constructionism).¹⁰ *Critique:* it explains the perception of poverty, not its production.

Feminist. The **feminisation of poverty**; the female-headed household as the poorest; women's unpaid care work — for the sick, the old, the children — as the unmeasured subsidy to every health system; the gendering of environmental burdens (water, fuel, the shelter); women's exclusion from land, credit and decision; and, in the Caribbean, the double burden that Olive Senior documented (*Working Miracles*, 1991) and the gender system Barriteau theorised.¹¹ Policy: targeting women (the cash transfer paid to the mother — Jamaica's PATH, Brazil's Bolsa Família — on the evidence that women spend it on children), reproductive health, care infrastructure. *Critique:* the intersection with class and race; men's poverty (the redundant sugar worker) and men's health (the suicide statistics) need their own account.

4. Causes and effects — Content 3

The syllabus fixes the grid; learn it as a table and fill it for each issue.

	Poverty	Health	Environment
Historical	the plantation; slavery and indenture's wage floor; the colonial export economy	colonial neglect of the enslaved and indentured; the asylum; the coastal hospital	the plantation landscape; the Dutch coast; Haiti's cleared hills
Economic	unemployment; the informal sector; commodity dependence; debt; adjustment	the two-tier system; the cost of care; the diet that money buys	the externalised cost; extraction; tourism's coast
Social	stratification; family structure; education gaps; migration's selectivity	class gradient; stigma; family care	settlement patterns; squatting; the flood plain
Cultural	the contested culture of poverty; the hustle; fatalism (or their structural explanation)	beliefs about illness; masculinity and help-seeking; diet	consumption; attitudes to waste; the "bush" as free
Political	policy, corruption, clientelism, hinterland neglect	health-budget priorities; the ARV decision; the sugar tax	regulation and enforcement; the mining lobby; climate diplomacy
Environmental	disaster; degradation; climate	dengue, mercury, flood disease	the cause and the effect at once

Effects, in the same six columns: *economic* (lost output; the informal economy; the cost of care and of disaster; the food-import bill), *social* (family stress and violence; migration; crime; the emptied village; the shelter), *cultural* (the popular culture of survival — the hustle, the chutney of the estate, the reggae of the ghetto; changed beliefs and practices — the funeral without the wake; the return of the herbal remedy), *political* (instability; the vote for the house lot; the state of emergency; the disaster election; the climate negotiation), *environmental* (degradation, disaster, pollution, displacement — the family relocated from the eroding shore).

BEAT 3 • WORKED RECEIPTS — *an exam answer, step by step*

Question (Paper 02 style, 25 marks): *Assess the extent to which the "culture of poverty" thesis explains the persistence of poverty in a*

named Caribbean society.

Step 1 — Decode. *Assess the extent* — measured verdict; the thesis is Lewis's; the object is *persistence* (transmission across generations); one society.

Step 2 — Knowledge (8). Lewis's thesis (studies, traits, transmission by age six or seven, adaptive-then-perpetuating); the critics — Valentine (situational), Rodman (value stretch), Wilson (structural), Keddie and Bourdieu on the education variant; the conflict alternative (Beckford's persistent poverty).

Step 3 — Application (10). Guyana: the traits Lewis would recognise in the one-room house (present orientation, the visiting union, mistrust of government, the hustle) — and then the structural reading of each: the present orientation of a day-paid labourer is *rational*; the visiting union is Rodman's stretch and Clarke's economics; the mistrust is the experience of the clientelist state; the hustle is Merton's innovation. Transmission: the child on alternate days — is that culture or the price of shoes? The hinterland's Indigenous poverty as the decisive test: a whole region poor by *structure* (distance, land, services), not by a "culture."

Step 4 — Evaluation (7). Conclude: the thesis describes the *effects* of persistent poverty accurately and mistakes them for its *cause*; its explanatory extent is small, its policy influence large (and harmful — blaming the poor); Beckford's *Persistent Poverty* explains the persistence better because it locates the transmission in the structure the plantation left. Note what the conflict view misses — agency, and the families who *do* climb out.

Step 5 — Opening line: "*Oscar Lewis found in the poor a culture that keeps them poor; Beckford found in the Caribbean a structure that keeps them poor; and this essay argues that in Guyana the second explains the persistence the first can only describe.*"

BEAT 4 • COUNSEL SAYS — *the strategy box*

- **Lewis with his critics, always.** Lewis » Valentine » Rodman » Wilson. The Caribbean critic (Rodman) is the one that turns a good answer into a Caribbean one.
- **Cultural deprivation is an education thesis.** Bernstein, Sugarman, Head Start; Keddie, Bourdieu, Labov against.

Cross-reference Unit 1, Chapter Nine.

- **Gans is the functionalist you need.** "The positive functions of poverty" — thirteen functions, and a conclusion that hands the argument to the Marxists.
- **The six-by-three grid.** Causes and effects for poverty, health and environment under historical/economic/social/cultural/political/environmental — fill it once and you have material for any Module 3 essay.
- **The trap:** taking a side without evidence. "Culture or structure" is answered with the hinterland region, the estate closure, the shoes — concrete Guyanese facts — not with indignation.

BEAT 5 · TRY IT YUHSELF — *practice, with answer plans in Appendix I*

Essay 1. "Poverty persists in the Caribbean because it serves the interests of the non-poor." Evaluate this claim with reference to the functionalist and conflict perspectives and a named Caribbean society. (25 marks)

Essay 2. Assess the usefulness of the feminist perspective for understanding poverty and health in a named Caribbean society. (25 marks)

Essay 3. Analyse the historical, economic and political causes of ONE major social issue in a named Caribbean society. (25 marks)

Quick checks.

1. The *culture of poverty* thesis is associated with (A) Oscar Lewis (B) Herbert Gans (C) Nell Keddie (D) Karl Marx.
2. Rodman's *value stretch* is a critique of (A) the demographic transition (B) the culture of poverty thesis (C) the sick role (D) the HDI.
3. Compensatory education programmes such as Head Start follow from the (A) conflict perspective (B) cultural deprivation thesis (C) interactionist perspective (D) feminist perspective.
4. Gans argued that poverty persists because (A) the poor are lazy (B) it performs functions for the non-poor (C) of climate change (D) of religion.

5. The stigma attached to claiming poverty relief is a concern of the (A) functionalist (B) Marxist (C) interactionist (D) neo-Malthusian perspective.

CROSS-REFERENCES

Unit 1, Chapter Three (the perspectives) · Unit 1, Chapter Seven (Rodman, Clarke, Smith) · Unit 1, Chapter Nine (cultural deprivation and Bourdieu) · Unit 1, Chapter Eleven (Beckford) · Chapters Ten–Twelve (the issues) · Chapter Fourteen (the measures each perspective prescribes).

ENDNOTES — CHAPTER THIRTEEN

1. CXC A27/U2/13, Unit 2, Module 3, Specific Objectives 2–3; Content 2(a)–(f) and 3(a)–(b), pp. 22–23.
2. Oscar Lewis, *Five Families: Mexican Case Studies in the Culture of Poverty* (New York: Basic Books, 1959); *The Children of Sánchez* (New York: Random House, 1961); *La Vida: A Puerto Rican Family in the Culture of Poverty — San Juan and New York* (New York: Random House, 1966), Introduction (the traits).
3. Charles A. Valentine, *Culture and Poverty: Critique and Counter-Proposals* (Chicago: University of Chicago Press, 1968).
4. Rodman, "The Lower-Class Value Stretch" (1963); *Lower-Class Families: The Culture of Poverty in Negro Trinidad* (1971).
5. William Julius Wilson, *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy* (Chicago: University of Chicago Press, 1987).
6. Basil Bernstein, *Class, Codes and Control*, vol. 1 (London: Routledge & Kegan Paul, 1971).
7. Nell Keddie (ed.), *Tinker, Tailor ... The Myth of Cultural Deprivation* (Harmondsworth: Penguin, 1973).
8. William Labov, "The Logic of Nonstandard English" (1969), in *Language in the Inner City* (Philadelphia: University of Pennsylvania Press, 1972); Barry Sugarman, "Social Class, Values and Behaviour in Schools," in Maurice Craft (ed.), *Family, Class and Education* (London: Longman, 1970).

9. Herbert J. Gans, "The Positive Functions of Poverty," *American Journal of Sociology* 78, no. 2 (1972): 275–289.
10. Herbert Blumer, "Social Problems as Collective Behavior," *Social Problems* 18, no. 3 (1971): 298–306; Malcolm Spector and John I. Kitsuse, *Constructing Social Problems* (Menlo Park, CA: Cummings, 1977).
11. Senior, *Working Miracles* (1991); Barriteau, *Confronting Power, Theorizing Gender* (2003).

Chapter Fourteen — What Is Being Done: Trends and Measures



SYLLABUS MAP — This chapter covers Module 3, Specific Objectives 4–5: explain the trends in the major Caribbean social issues and evaluate the measures employed to address these major Caribbean social issues — Content 4 trends: regional trends in poverty; death rates (gender), illness; pollution, forest degradation, climate change; statistical and non-statistical trends and Content 5 measures: (a) environmental strategies — prevention and mitigation; (b) poverty — reduction/alleviation; (c) health — NCDs/HIV/AIDS (education, curative and preventive medicine, mass media).¹

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

Every September a Guyanese parent collects a cash grant for each child in school; every month a pensioner over sixty-five collects the old-age pension whether she was ever employed or not; every rainy season the sea-defence crews are on the wall and the mangrove nurseries are planting; every clinic hands out the diabetes tablets and the antiretrovirals without charge. None of it makes the front page, and all of it is the answer to the syllabus's last question: what is *being done*, and does it work? The examiner's recurring complaint — in the 2025 report as in every year — is that candidates know the theory and cannot name the policy: "teachers should emphasise present-day policies," "candidates need to get more practice ... with relevant data."² This chapter is the policy inventory, with the trends the policies answer and the criteria by which to judge them.

BEAT 2 • THE LAW OF THE TOPIC — *the core content, plainly*

1. Trends — Content 4

Poverty. Regionally: decline from the 1990s to the mid-2010s (the commodity boom, remittances, transfers), the 2008 shock, and the pandemic's reversal in 2020–21 with partial recovery; Haiti worst and worsening after 2010, 2016 (Hurricane Matthew) and the political collapse of the 2020s; inequality (the Gini) persistently high; the *nature* of poverty shifting from rural-agricultural to urban-informal and to the hinterland. Guyana: the surveys of the 1990s–2000s; the oil era's re-estimates; the coast–hinterland gap. **Death rates by gender:** men die earlier and more violently (homicide, road traffic, suicide, alcohol); women live longer but with more years of disability and the NCD burden; maternal mortality falling but stubborn in Haiti and Guyana's interior. **Illness:** the epidemiological transition completed — NCDs dominant, HIV controlled but not ended, dengue and new arboviruses cyclical, mental illness rising in recognition. **Pollution:** rising waste and vehicle emissions with growth; mercury in the interior; the offshore risk new. **Forest degradation:** Haiti's continuing loss; Guyana's low but mining-driven rate monitored annually under the Norway agreement. **Climate:** measurable sea-level rise on the coast, hotter years, the intensification of hurricanes (Maria 2017, Dorian 2019, Beryl 2024 — the earliest Category 5 on record).³ **Statistical and non-statistical trends:** the syllabus wants both — the census, survey, PAHO and UNODC numbers *and* the qualitative evidence: the newspaper's obituaries, the church's food bank, the village's emptied houses, the fisherman's catch, the elder's memory of where the shoreline was. A trend essay that uses both is an essay that has read the syllabus.

2. Measures — Content 5

(a) Environmental strategies — prevention and mitigation.

International: the UNFCCC (1992), Kyoto (1997), Paris (2015), the loss-and-damage fund (2022), the Green Climate Fund; the Caribbean's negotiating alliance in AOSIS. *Regional:* CDEMA (2009), CCCCC (2005), CCRIF (2007), the CARICOM plastics and energy policies. *National* (Guyana): the Environmental Protection Act 1996 and Agency; the LCDS

2009/2030 and its forest payments; the Amerindian Act 2006 titles and community forestry; protected areas (Iwokrama 1996, Kanuku 2011, Shell Beach); the sea-defence and mangrove-restoration programmes; the Civil Defence Commission and early warning; renewable-energy and gas-to-energy plans; mining regulation and mercury phase-out under the Minamata Convention (2013, ratified by Guyana 2014); the single-use plastics ban (2021). *Community*: mangrove nurseries, drainage committees, disaster drills, the school's environmental club. **Evaluate** by reach, enforcement, finance and equity: the forest payments are the region's most innovative measure and the mining lobby its persistent test; the sea defences protect the coast the housing programme keeps filling; enforcement is the weak link everywhere.

(b) Poverty — reduction and alleviation. Distinguish the two: **alleviation** relieves the symptoms (transfers, feeding, relief); **reduction** attacks the causes (jobs, education, land, growth that reaches the poor). *Growth and jobs*: the oil economy's Natural Resource Fund (2021) and the budget it finances; the diversification debate; the sugar workers' severance and the estate-reopening promises. *Transfers*: the universal Old Age Pension; Public Assistance; the *Because We Care* school cash grant (2014; reinstated and raised from 2021) and school uniform and feeding programmes; the one-off cash grants of the oil era; Jamaica's **PATH** (2002), the region's model conditional cash transfer — money to the mother conditional on school attendance and clinic visits — evaluated as improving attendance and health-seeking; Trinidad's food cards; Barbados's welfare reforms.⁴ *Human capital*: free education and health (Unit 1, Chapter Nine; the GOAL scholarships); *assets*: house lots and land titling (Module 1, Chapter Three); *microfinance* and small-business grants; *regional and international*: the Poverty Reduction Strategy Papers of the 2000s (Guyana's 2001), the Millennium and Sustainable Development Goals, the CDB's Basic Needs Trust Fund. **Evaluate**: transfers reach the poor and do not end poverty; growth without distribution (the oil paradox) does not reach them; the conditional transfer's evidence is the best in the region; the hinterland is the test every measure fails first.

(c) Health — NCDs and HIV/AIDS: education, curative and preventive medicine, mass media. *Education*: school health and nutrition curricula; sexual and reproductive health education (contested

in every territory); Caribbean Wellness Day; the diabetes clinic's classes. *Preventive medicine*: immunisation (the region's historic success); screening (blood pressure, glucose, cervical cancer); PMTCT and testing for HIV; condoms and harm reduction; the sugar tax, tobacco control and food labelling; primary health care's reach into the village (the health post, the medex, the community health worker). *Curative medicine*: free ARVs; chronic-disease medication and the pharmacy line; dialysis and the specialist services concentrated in the capital; the Cuban brigades and the new hospitals of the oil era. *Mass media*: the HIV campaigns of the 2000s (the region's most successful behaviour-change communication), the NCD messages, the radio doctor, and — now — the WhatsApp rumour that undoes them (the pandemic's vaccine misinformation as the case study). **Evaluate**: HIV is the region's health-policy success and the model for the NCD fight it has not yet won; the measures that work are the ones that reach the poor, the men and the hinterland; prevention is cheaper than dialysis and funded worse.

3. How to evaluate a measure — the checklist

1. **Target**: who is it for, and does it reach them (the poor? the hinterland? men?).
2. **Mechanism**: which theory of the cause does it assume (culture » education; structure » transfer and jobs; stigma » campaign)?
3. **Evidence**: what changed after it (attendance, prevalence, forest cover, deaths) — with the source and the year?
4. **Cost and sustainability**: who pays, and for how long (the ARV programme after donor exit; the oil revenue after the oil)?
5. **Equity and rights**: does it respect the poor, women, Indigenous peoples — or correct them?
6. **Enforcement and politics**: is it implemented, or announced?

BEAT 3 · WORKED RECEIPTS — an exam answer, step by step

Question (Paper 02 style, 25 marks): *Evaluate the measures employed to reduce poverty in a named Caribbean society.*

Step 1 — Decode. *Evaluate* — weigh, judge, both sides; measures (plural); reduce (distinguish from alleviate); one society.

Step 2 — Knowledge (8). Define poverty (absolute/relative) and its measures; distinguish reduction from alleviation; the theories behind each measure (culture of poverty » education and conditionality; conflict » redistribution; feminist » targeting women; functionalist » growth and role allocation).

Step 3 — Application (10). Guyana: the pension and public assistance (alleviation; universal; reaches the elderly poor; small); *Because We Care* and school feeding (alleviation with a human-capital mechanism; reaches every schoolchild; evidence on attendance); house lots and titling (asset-building; coast-biased); free education and GOAL (human capital; the hinterland gap); the oil economy and the Natural Resource Fund (growth; the distribution question); the PRSP of 2001 and the SDGs as frameworks; comparison with Jamaica's PATH as the region's evaluated model. Apply the checklist to two or three measures in depth.

Step 4 — Evaluation (7). Conclude: Guyana's measures alleviate widely and reduce narrowly; the structural causes — the estate closure, the hinterland's distance, the informal labour market, the coast's exposure — are addressed by growth the poor have not yet felt; the conditional, targeted, evaluated transfer (PATH's lesson) and a hinterland-first policy are the missing measures; and the culture-of-poverty assumption behind some programmes should be replaced by Rodman's and Beckford's structure.

Step 5 — Opening line: *"Guyana has never had more money to spend on the poor and has never been less certain how: this essay evaluates its measures — the pension, the grant, the house lot, the scholarship and the oil — against the one test that matters, which is whether the family in the one-room house is still there in ten years."*

BEAT 4 • COUNSEL SAYS — *the strategy box*

- **Policy inventory, dated.** For each issue keep six named measures with years. The examiners have asked for "present-day policies" in every report for a decade.
- **Reduce versus alleviate.** The distinction is worth a paragraph and often the whole question.

- **PATH is the regional benchmark.** A conditional cash transfer with published evaluations — the comparison every poverty-measures essay should draw.
- **Trends need both kinds of evidence.** A number with a year *and* a qualitative observation — the syllabus says "statistical and non-statistical."
- **The trap:** listing measures without a verdict. *Evaluate* means the checklist: target, mechanism, evidence, cost, equity, enforcement — and a conclusion on which measures work and why.

BEAT 5 • TRY IT YUHSELF — *practice, with answer plans in Appendix I*

Essay 1. Assess the effectiveness of the measures employed to prevent and control non-communicable diseases in a named Caribbean society. (25 marks)

Essay 2. Explain the trends in ONE major social issue in the Caribbean since 2000, using both statistical and non-statistical evidence. (25 marks)

Essay 3. Evaluate the environmental strategies of prevention and mitigation adopted in a named Caribbean society. (25 marks)

Quick checks.

1. A cash transfer paid on condition that children attend school is an example of (A) poverty reduction through growth (B) a conditional cash transfer (C) mitigation (D) curative medicine.
2. Measures that relieve the symptoms of poverty without removing its causes are called (A) reduction (B) alleviation (C) prevention (D) adaptation.
3. Jamaica's PATH programme began in (A) 1962 (B) 1996 (C) 2002 (D) 2015.
4. Vaccination and screening are examples of (A) curative medicine (B) preventive medicine (C) mass media (D) medicalisation.
5. The Minamata Convention concerns (A) plastics (B) mercury (C) carbon credits (D) HIV/AIDS.

CROSS-REFERENCES

Module 1, Chapters Three and Four (policy and development) · Chapters Ten–Twelve (the issues and their trends) · Chapter Thirteen (the theory behind each measure) · Unit 1, Chapter Nine (education as a measure).

ENDNOTES — CHAPTER FOURTEEN

1. CXC A27/U2/13, Unit 2, Module 3, Specific Objectives 4–5; Content 4(a)–(b) and 5(a)–(c), pp. 23–24.
2. CXC, *Subject Report, Sociology Unit 1, May–June 2025*, pp. 6–7 (Recommendations).
3. Hurricane Beryl reached Category 5 on 1–2 July 2024, the earliest Atlantic Category 5 on record (US National Hurricane Center).
4. On PATH, see the Government of Jamaica's Programme of Advancement through Health and Education (2002) and its evaluations by the Planning Institute of Jamaica and the World Bank; on Guyana's *Because We Care* grant, the Ministry of Education's annual releases (quote current amounts and coverage from them).

Module 3 — Revision Checklist



- Define absolute, relative and subjective poverty with their authors, and social exclusion, capability poverty and the feminisation of poverty.
- State the five measures of poverty and the purpose of each; list the categories of the poor with a reason and a perspective for each.
- Draw the poverty–health–environment cycle in both directions with a Caribbean example for each arrow.
- Give the positive and negative definitions of health, the sick role, the social model of disability, and the three health indicators; narrate HIV (PANCAP 2001; free ARVs) and NCDs (Port of Spain 2007; sugar tax; tobacco control) with dates; write about mental health and suicide with Durkheim and care.
- Define the four climate concepts, name the disaster institutions with dates, and explain Haiti's deforestation and Guyana's standing forest as a pair; state the anomie-versus-solidarity finding of disaster sociology.
- State Lewis and his critics (Valentine, Rodman, Wilson), the cultural-deprivation thesis and its critics (Keddie, Bourdieu, Labov), and Gans; fill the six-by-three causes grid.
- Keep a dated policy inventory for each issue and apply the six-point evaluation checklist to any measure.

PART FOUR — THE EXAMINATION ROOM



Chapter Fifteen — The Private Candidate's War Room: Paper 03/2, the Unit 2 SBA, and the Three Papers Together

SYLLABUS MAP — *This chapter covers the Regulations for Private Candidates and Paper 03/2, the Unit 2 requirements of the School-Based Assessment (Paper 03/1), and the Outline of Assessment for Papers 01 and 02.¹*

BEAT 1 • THE STORY — *why this matters in Guyanese and Caribbean life*

Unit 2 has a particular kind of candidate: the one who did Unit 1 last year at school and is finishing Unit 2 privately because she has started work; the police officer, the nurse, the young father. They sit the same Papers 01 and 02 as the school candidates, and in place of the SBA they sit Paper 03/2 — or, if they sat Unit 1 with an SBA, they may carry that moderated mark forward and sit no third paper at all.² Whichever road you are on, the last chapter of this book is the plan for the day.

BEAT 2 • THE LAW OF THE TOPIC — *the regulations, plainly*

1. The SBA carry-forward — *read this first*

The syllabus is explicit: candidates must complete the SBA for the *first* Unit they register for, and "may opt to carry forward their School-Based Assessment mark to the second Unit"; such candidates "are not required to complete the School-Based Assessment component for the second Unit."³ Candidates sitting both Units in one year may submit one SBA for both or one for each, and must say which Unit it was selected from. Re-sit

and transfer candidates may re-use a moderated SBA score from either Unit within the preceding two years.⁴ So: if you have a Unit 1 SBA mark you are content with, carry it; if you want to improve it, or never had one, the Unit 2 project is on "any issue affecting development in his or her community" — population, crime, deviance, poverty, health, environment — 1,300–1,500 words, the same four sections and 60 marks as Unit 1 (Introduction 20; Research Design 13; Presentation and Analysis 15; Discussion and Conclusion 12).⁵

A Unit 2 project, designed. *Topic (narrowed):* "Why do households in a named Berbice village not use the free chronic-disease clinic? A study of thirty households, 2026." *Background and problem:* the NCD epidemic (Chapter Eleven); the clinic's under-use. *Aims:* to describe attendance; to identify the reasons for non-attendance; to assess the clinic's outreach. *Literature:* Parsons's sick role; the class gradient; the culture-of-poverty versus structural debate (Chapter Thirteen); the Port of Spain Declaration; PAHO's Guyana data. *Perspective:* interactionist (the meanings of illness and the clinic; stigma), with the structural questions held for the discussion. *Design:* a short questionnaire to thirty households (a systematic sample — every fifth house along the dam — from a walked house count as the frame) plus semi-structured interviews with six non-attenders and the clinic's nurse. *Ethics:* consent; anonymity (village and persons pseudonymous); no health details recorded that could identify; the right to withdraw. *Presentation:* tables by item; a chart of stated reasons; quotations. *Analysis:* the pattern (transport and opening hours dominate; "nothing wrong with me" second), the anomaly (attenders who are the sickest — Parsons's sick role adopted late), the trend. *Discussion:* structural reasons outweigh "cultural" ones — a finding against the culture-of-poverty thesis; recommendations to the clinic; the bibliography.

2. Paper 03/2 — the alternative for private candidates

Three compulsory questions, 20 marks each, 1 hour 30 minutes, 20 per cent; testing (1) basic concepts and theories, (2) familiarity with Caribbean social institutions, and (3) research design — sample selection, data collection and analysis.⁶ Thirty minutes a question. Expect a concepts question from any Module ("Define the dependency ratio and

explain, with reference to a named Caribbean society, two ways in which it affects development"), an institutions question ("With reference to ONE institution of social control, explain two ways in which it responds to juvenile delinquency in a named Caribbean society"), and a research-design question written from the Unit 2 SBA list ("You have been asked to investigate poverty among the elderly in your community: outline your design"). Prepare *one reusable design* — the Chapter Six template from Unit 1, or the clinic study above — and adapt it on the day. Headings and numbers are welcome in 03/2.

3. Papers 01 and 02 — the plan for everyone

Paper 01: 45 items, 90 minutes, two minutes each, no penalty for guessing; the Module 1 items lean on the concepts with formulas (Chapter One) and the theories' pairings; the Module 2 items on the concept–author pairs; the Module 3 items on the definitions and measures of poverty and health. Do the Module you know best first.

Paper 02: three essays, fifty minutes each — five to plan, forty to write, five to read; a six-line plan (position; three application points with a named study, statistic or dated policy each; two evaluation points; conclusion); Knowledge 8, Application 10, Evaluation 7. In Unit 2 the Application marks are *evidence* marks: a rate with a year and a source, a law with a date, a study with a finding. The level descriptors reward the script that is "coherent, clear and conclusive, consistently supported by sociological references."⁷ **The verbs:** *discuss* (both sides; conclusion optional), *evaluate* (weigh and judge), *assess* (reasons; the extent), *analyse* (methodically, then conclude), *examine* (define and explore), *explain* (what, how, why).

BEAT 3 · WORKED RECEIPTS — a Paper 03/2 question, step by step

Question (20 marks): *You have been asked to investigate the effects of the closure of a sugar estate on households in a named community. (a) State the sociological perspective you would use and explain why. (b) Describe your sampling method. (c) Describe ONE data-collection instrument and give THREE questions from it. (d) Explain how you would analyse the data.*

(a) — 4 marks. Conflict perspective, because the closure is a structural event — a decision about capital and labour — whose effects on households (income, migration, health) follow class position; with a feminist lens for the women who absorb the loss; the interactionist meanings of "redundancy" noted as the rival.

(b) — 5 marks. Population: households with at least one former estate worker. Frame: the union's or the estate's severance list (with permission), supplemented by a walked house count. Method: stratified random sample by household type (male-headed / female-headed) and by former job grade (field / factory / clerical), thirty households; plus a purposive sample of the union representative and a shopkeeper for the community effect.

(c) — 6 marks. A structured interview schedule (many respondents have low literacy and the topic is sensitive). Three questions: "Since the closure, what is the household's main source of income, and how much less is it than before?"; "Has anyone in the household moved away, or plans to, because of the closure — where, and who?"; "Has anyone in the household stopped attending the clinic or the school since the closure, and why?"

(d) — 5 marks. Code income change, migration and service use as variables; tabulate by household type and job grade; percentages and a bar chart; compare male- and female-headed households; test against the conflict prediction (effects follow class position) and the feminist prediction (women bear the adjustment); report anomalies (households that improved — remittances? new work?); conclude on the *structural* effects and recommend.

BEAT 4 • COUNSEL SAYS — *the strategy box*

- **Decide the SBA question in September.** Carry forward or write anew — know which, and if you write anew, narrow the topic in the first week.
- **Unit 2 is the evidence Unit.** Every essay plan needs one number with a year and source, one law with a date, one study with a finding. Prepare a one-page "receipts sheet" per Module and learn it.
- **The specimen paper is the shape of the real one.** Six questions, three "assess/discuss the extent," Caribbean cases

required. Practise on the six specimen questions under time.

- **Paper 03/2 is thirty minutes a question.** Three questions, three Modules; the design question is where prepared candidates gain.
- **The trap:** the essay that is all Module 1 theory and no Module 3 evidence, or all Module 3 evidence and no theory. The mark scheme wants both, in every essay, in proportion.

BEAT 5 • TRY IT YUHSSELF — *practice, with answer plans in Appendix I*

Paper 03/2 practice (20 marks each).

1. Define *natural increase* and *net migration* and explain, with reference to a named Caribbean society, why a population may have positive natural increase and zero growth.
2. With reference to the family and the school, explain TWO ways in which each acts as an institution of social control in a named Caribbean society.
3. You have been asked to investigate the causes of teenage pregnancy in a named community. Outline your research design — perspective, sample, instrument with three questions, method of analysis — including THREE ethical considerations.

ENDNOTES — CHAPTER FIFTEEN

1. CXC A27/U2/13, "Regulations for Private Candidates," p. 37; "Outline of Assessment," pp. 26–28; "Requirements of the School-Based Assessment," pp. 29–30.
2. CXC A27/U2/13, p. 26.
3. CXC A27/U2/13, "Outline of Assessment," p. 26.
4. CXC A27/U2/13, "Regulations for Resit Candidates," p. 38.
5. CXC A27/U2/13, pp. 30–32.
6. CXC A27/U2/13, p. 37.
7. CXC A27/U2/13, "Holistic Mark Scheme, Paper 02 Essay Questions."

APPENDICES



Appendix I — Answer Plans for Try It Yourself

Plans, not model essays: the position, the knowledge to state, the application points with the evidence to name, and the evaluation that earns the last seven marks.

Chapter One

Essay 1 — HDI versus per capita income. *Position:* the HDI is the more useful for *development*, income for *resources*. *Knowledge:* HDI's three dimensions and method (UNDP 1990; Sen); GDP/GNI per capita and its blindness to distribution. *Application:* Guyana after 2020 — income leaps, HDI moves slowly, the MPI and the hinterland unchanged; Cuba and Barbados as contrasts. *Evaluation:* the HDI's own limits (averages; no inequality unless adjusted; no environment) » the MPI, the Inequality-adjusted HDI and the Gini as supplements. Conclude "income measures the means; the HDI measures the ends."

Essay 2 — Developed-country demography, developing-country incomes. *Application:* Barbados and Guyana — TFR near or below replacement, life expectancy in the seventies, ageing, low IMR (Barbados), beside middle-income GNI, unemployment and poverty; the emigration bite; the demographic dividend arriving before the jobs. *Evaluation:* the statement is true for the rates and misleading for the causes — the demography was *imported* (the Caribbean transition) and *exported* (migration), not earned by development; Haiti as the exception.

Quick checks: 1 B · 2 B · 3 B · 4 B · 5 B.

Chapter Two

Essay 1 — Demographic transition since 1950. The five stages against the named society's rates (UN Population Division) — then the Caribbean version: mortality fell from outside; fertility fell late and fast with family planning and women's education; emigration as the fourth variable; compression. *Evaluation:* explains the *shape* of the rates to a large extent; explains the *timing and causes* only with the Caribbean amendments; says nothing about migration without them.

Essay 2 — Marx's distribution claim. *Application:* Guyana's low density and food capacity beside its poverty; the plantation's persistent poverty (Beckford); the reserve army in the informal sector; Sen on famine amid plenty. *Evaluation:* distribution is the larger part of the truth — but environment (the coast; climate) and the neo-Malthusian case for small islands show numbers are not nothing; conclude on a Marx amended by ecology.

Quick checks: 1 B · 2 B · 3 C · 4 B · 5 B.

Chapter Three

Essay 1 — Birth-control policies. China (1980–2015: fast, coercive, skewed sex ratio, ageing, reversed) versus Jamaica (1967 onward: voluntary, tied to women's education and health, fertility near replacement within a generation). *Evaluation* with criteria: effectiveness, cost, rights, sustainability; the feminist test; conclude that the voluntary route was slower and better.

Essay 2 — Emigration as the real policy. *Application:* the safety valve of the Caribbean transition; remittances as foreign exchange; governments' silence and occasional encouragement; the re-migrant scheme and CSME as the only explicit policies; the brain drain as the cost nobody budgeted. *Evaluation:* true by default; the absence of a retention policy is itself a policy; the oil economy as the first test of whether a government will *choose*.

Essay 3 — Housing and squatting. *Application:* CH&PA house lots and regularisation; tenure, services, affordability, location; the coast below sea level; Sophia as the case. *Evaluation:* addresses the population issues (rural–urban migration, young families, tenure) to a large extent; addresses the climate risk that produced the flood plain's vulnerability hardly at all.

Quick checks: 1 B · 2 B · 3 B · 4 B · 5 C.

Chapter Four

Essay 1 — Growth is not development. *Knowledge:* Seers's three questions; Sen; the indicators. *Application:* Guyana's growth rates (IMF, with years) beside its poverty, hinterland, health and inequality indicators; GDP versus GNI; Cuba as the reverse case. *Evaluation:* growth is necessary and insufficient; the measure and the distribution decide; conclude with Seers.

Essay 2 — Modernisation theory since independence. *Application:* education, urbanisation and the demographic transition as modernisation's successes; industrialisation by invitation, enclaves and repatriated profits as its failures; the dependency reply (Beckford, Girvan). *Evaluation:* useful for the *social* side of development, misleading for the *economic*; ethnocentric; conclude on a synthesis with world-system theory.

Essay 3 — Sustainable development. *Knowledge:* Brundtland; the SDGs; mitigation and adaptation. *Application:* Guyana's LCDs and forest payments beside its oil — the contradiction as the essay's engine; the coast; food security. *Evaluation:* relevant to the point of urgency, and contested in practice; conclude on whether an oil economy can be a low-carbon one.

Quick checks: 1 B · 2 B · 3 B · 4 C · 5 B.

Chapter Five

Essay 1 — Urbanisation and development. Both sides: economies of scale, services, fertility decline, innovation versus squatting, over-urbanisation, the informal sector, the flooded capital, the emptied countryside; Georgetown's suburbs and the hinterland. *Evaluation:* "to a considerable extent, unevenly, and at the countryside's expense."

Essay 2 — Industrialisation changed the population more than the economy. *Application:* enclaves and free zones changed women's work, fertility and migration while leaving the economic structure dependent; the oil enclave as the new case. *Evaluation:* largely true; the population changes were real development; the economic structure is the plantation school's evidence.

Quick checks: 1 B · 2 B · 3 B · 4 B · 5 C.

Chapter Six

Essay 1 — Crime versus deviance; relativity. Definitions; Becker; relativity by time (ganja law), place (the road), situation (war), culture (locks); the graded scale; positive deviance. *Evaluation:* relativity is real but not total — some acts (murder) are condemned nearly everywhere; conclude with the social construction of the *response*.

Essay 2 — Hirschi and young people. The four bonds applied to a Guyanese school or village; the programmes that build each (sport, school, work, church); the critics (Hirschi cannot explain why the well-bonded offend — white-collar crime; the feminist reversal — control as chains). *Evaluation:* highly useful for policy, partial for explanation.

Quick checks: 1 B · 2 B · 3 B · 4 B · 5 C.

Chapter Seven

Essay 1 — Products of the system versus social background (specimen). Choose interactionism: labelling, profiling, Cicourel, the deportee panic, the prison as career school — applied to the named society's police and courts; then the structural reply (Merton; the garrison's poverty). *Evaluation:* the scheme's own — a full explanation takes account of both structure and action.

Essay 2 — Merton in the Caribbean. The five adaptations with Caribbean faces; the cable goals and island means; Pryce; the drug trade as innovation. *Evaluation:* explains utilitarian crime well, violence and elite crime badly; assumes a consensus on goals; conclude with the sub-cultural and Marxist supplements.

Essay 3 — Sub-cultural theories and gangs. Cohen, Cloward and Ohlin, Miller; the garrison (Figueroa and Sives; Harriott) as criminal subculture with a political patron; Chevannes on masculinity. *Evaluation:* strong for the collective, weak for the individual and for girls; conclude on the garrison as a *political* as well as a sub-cultural product.

Quick checks: 1 B · 2 C · 3 A · 4 A · 5 B.

Chapter Eight

Essay 1 — Delinquency and family breakdown. The claim's evidence (single-parent poverty; the absent or migrant father; abuse) and its critics (matrifocality is not breakdown — Smith, the feminists; Chevannes on fathers; the school and the corner as the stronger predictors — Cohen, Hirschi). *Evaluation:* "to a limited extent — family stress, not family form, predicts delinquency."

Essay 2 — Domestic violence recently named a crime. The history (the "family business" culture; the colonial law's silence); the feminist account of why; the 1990s Acts and the 2024 Act; the surveys' prevalence; the dark figure. *Evaluation:* true of the law, less true of the community's practice; conclude on enforcement and the shelter.

Essay 3 — Corporate versus street crime. Sutherland; CL Financial, Stanford, Omai; the harm measured (pensions, savings, rivers) beside street crime's; the Marxist and interactionist explanations of the attention gap; the statistics' silence. *Evaluation:* the harm claim is defensible for money and environment, less so for violence and fear; conclude on the selectivity of control.

Quick checks: 1 B · 2 A · 3 B · 4 D · 5 C.

Chapter Nine

Essay 1 — Economic and social effects. The two grids with mechanisms and Guyanese examples (the security industry; the budget; laundering; migration; the grilled house; trust). *Evaluation:* the effects are unevenly distributed — the poor bear the violence, the middle class the cost, the whole society the lost trust.

Essay 2 — Family and school versus police and prisons. Hirschi's bonds for the first pair; deterrence, incapacitation and recidivism for the second; the evidence on each in the named society; the garrison as the case where all four failed. *Evaluation:* prevention is cheaper and under-funded; punishment is visible and over-relied on; conclude with the institutions' interdependence.

Essay 3 — Regional response. RSS, CFATF, IMPACS, the Strategy, CBSI, the CCJ — with dates; achievements (intelligence sharing, the AML regime, disaster-security overlap) and limits (sovereignty, funding, the deportation flows imposed from outside, the persistence of homicide). *Evaluation:* effective at the level of coordination, not yet of

outcomes.

Quick checks: 1 C · 2 B · 3 A · 4 B · 5 B.

Chapter Ten

Essay 1 — Absolute versus relative. Rowntree and Townsend; the World Bank line and the 60-per-cent line; Guyana's survey lines. *Application:* the one-room family — above the absolute line, below the relative; the hinterland — below both. *Evaluation:* absolute for the hinterland and for targeting; relative for the working poor and exclusion; conclude on the MPI as the bridge.

Essay 2 — Poverty and health. The cycle in both directions with Guyanese examples (nutrition, water, the clinic's distance, the medical poverty trap, dialysis); the perspectives (Marxist; sick role; stigma). *Evaluation:* the relationship is causal both ways and mediated by the health system's reach.

Essay 3 — Three categories. Women (feminist; the double burden; the female-headed household), Indigenous peoples (historical and structural; distance; land), the unemployed and working poor (Marxist; the informal sector; the estate closure) — each with a cause under the syllabus's headings. *Evaluation:* the causes intersect; policy must target *categories*, not "the poor."

Quick checks: 1 B · 2 B · 3 C · 4 B · 5 B.

Chapter Eleven

Essay 1 — HIV measures. PANCAP 2001; the national programme; PMTCT; testing; free ARVs; media campaigns; the fall in new infections and deaths (UNAIDS, with years); the barriers — stigma, criminalisation, gender, donor exit. *Evaluation:* the region's success, incomplete on prevention and sustainability.

Essay 2 — Health resources and stratification. The two-tier system; the capital's concentration; the hinterland's posts; the private sector; nurse migration; the Cuban brigades. *Evaluation:* reflects stratification to a large extent — by class, region and ethnicity — with free primary care and ARVs as the counter-evidence.

Essay 3 — Health and environment. Dengue, leptospirosis, mercury, dust, the 2005 flood, heat; the cycle. *Evaluation:* the relationship is strongest for the poor; conclude with environmental justice.

Quick checks: 1 B · 2 B · 3 B · 4 B · 5 B.

Chapter Twelve

Essay 1 — Climate change and the poor. The flood plain, the hillside, the fisherman, the relief queue; environmental justice; Haiti and Guyana. *Evaluation:* "most heavily" is defensible for exposure and recovery; the affluent lose more money, the poor lose more of everything else.

Essay 2 — Deforestation: Haiti and Guyana. Causes (charcoal, tenure, poverty, the plantation, weak state; mining and logging) and effects (erosion, flood, poverty, health; the scarred rivers) — with the forest-cover dispute stated honestly and Guyana's standing-forest model as the contrast.

Essay 3 — Prevention and mitigation measures. The inventory with dates; the six-point checklist applied to the LCDS, the sea defences and the EPA's enforcement. *Evaluation:* innovative in design, weak in enforcement, contradicted by the oil.

Quick checks: 1 B · 2 B · 3 C · 4 B · 5 B.

Chapter Thirteen

Essay 1 — Poverty serves the non-poor. Gans's thirteen functions; the Marxist reserve army and the plantation; the functionalist counter (Davis-Moore's motivation); the named society's low-wage sectors and domestic labour. *Evaluation:* the claim is strong for the *persistence* of poverty and weak as an account of *intent*; conclude with Gans's own surrender to the conflict conclusion.

Essay 2 — Feminism on poverty and health. The feminisation of poverty; the female-headed household; unpaid care; maternal and reproductive health; the gendering of mental illness; men's health as the counter-case. *Evaluation:* highly useful, incomplete without class and ethnicity.

Essay 3 — Historical, economic and political causes of one issue. Poverty in Guyana: the plantation; commodity dependence, the estate closures, the informal sector, adjustment; hinterland neglect, clientelism, policy. *Evaluation:* the causes interlock; the political is the one a government can change first.

Quick checks: 1 A · 2 B · 3 B · 4 B · 5 C.

Chapter Fourteen

Essay 1 — NCD measures. Port of Spain 2007; Wellness Day; the sugar tax; tobacco control; screening and chronic-disease clinics; the food-labelling debate; the media; the evidence on prevalence (PAHO, with years). *Evaluation:* strong on declaration and primary care, weak on the food environment and men's participation; compare with HIV's success.

Essay 2 — Trends in one issue since 2000. Poverty: the CDB and World Bank series; the pandemic reversal; the hinterland; plus the non-statistical — the emptied village, the church's food bank, the returnee's house. *Evaluation:* the measure changed as often as the poverty; conclude on comparability.

Essay 3 — Environmental strategies. As Chapter Twelve, Essay 3, with the six-point checklist and a verdict on each measure.

Quick checks: 1 B · 2 B · 3 C · 4 B · 5 B.

Chapter Fifteen — Paper 03/2 practice

1. Definitions with formulas; Guyana — positive natural increase (births exceed deaths) cancelled by negative net migration; the pyramid's bite; the census years.
2. Family — socialisation and Hirschi's attachment; the school — the hidden curriculum and commitment (the scholarship to lose); one Caribbean example each; the failures (the migrant parent; the label).
3. The Unit 1 Chapter Six template adapted: interactionist with a feminist lens; purposive and snowball through the health centre; a semi-structured guide with three questions; thematic analysis against Clarke, Rodman and the reproductive-health literature; ethics — consent (guardian consent for minors), anonymity, avoidance of

harm, the right to withdraw, and the researcher's duty of referral.

Appendix II — Glossary of Terms for Unit 2



Absolute poverty — lacking the minimum for survival (Rowntree). **Adaptation / mitigation** — living with climate change / reducing its causes. **Alleviation / reduction** — relieving poverty's symptoms / removing its causes. **Anomie** — Durkheim's normlessness; Merton's strain. **Anti-natalist / pro-natalist** — policies to lower / raise fertility. **Brain drain** — emigration of the skilled. **Conditional cash transfer** — a benefit paid on conditions such as school attendance (PATH). **Convergence theory** — Kerr: the logic of industrialism makes societies alike. **Corporate crime** — crime by organisations in the course of business. **Crude birth / death rate** — births / deaths per 1,000 population. **Culture of poverty** — Lewis: a transmitted way of life among the very poor. **Cultural deprivation** — the claim that the poor lack the culture the school needs. **Dark figure** — unrecorded crime. **Demographic dividend** — the economic window opened by a large working-age share. **Demographic transition** — the sequence from high to low birth and death rates; the Caribbean version adds imported mortality decline, late fast fertility fall, emigration and compression. **Dependency ratio** — dependants per 100 working-age persons. **Dependency theory** — Frank: underdevelopment produced by ties to the core. **Deviance** — norm-breaking that provokes reaction; relative and socially constructed (Becker). **Development** — improvement in well-being (Seers; Sen). **Disaster preparedness** — the cycle of prevention, mitigation, preparedness, response, recovery (CDEMA). **Environmental justice** — the unequal distribution of environmental harm by class and race. **Epidemiological transition** — the shift from infectious to chronic causes of death (Omran). **Feminisation of poverty** — the growing female share of the poor (Pearce). **Food security** — availability, access, utilisation, stability (FAO). **Garrison community** — a party-aligned, gang-controlled urban community

(Figueroa and Sives). **GDP / GNI** — output within borders / income of residents. **HDI** — the UNDP's health–education–income index. **HEPC** — household expenditure per capita (World Bank). **Industrialisation by invitation** — Lewis's 1950 prescription. **Infant mortality rate** — deaths under one year per 1,000 live births. **Labelling** — Becker; Lemert's secondary deviance. **Life expectancy** — expected years of life at birth. **Malthusian / neo-Malthusian** — population outruns food / all resources; checks by restraint / by contraception and control. **Modernisation theory** — Rostow's stages; Parsons's pattern variables. **Moral panic** — Stanley Cohen. **MPI** — the multidimensional poverty index (UNDP/OPHI). **Natural increase** — births minus deaths. **Net migration** — immigration minus emigration. **Plantation economy** — Best, Beckford. **Positive / negative definition of health** — WHO's well-being / absence of disease. **Poverty line / map** — a threshold / a geography of poverty. **Primacy** — one city's dominance. **Profiling** — identifying suspects by characteristics. **Recidivism** — re-offending. **Relative poverty** — exclusion from customary living patterns (Townsend). **Reserve army** — Marx's surplus labour. **Sick role** — Parsons. **Social bond** — Hirschi's attachment, commitment, involvement, belief. **Social control** — mechanisms securing conformity, formal and informal. **Status frustration** — Albert Cohen. **Strain theory** — Merton's five adaptations. **Subjective poverty** — self-assessed poverty. **Sustainable development** — Brundtland 1987. **Sustainable livelihoods** — livelihoods resilient to shocks (Chambers). **Total fertility rate** — children per woman; replacement about 2.1. **Transit zone** — the Caribbean's role in the drug trade. **Value stretch** — Rodman. **White-collar crime** — Sutherland. **World-system theory** — Wallerstein's core, semi-periphery, periphery.

Appendix III — Bibliography

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