

Caribbean Examinations Council



CAPE® Caribbean Studies

**SYLLABUS
SPECIMEN PAPER
MARK SCHEME
SUBJECT REPORTS**

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Caribbean Studies

Caribbean Studies is an interdisciplinary field of study that draws on perspectives, largely from the humanities and social sciences to provide an understanding of Caribbean society and cultures. This interdisciplinary subject provides students with the opportunity to study issues relevant to the distinctive physical, political and socio-economic challenges facing the small states which comprise the region. Such study integrates perspectives from various disciplines including, Cultural Studies and Ethics, Economics, Government and Politics, History, International relations, Physical and Human Ecology, and Sociology, as tools for understanding Caribbean society and culture.

The CAPE Caribbean Studies syllabus defines the Caribbean region in terms of its geography, common historical experiences, cultural identities, participation in the global community, intermixing of diverse ethnic and racial groups, and its continuing struggle for survival and sovereignty.

Persons who successfully complete this course will have developed an appreciation of the challenges and potential of being Caribbean citizens. They will understand their roles and responsibilities in preserving and contributing to their Caribbean heritage and the importance of regional co-operation for the development of the Caribbean.

The Caribbean Studies syllabus comprises three Modules:

- Module 1 Caribbean Society and Culture
- Module 2 Issues in Caribbean Development
- Module 3 Investigating Issues in the Caribbean



**CARIBBEAN
EXAMINATIONS
COUNCIL**

**Caribbean Advanced
Proficiency Examination®**

SYLLABUS

CARIBBEAN STUDIES

CXC A1/U1/12 [Amended September 2017]

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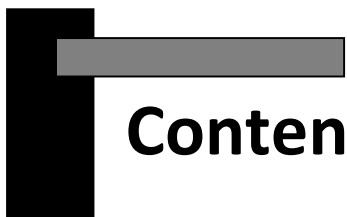
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Introduction

The Caribbean Advanced Proficiency Examination (**CAPE**[®]) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under **CAPE**[®] may be studied concurrently or singly.

*The Caribbean Examinations Council offers three types of certification. The first is the award of a certificate showing each **CAPE**[®] Unit completed. The second is the **CAPE**[®] Diploma, awarded to candidates who have satisfactorily completed at least six Units including Caribbean Studies. The third is the **CXC**[®] Associate Degree, awarded for the satisfactory completion of a prescribed cluster of eight **CAPE**[®] Units including Caribbean Studies and Communication Studies. For the **CAPE**[®] Diploma and the **CXC**[®] Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years.*

*Recognised educational institutions presenting candidates for the **CXC**[®] Associate Degree in one of the nine categories must, on registering these candidates at the start of the qualifying year, have them confirm, in the required form, the Associate Degree they wish to be awarded. Candidates will not be awarded any possible alternatives for which they did not apply.*

Caribbean Studies Syllabus

◆ RATIONALE

Caribbean Studies is an interdisciplinary field of study that draws on perspectives, largely from the humanities and social sciences to provide an understanding of Caribbean society and cultures.

For the purpose of this syllabus, the Caribbean region is defined in terms of its geography, common historical experiences, cultural identities, participation in the global community, intermixing of diverse ethnic and racial groups, and its continuing struggle for survival and sovereignty. The region comprises mainland territories including Belize, Suriname, Guyana; and island states; such as the Lesser and Greater Antilles; the Bahamas, Bermuda, Trinidad and Tobago and the Netherland Antilles. It also includes Caribbean diasporic communities.

This interdisciplinary subject provides students with the opportunity to study issues relevant to the distinctive physical, political and socio-economic challenges facing the small states which comprise the region. Such study integrates perspectives from various disciplines including, *Cultural Studies and Ethics, Economics, Government and Politics, History, International Relations, Physical and Human Ecology, and Sociology, as tools for understanding Caribbean society and culture.*

Students who successfully complete a course in Caribbean Studies will have developed an appreciation for the challenges and potential of being Caribbean citizens. They will have an understanding of their own roles and responsibilities in preserving and contributing to their Caribbean heritage. They will have attained attributes of the Ideal Caribbean Person who "is aware of the importance of living in harmony with the environment" and "has a strong appreciation of family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community." Students will also have acquired skills of enquiry as defined in the UNESCO Pillars of Learning that will enable them to succeed in their academic careers and the world of work, and that will foster the exploration and development of their Caribbean identities. Finally, they will recognise these identities as continually evolving out of the interactions taking place among the cultures of the Caribbean region and the diaspora, and between the Caribbean and the rest of the world.

◆ AIMS

This syllabus aims to:

1. develop an understanding of the factors which influence the evolution of Caribbean society and culture *in the region and its diaspora;*
2. develop an awareness of how current global trends *and cultures* affect, and are affected by, the Caribbean Region *and its diaspora;*
3. *develop an understanding of the* issues which are important to the development of the Caribbean Region *and its diaspora;*

4. develop the capability to investigate and report on issues which promote a better understanding of the Caribbean region *and its diaspora*;
5. *encourage reflection on how factors* which have shaped the Caribbean Region *and its diaspora*, have influenced their lives and the lives of their communities;
6. develop a respect for *Caribbean cultural diversity and identities*;
7. develop an appreciation of the importance of dealing justly and equitably with other groups and individuals;
8. develop the ability to apply acquired skills and abilities in making decisions and responding to challenges in their personal lives.

◆ SKILLS AND ABILITIES TO BE ASSESSED

The skills and abilities that students are expected to develop on completion of this syllabus have been grouped under three headings:

- (a) *Knowledge and Comprehension*;
- (b) Use of Knowledge;
- (c) Enquiry and Communication.

Knowledge and Comprehension

The ability to:

- (a) *understand the facts, concepts, principles, processes and theories covered by the syllabus*;
- (b) *understand the range of experiences that have shaped Caribbean society and culture*;
- (c) *explain different perspectives of development in the Caribbean Region and diaspora*;
- (d) *understand the nature and purpose of research*.

Use of Knowledge

The ability to:

- (a) *use facts, concepts and principles*;
- (b) organise information as a basis for classification;
- (c) apply facts and knowledge to illustrate a range of phenomena;
- (d) *assess the relevance of various perspectives for understanding issues in the Caribbean Region and its diaspora*;
- (e) interpret and make inferences from data;

- (f) appreciate the limitations of data;
- (g) make judgements based on evidence, draw conclusions and make relevant recommendations.

Enquiry and Communication

The ability to:

- (a) *use primary and secondary sources of data collection;*
- (b) *analyse and evaluate various sources of information;*
- (c) *use various methods of investigation;*
- (d) *investigate issues related to Caribbean society and culture;*
- (e) *draw reasoned conclusions based on data findings;*
- (f) *communicate ideas, findings and recommendations, clearly and logically in an appropriate format.*

◆ PREREQUISITES OF THE SYLLABUS

Any person who has completed five years of secondary education or its equivalent should normally be able to pursue the course of study defined by the syllabus.

◆ STRUCTURE OF THE SYLLABUS

The Caribbean Studies *Syllabus* is interdisciplinary. It comprises three Modules, each requiring at least 50 hours. Students will develop the skills and abilities identified through the study of:

Module 1	-	Caribbean Society and Culture
Module 2	-	Issues in Caribbean Development
Module 3	-	<i>Investigating Issues in the Caribbean</i>

◆ APPROACHES TO TEACHING THE SYLLABUS

The Caribbean *Studies* Syllabus requires an interdisciplinary approach in its delivery. This approach captures the contributions of a range of disciplines to provide an understanding of the Caribbean experience. This can be facilitated by team teaching, *which should be coordinated to ensure the effective achievement of each Module's objectives.*

While the Modules are presented within this Syllabus in a linear manner, it must be emphasised that any Module may be studied first, and aspects of Modules may be studied concurrently, constrained only by the capacity of educational institutions and by students' needs and interests. For example, Module, 1 and 3 can be taught simultaneously. In this way students can begin early preparation of the School-Based Assessment assignments.

Students should be advised that while Module 3 is presented last, preparation for the module themes which are derived from Modules 1 and 2 may begin earlier in the study of the Unit. For instance, the development of competence in identified research skills may begin as early as Module 1; for example, students may conduct interviews to acquire information about specified content areas within that Module. The problem chosen for study may also be determined earlier in the Unit.

Finally, readings from the first two Modules should provide an introduction to literature pertinent to the study. Students are therefore urged from the start of the study of this Unit, to keep a record of readings and authors they find helpful.

◆ MODULE 1: CARIBBEAN SOCIETY AND CULTURE

OVERVIEW

Module 1 introduces students to the role played by geography in shaping the society and culture of the Caribbean Region *and its diaspora* as well as the historical evolution of Caribbean society. *It also explores* the cultural characteristics of the Caribbean people, *the evolution of the Caribbean diaspora* and the ways in which Caribbean society and culture influence and are influenced by societies and cultures outside the region.

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the factors which have shaped Caribbean society and culture, including Caribbean diasporic communities;
2. appreciate how cultural traits evident throughout the region have resulted from Caribbean peoples' experiences;
3. understand the common features which exist within Caribbean diversity;
4. understand the relevance of concepts encountered within the Module to their own lives and to the lives of their communities.

SPECIFIC OBJECTIVES

Students should be able to:

1. locate and define the Caribbean *region and its diaspora*;
2. *analyse the impact of the historical process in Caribbean society and culture*;
3. *analyse* the characteristic features of Caribbean society and culture;
4. *analyse the process of identity and social formation in the Caribbean*;
5. assess the impact of geographical processes on Caribbean society and culture;
6. evaluate the ways in which societal institutions impact on their lives;
7. *evaluate the ways in which the Arts and popular culture impact Caribbean society*;
8. analyse how the global community and Caribbean society impact each other.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

CONTENT

1. Location and Definition of the Caribbean Region and its Diaspora

- (a) Geographical location:
 - (i) names of territories;
 - (ii) sub-regions, for example, Greater Antilles, Lesser Antilles, Bahamas;
 - (iii) position of territories in relation to the Caribbean Sea, Atlantic Ocean and the continental land masses.
- (b) Definitions of the Caribbean Region:
 - (i) geographical;
 - (ii) geological;
 - (iii) historical;
 - (iv) political;
 - (v) *diasporic*.

2. The Historical Process

- (a) Migratory movements and the establishment of patterns of settlement by different groups within the Caribbean from pre-Columbian times to 1838.
- (b) *Migratory movements within and outside the region from 1838 to present day: recognition of diasporic communities, for example, Santo Domingo, Panama and London.*
- (c) The development of systems of production: slash and burn, encomienda, slavery, indentureship, the plantation system.
- (d) Responses of the Caribbean people to oppression and genocide: resistance, revolution, development of peasant groups.
- (e) Movements toward independence:
 - (i) political enfranchisement;
 - (ii) adult suffrage;
 - (iii) internal self-government;
 - (iv) economic enfranchisement;
 - (v) entrepreneurial activities, including shopkeeping and savings societies.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

3. *Characteristics of Society and Culture*

- (a) Society:
 - (i) shared common purpose;
 - (ii) defined territorial space;
 - (iii) continuity over time and space;
 - (iv) citizenship within a space.

- (b) Culture:
 - (i) learned behaviour common to all human beings;
 - (ii) *customs and traditions*;
 - (iii) norms and values which provide a guide to behaviour;
 - (iv) institutions which prescribe behaviour;
 - (v) *gendered practices, for example, child rearing, employment.*

4. *Identity and Social Formation*

- (a) Cultural Diversity:
 - (i) positive and negative effects of cultural diversity; ethnic and cultural differences; the accommodation made among different ethnic groups with respect to space, political and economic power and social visibility.

- (b) Social Stratification:
 - (i) plantation society and its impact on Caribbean social stratification (that is, race, colour, and money as major factors in social stratification); education as a basis for new class formation and upward mobility;
 - (ii) concepts such as plantocracy, intelligentsia, middle class, bourgeoisie, working class, underclass, caste.

- (c) *Creolisation and Hybridisation*:
 - (i) *process of cultural change in the Caribbean: acculturation, plural society; creolisation as argued by Edward Kamau Braithwaite; douglarisation, hybridisation;*
 - (ii) racial admixture and colour in the formation of Caribbean society and culture, *for example*, terms like mulatto, mestizo, dougla, creole;
 - (iii) erasure, retention and renewal of cultural practices.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

5. Impact of Geographical Phenomena

- (a) Plate tectonics:
 - (i) definition;
 - (ii) location and movement of the Caribbean plate *and its interaction with other plates*;
 - (iii) earthquakes and volcanoes: *threat of tsunami*, social displacement.
- (b) Hurricanes – social and economic consequences.
- (c) Soils – erosion, conservation.
- (d) Coral reefs – coastal protection, sustainability of fishing industry.
- (e) Droughts and *Floods* – *social and economic impact*.

6. Impact of Societal Institutions on Caribbean People

- (a) *Family forms such as nuclear, extended, visiting.*
- (b) Education – *how education has impacted societal institutions in the region (colonial vs. pre-colonial; gender).*
- (c) Religion – *African, Asian, European-derived, syncretic.*
- (d) Justice System – *police, courts including Caribbean Courts of Justice, correction.*

7. Caribbean Arts and Popular Culture in the Region and its Diaspora

- (a) *Caribbean art forms (for example, popular music, culinary practices, festivals).*
- (b) *Human and cultural development via the arts.*
- (c) *Contributions made by individuals, for example, Rex Nettleford, Louise Bennett, Beryl McBurnie, Paule Marshal, Aubrey Cummings, Martin Carter.*
- (d) *Art Forms in the diaspora, Carnivals, for example, Notting Hill, Caribana and the West Indian Day Parade.*

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

8. Caribbean-Global Interactions

- (a) *Caribbean influences on extra-regional countries:*
- (i) *Political issues created within countries of Europe and North America by the presence of large numbers of Caribbean people (for example, impact of the Haitians and Cubans living in Florida upon the politics of that State);*
 - *The impact of Caribbean Festivals, for example, Notting Hill in the United Kingdom, the West Indian Day parade in Brooklyn, Carnival in Miami and Caribana in Canada, on metropolitan countries.*
 - *The impact of migrant labour on the metropolitan countries.*
 - (ii) *The impact of Rastafari on countries throughout the world.*
- (b) *Influences of extra-regional societies on the Caribbean:*
- (i) *Consumption patterns: remittances, goods and services;*
 - (ii) *Art forms – impact of colonialism: music, theatre arts, visual arts;*
 - (iii) *Education – impact of colonialism, the information age, language, curriculum reforms;*
 - (iv) *Political influences:*
 - *Westminster System,*
 - *rule of law,*
 - *electoral processes,*
 - *labour: the influence of migratory labour;*
 - (iii) *Sport – cricket, soccer, basketball, track and field;*
 - (iv) *Religion – traditional and non-traditional religious practices.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Students are encouraged to compile a Glossary of key terms and concepts drawn from the Module.
2. Students can create a scrapbook based on newspaper, magazine and Internet clippings which are relevant to the themes in the Modules.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

3. Produce maps and charts to define the Caribbean illustrating features of the physical environment, patterns of settlement and migration.
4. Engage students in individual or group projects in which students conduct interviews with members of the society on societal and cultural changes.
5. Organise lectures by elders of the community on the characteristics of Caribbean society and culture.
6. Plan tours to plantations, watch documentaries on slavery, resistance, free villages and independence.
7. Divide class in groups and have a class debate on the struggle for and benefits of independence.
8. Using video footage, photographs from media houses and international agencies on hurricanes and volcanoes, students can produce their assessment of the impact of these disasters on society and economy.
9. Students can design posters on the importance of soils and coral reefs to territories.
10. Invite musicians, calypsonians, and folklorists to give lectures on creative expressions.
11. Have students deliver 5–7 minute presentation on the impact of societal institutions on Caribbean people.
12. *Create a podcast on a Caribbean carnival in Canada, Britain or the United States. Share this podcast with your friends on YouTube.*
13. *Post a blog on the likely impact of an earthquake and tsunami in your country. Write brief comments on the ways in which the impact of the above could be mitigated.*
14. *Create a short video on a festival in your country and share with your friends on YouTube.*

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

RESOURCES

- Barriteau, E. *Confronting power, theorizing gender: interdisciplinary perspectives in the Caribbean* Kingston, Jamaica, , The University of the West Indies Press, 2003.
- Beckles, H. *Centering Woman: Gender Discourses in Caribbean Slave Society*. Kingston, Ian Randle Publishers, 2002.
- Benn, D. *Caribbean Intellectual History*, Kingston, Ian Randle Publishers, 2004.
- Best, K. *Culture at the Cutting edge: Tracking Caribbean Popular Music*, Kingston, Jamaica, The University of the West Indies Press, 2004.
- Boxill, I. (ed). *The Globalisation of Rastafari*. Kingston, Jamaica, Arawak Publications, 2008.
- Chevannes, B. *Rastafari: Roots and Ideology*. Mona, Syracuse University Press Series, The Press, 1994.
- Deosaran, R., Reddock, R. and Mustapha, N. *Contemporary Issues in Social Science: A Caribbean Perspective*. Vol. 1, 1994.
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- Nettleford, R. *Caribbean Cultural Identity*. Kingston, Institute of Jamaica, 1978.
- Potter, R. et al *The Contemporary Caribbean*. United Kingdom, Pearson Education Ltd., 2004.
- Reddock, R. (ed.) *Ethnic Minorities in Caribbean Societies*, St Augustine: ISER, 1996.
- Reddock, R. "Conceptualizing differences in Caribbean feminist theory, in *New Caribbean thought*". Kingston, Jamaica, The University of the West Indies Press, 2000.
- Shepherd V. and Richards, G. *Questioning Creole: Creolisation Discourses in Caribbean culture*. Kingston, Ian Randle Publishers, 2002.
- Sutton, C. and Chaney, S. (eds.) *Caribbean Life in New York City: Socio-cultural Dimensions*. Centre of Migration Studies, New York, 1987.

MODULE 1: CARIBBEAN SOCIETY AND CULTURE (cont'd)

Websites:

<http://www.pwi.netcom.com/-hhenke>

<http://www.caricom.org>

<http://www.idealz-institute.com>

<http://www.caribxplorer.com>

◆ MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT

OVERVIEW

Module 2 introduces students to different conditions which satisfy the definition of development. It *explores* interrelationships among social, cultural, political and economic factors in the development of the Caribbean Region *and its diaspora and examines* key individuals and institutions which have shaped the region's development.

GENERAL OBJECTIVES

On completion of this Module, students should demonstrate an understanding of the relationship between:

1. politics, economics and *human* development;
2. culture and development;
3. technology and development;
4. social justice and development.

SPECIFIC OBJECTIVES

Students should be able to:

1. describe the concepts of development and the indicators used to measure development;
2. evaluate how development in the region is influenced by political, economic, social, cultural, environmental and technological factors;
3. assess the ways in which globalisation affects development in the region;
4. explain the ways in which the evolution of the integration movement in the Caribbean has influenced development in the region;
5. evaluate the importance of sports to the development of the region;
6. assess the significance of Caribbean thought to the development of the region;
7. critically analyse factors which impact mass media's contribution to the development of the region;
8. formulate reasoned responses to issues of social justice within their communities.

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

CONTENT

1. Concepts and Indicators of Development

- (a) Concepts:
 - (i) sustainable development;
 - (ii) economic development;
 - (iii) *human development*.

- (b) Indicators:
 - (i) *Gross Domestic Product (GDP)*;
 - (ii) *Gross National Product (GNP)*;
 - (iii) *per capita*;
 - (iv) *Gini coefficient*;
 - (v) *Human Development Index (HDI)*;
 - (vi) productivity;
 - (vii) *Internet penetration*;
 - (viii) *modern technology*;
 - (ix) *good governance*;
 - (x) *responsible environmental factors*.

2. Factors that Promote or Hinder Development

- (a) *Gender inequality*.
- (b) Political ideologies and popular movements.
- (c) Distribution of wealth and resources.
- (d) Changing class boundaries.

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

- (e) *Entrepreneurial drive and activity.*
- (f) Natural and *human-made* disasters.
- (g) *Government policies.*
- (h) *Use of technology.*
- (i) *Global conditions.*
- (j) *Quality and relevance of education.*
- (k) Tourism:
 - (i) contribution;
 - (ii) challenges;
 - (iii) *Caribbean Tourism Organisation (CTO).*

3. Globalisation and Development

- (a) *Definition and forms of globalisation.*
- (b) Facilitators of globalisation *and development*, for example:
 - (i) World Trade Organisation (WTO);
 - (ii) *Economic Partnership Agreement (EPA);*
 - (iii) International Monetary Fund (IMF);
 - (iv) World Bank;
 - (v) transnational organisations;
 - (vi) technology;
 - (vii) ideologies: *social, gender, economic, political.*
- (c) *Impact and response to globalisation:*
 - (i) industry and commerce;
 - (ii) distributional sector (supermarkets, department stores);
 - (iii) labour;
 - (iv) technology;

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

- (iv) ideology;
- (v) *popular movements: Caribbean Association for Feminist Research and Action (CAFRA), Women's Action for New Directions (WAND), Environmental and Social Justice Non-Governmental Organisations.*

4. The Integration Movement

- (a) The Evolution of:
 - (i) *West Indies Federation (WIF);*
 - (ii) Caribbean Free Trade Association (CARIFTA);
 - (iii) The Caribbean Community *and Common Market* (CARICOM);
 - (iv) Organisation of Eastern Caribbean States (OECS);
 - (v) Association of Caribbean States (ACS).
- (b) *Achievements and challenges of the following:*
 - (i) The Caribbean Community and Common Market (CARICOM);
 - (ii) The University of the West Indies (UWI);
 - (iii) Caribbean Examinations Council (**CXC**[®]);
 - (iv) West Indies Cricket Board (WICB);
 - (v) Caribbean Institute of Media and Communication (CARIMAC);
 - (vi) CARICOM Single Market and Economy (CSME);
 - (vii) Regional Security System (RSS);
 - (viii) Caribbean Development Bank (CDB).

5. Contributions of Sport

- (a) Generation of income.
- (b) Health and fitness.
- (c) Educational opportunities.

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

- (d) *Development of Caribbean identity.*
- (e) Discipline and morale.
- (f) *International recognition.*
- (g) Sports tourism.

6. Intellectual Traditions

Objectives and impact of the following:

- (a) *African Caribbean thought: Pan Africanism; negritude; Rastafari;*
- (b) *Economic and political thought: industrialisation by invitation; Marxism; dependency theory;*
- (c) *Caribbean feminist thought and theories of gender;*
- (d) *Indo-Caribbean thought;*
- (e) Indigenous perspectives.

7. Roles and Functions of the Mass Media

- (a) *Provision of information.*
- (b) Entertainment.
- (c) Construction of national, *regional and diasporic* identity.
- (d) *Promotion of cultural experience and exchange.*
- (e) *Responding to cultural imperialism.*
- (f) *Promotion and defence of rights and citizens.*

8. Social Justice

- (a) Knowledge of competing concepts of social justice, for example, recognition of natural rights, welfare and mutual advantage.
- (b) Discrimination on the grounds of age, gender, ethnicity, race, class, *and sexual orientation; police brutality.*

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

- (c) Indicators of development affected by breaches of social justice:
- (i) levels of social *inequality*;
 - (ii) productivity *levels*;
 - (iii) quality of life;
 - (iv) *democratic rights*.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Students are encouraged to compile a Glossary of terms and concepts drawn from the Module.
2. Students compile a scrap book on the lives and work of persons who have contributed to the development of the region in the field of politics, labour, the arts, sports.
3. Engage students in a class research project: for example, the development by groups of students of charts to show a comparative performance among countries of the Caribbean Region in areas like GNP, provision of health, literacy rates and unemployment.
4. Organise a student Parliamentary debate on the World Bank Report for the Caribbean.
5. Engage students in class debates on a range of topical issues, for example, CARICOM, social justice, health, crime and economic issues.
6. Engage students in panel discussion on Caribbean intellectual traditions.
7. Encourage students write a 'play' on globalisation and its effects.
8. Plan a guided tour to a local media corporation.
9. Have students evaluate television and radio programmes, advertisements based on criteria arrived at through class discussion.
10. Have students write letters to the editor of national newspapers, formulating responses to a range of issues.
11. Develop a competition where students create posters on the improper disposal of industrial waste and overcrowding in urban centres.
12. *Encourage students to take a series of video clips to show how tourism has stimulated infrastructural developments in their country. They can place their clips on YouTube and invite comments on how the tourism product might be improved.*

MODULE 2: ISSUES IN CARIBBEAN DEVELOPMENT (cont'd)

RESOURCES

- Beckles, H. *A Spirit of Dominance: Cricket and Nationalism in the West Indies*. Kingston, Ian Randle Publishers, 1997.
- Benn, D. and Hall, K. (eds). *Globalization: A Calculus of Inequality*. Kingston, Ian Randle Publishers, 2000.
- Boxill, I. *Ideology and Caribbean Integration*. University of the West Indies, Canoe Press, Chap 3, 1997.
- Dunn, H. *Globalization, Communications and Caribbean Identity*. Kingston, Ian Randle Publishers, 1995.
- Girvan, N. *Rethinking Development*. Kingston, Consortium Graduate School in the Social Sciences, 1995.
- Hall, K. (ed) *The Caribbean Community: Beyond Survival*. Kingston, Ian Randle Publishers, 2001.
- Hall, K. and Holding, R. (eds) *Tourism: The Driver of Change in the Jamaican Economy*. Kingston, Ian Randle Publishers, 2006.
- Ince, B. *Black Meteors: The Caribbean in International Athletics*. Kingston, Ian Randle Publishers, 2012.
- Karagiannis, N. and Witter, M. *The Caribbean Economies in an Era of Free Trade*. United Kingdom, Ashgate, 2004.
- Leo-Rhynie, E., Bailey, B. and Barrow, C. *Gender: A Multi-Disciplinary Reader on the Caribbean*. Kingston: Ian Randle Publishers 1996.
- Mohammed, J. *Caribbean Studies: An Interdisciplinary Approach*. Oxford, Macmillan Publishers Ltd., 2007.

Journal

IDEAZ Journal, Vols. 2-7.

Reports

- CARICOM Secretariat *Caribbean Trade and Investment Report: Corporate Integration and Cross Border Development*, 2005.
- Courtman, S. (ed) *Beyond the blood, the Beach and the Banana: New Perspectives in Caribbean Studies*, 2004.
- Jayawardena, C. (ed) *Caribbean Tourism: People Service and Hospitality*.
- University of the West Indies *CARICOM Project: CSME: Challenges, Benefits and Prospects*

◆ MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN

OVERVIEW

This Module introduces students to some of the major concepts and skills which should be mastered in conducting research. Through the research process, students will have the opportunity to deepen their understanding of a defined area of Caribbean *regional and diasporic* experience which they have selected.

GENERAL OBJECTIVES

On completion of this Module, students should:

1. demonstrate research and analytical skills;
2. work independently or in teams to formulate, conduct and report on inquiries into issues they have identified as significant to the region *and its diaspora*;
3. appreciate the importance of ethical issues in conducting research;
4. *apply appropriate techniques of analysis to issues in the Caribbean.*

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the nature and purpose of research;
2. identify a research problem;
3. *formulate relevant research questions and/or hypotheses*;
4. evaluate existing information about the problem;
5. *apply various methods of enquiry*;
6. *apply appropriate methods of sampling*;
7. apply appropriate forms for presenting data and techniques for analysing data;
8. adhere to basic principles for maintaining ethical standards in conducting research.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

CONTENT

1. Nature and Purpose of Research

- (a) *Forms of knowledge: tradition, experience, scientific.*
- (b) Systematic enquiry.
- (c) Generation of new knowledge.
- (d) Reliability and validity in research.
- (e) Problem solving.

2. The Research Problem

- (a) Identification of a research problem.

3. (a) Research Objectives

- (i) *writing a research question, a problem statement or hypothesis;*
- (ii) *significance of the study.*

(b) Characteristics of Research Objectives

- (i) *relevance;*
- (ii) *direct link to research problem;*
- (iii) *informed by sources;*
- (iv) *clarity.*

4. Sources of Information

- (a) Identifying and accessing sources:
 - (i) existing literature;
 - (ii) Internet sources;
 - (iii) oral histories;
 - (iv) newspaper reports;

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

- (v) minutes of meetings;
 - (vi) archive.
- (b) Criteria for selection and use:
- (i) relevance;
 - (ii) *degree of validity*;
 - (iii) adequacy.

5. **Methods of Enquiry**

- (a) *Surveys.*
- (b) *Focus groups.*
- (c) *In-depth interviews.*
- (d) *Use of primary and secondary materials.*
- (e) *Participant and non-participant observation.*

6. **Sampling**

- (a) *Probability and non-probability.*
- (b) Target population.

7. **Forms of Presenting Data and Techniques for Analysing Data**

- (a) Tabular.
- (b) Graphic.
- (c) Text.
- (d) *Trends/patterns.*
- (e) Comparisons.
- (f) Categorisation.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

8. **Conclusion and Recommendations**

- (a) Main findings in relation to research objectives.
- (b) Areas of contention in relation to research objectives.
- (c) New and interesting findings, if any.
- (d) Limitations of the study.
- (e) Areas for further research.

9. **Referencing Style:** *American Psychological Association (APA) or Modern Languages Association (MLA) or Chicago Manual of Style: for example, one of the following:*

- (a) Bibliographies.
- (b) Referencing.

10. **Principles of Ethical Conduct**

- (a) Consent of research subjects.
- (b) Respect for privacy and confidentiality.
- (c) Integrity and transparency of the research process.
- (d) Avoidance of plagiarism.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

THEMES

Recommended Areas for Investigation

The following themes represent areas of interest to the contemporary Caribbean Region and its diaspora in terms of their significance to regional development. Under each theme, broad areas for possible study are identified for the guidance of students.

Students are required to choose one of the themes to be the subject of the research project.

A. The Environment

- (i) Pollution.
- (ii) Sewage and Solid Waste Management.
- (iii) Coming to terms with Natural and *Human* Disasters.
- (iv) Housing and growing populations.
- (v) Protection of Parks and the National Heritage.
- (vi) Toxic Waste Disposal.
- (vii) Renewable and non-renewable resources of the Caribbean.

B. The Mass Media

- (i) Impact of selected media on cultural expressions and values.
- (ii) Issues arising from the control of information by extra-regional media organisations.
- (iii) Issues surrounding censorship and freedom of information.
- (iv) Effects of media messages on the economies of Caribbean countries.
- (v) The effects of new technologies on the growing influence of the mass media in the Caribbean.

C. Gender Issues in the Caribbean

- (i) Changing male-female relationships in the Caribbean – causes and characteristic features.
- (ii) Gender issues in education.
- (iii) Gender relations in the workplace.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

- (iv) Gender issues in the mass media.
- (v) Gender issues and the law.

D. The Productive Sector and Development

- (i) Farming practices and land tenure.
- (ii) Development of appropriate technologies.
- (iii) Impact of new technologies.
- (iv) Foreign dominance of the productive sectors.
- (v) Tourism.
- (vi) Agro-industries.

E. Health

- (i) Changing patterns of disease.
- (ii) The impact of cultural habits and value systems.
- (iii) Traditional/modern medicine.
- (iv) Healthcare and the economy.
- (v) Sexual and reproductive health – social, economic, ethical and legal issues.

F. Crime in the Caribbean

- (i) Crime as a function of changing social structures and technologies.
- (ii) Trade in illicit narcotics.
- (iii) Impact of crime on the economy and on the political structure.
- (iv) Effects of crime on the society.
- (v) Impact on the physical well-being of individuals of the region.
- (vi) International relations in the control of crime.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

G. Sports

- (i) Effect of identified policies on the development of sports.
- (ii) Physical benefits.
- (iii) Sports and the regional/national economy.
- (iv) Impact of developing technologies on performance in sports.
- (v) Changing patterns of interest and involvement.

H. The Work Place

- (i) Patterns of unemployment; causes and effects of unemployment.
- (ii) Impact of changing technologies.
- (iii) Challenges of entrepreneurial activity in the Caribbean.
- (iv) Changing role of labour unions.
- (v) Industrial Law in the work place.
- (vi) Providing education for the world of work.

I. The Languages of the Caribbean

- (i) Historical and social factors shaping Caribbean Creoles.
- (ii) Implications for maintaining European languages as the official languages of the region.
- (iii) Roles and functions of Creole languages within Caribbean societies.
- (iv) Oral traditions within the culture.

J. Religion

- (a) *Emergence and persistence of folk forms of worship.*
- (b) *Religion and education in the region.*
- (c) *Impact of modernisation on religion in the Caribbean.*
- (d) *Religion and alternative forms of medicine.*
- (e) *Religion and social change in the region.*
- (f) *Impact of religion on family values.*



MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

K. Literary, Performing, *Theatre* and Visual Arts

- (i) Factors affecting the evolution of identified art forms (for example, history, inter-culturation, new technologies).
- (ii) Existing and potential roles for the literary, performing, theatre and visual arts in the development of countries within the Caribbean.
- (iii) Ethical and legal issues (copyright, censorship).
- (iv) Impact of globalisation.

L. Education

- (i) *Education as a function of changing social structure.*
- (ii) *The provision of education for citizens.*
- (iii) *Effects of male underachievement.*
- (iv) *Impact of education on society.*
- (v) *Impact of emerging technologies in education.*

M. Music

- (i) *Social factors shaping music in the Caribbean.*
- (ii) *Development and promotion of the Caribbean music industry.*
- (iii) *Impact of dancehall music in society.*
- (iv) *Types of music in Caribbean society: reggae, calypso, chutney, soca, zouk, steelpan.*
- (v) *Impact of technology on the development of music in the region.*

N. Caribbean Festivals

- (i) *Concepts of secular and religious festivals.*
- (ii) *Community traditions and celebrations.*
- (iii) *Carnivals; masquerade.*
- (iv) *Caribbean Festival of Arts (CARIFESTA).*
- (v) *Caribbean Diasporic Festivals.*



MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

O. Technology and Globalisation

- (i) *Types of technologies that drive globalisation.*
- (ii) *Evaluation of policies that promote the use and development of global technologies in the Caribbean.*
- (iii) *The extent to which global technologies impact on economic development in the Caribbean.*
- (iv) *The positive and negative impacts of global technologies on Caribbean society.*

P. Migration and Diaspora

- (i) *Concept of homeland: The idea of belonging, separation, ancestral home.*
- (ii) *Dispersal, migration and human settlement.*
- (iii) *Causes and consequences of migration: push vs. pull factors (voluntary and involuntary migration, the lived experience in the diaspora), economics, family re-unification, religious beliefs.*
- (iv) *Defining a Caribbean Diaspora: The issue of double consciousness.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Engage students in discussions on the importance of the research paper in terms of the overall examination.
2. Engage students in discussions on research types and methods by teacher and other resource person(s).
3. Teachers provide a range of examples of problem statements, followed by class discussion to critically evaluate the effectiveness and completeness of sample problem statements.
4. Teachers provide examples of literature review, conclusion and *referencing style*.
5. Engage students in group analysis of sample research reports so as to help students to arrive at an understanding of components parts, and of formats appropriate to different types of research design.
6. Students develop a glossary of crucial research terms.
7. Plan guided group library tours to help students to identify and access sources of information.
8. Plan practice sessions where students develop interviewing skills followed by class evaluation of the interviews.

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

9. Engage students in mini-observation assignments within the classroom, the school, community or the workplace.
10. Engage students in discussions on the use and acknowledgement of sources to avoid plagiarism.
11. Engage students in discussions on the common problems encountered in designing and conducting research.
12. Teacher provides students with feedback on project.
13. Negotiate and establish timelines for submission of drafts of the project.

Scope and Depth of Study

Students should be guided in making decisions about scope and depth as they conduct and report on this study, by the constraints of time and by the proposed length of the report. This will affect, for instance, the nature of the problem chosen, the population selected for study, and the extent of coverage of the relevant literature. It will also increase the demand that coverage of the literature be relevant and succinct.

Time Management

During the course of the study, **20** contact hours are proposed for teaching the basic concepts of research and the skills of preparing a research proposal and report as well as for discussion of factors which must be considered at different stages of the study.

Twenty hours are allocated for the students' independent work in carrying out the different phases of the study. At this time, the role of the teacher will be that of an advisor.

Planning and Preparation for the Module

Students should be advised that while Module 3 is presented last, preparation for the module themes which are derived from Modules 1 and 2, may begin earlier in the study of the Unit. For instance, the development of competence in identified research skills may begin as early as Module 1, for example, students may conduct interviews to acquire information about specified content areas within that Module. The problem chosen for study may also be determined earlier in the Unit.

Finally, readings from the first two Modules should provide an introduction to literature pertinent to the study. Students are therefore urged, from the start of this Unit, to keep a record of readings and authors they find helpful.

RESOURCES

- | | |
|--|--|
| Boxill, I., Chambers, C.
and Wint, E. | <i>Introduction to Social Research: With Applications to the Caribbean.</i>
UWI, Canoe Press, 1997. |
| Poupeye, V. | <i>Caribbean Art.</i> Thames and Hudson, 1998. |
| Roberts, P. | <i>West Indians and their Language.</i> Cambridge, Cambridge University Press, 2001. |

MODULE 3: INVESTIGATING ISSUES IN THE CARIBBEAN (cont'd)

West Indian
Commission

A Time for Action: Report of the West Indian Commission. Mona, The Press, University of the West Indies, 1992.

World Health
Organization

Health and Environment in Sustainable Developments Five Years after the Earth Summit, 1997.

Websites:

<http://www.idealz-institute.com>

<http://www.caribxplorer.com>

◆ OUTLINE OF ASSESSMENT

EXTERNAL ASSESSMENT

(60 per cent)

Written Papers
(4 hours 30 minutes)

Paper 01 (1 hour 30 minutes)	This paper consists of 45 compulsory multiple-choice items. There are 15 items based on each Module.	27 per cent
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Paper 02 (3 hours)	Four compulsory essay questions.	33 per cent
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SCHOOL-BASED ASSESSMENT (SBA)

(40 per cent)

Paper 031

The School-Based Assessment consists of a research project. The project enables the student to demonstrate skills and competencies developed from each of the three Modules.

Paper 032

Private candidates are required to write this paper, an alternative to the School-Based Assessment.

MODERATION OF THE SCHOOL-BASED ASSESSMENT

School-Based Assessment Record Sheets are available online via the CXC®'s website www.cxc.org.

All School-Based Assessment Record of marks must be submitted online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC® for moderation purposes. This sample must be electronically submitted. These assignments will be re-assessed by CXC® Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.

Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC® of the examination results.

ASSESSMENT DETAILS

External Assessment by Written Papers (60 per cent of Total Assessment)

Paper 01 (1 hour 30 minutes – 27 per cent of Total Assessment)

1. Composition of Paper

This paper comprises 45 compulsory multiple-choice items covering all three Modules.

2. Syllabus Coverage

Knowledge of all topics is required. The intention is to test candidates' knowledge across the breadth of the syllabus.

3. Question Type

Each multiple-choice item will test either Knowledge and Comprehension, Use of Knowledge, or Enquiry and Communication.

4. Mark Allocation

- (a) One mark will be assigned for each question.
- (b) The total number of marks available for this paper is 45 and it will be weighted to 80.
- (c) The paper will contribute 27 per cent of the total mark.

Paper 02 (3 hours – 33 per cent of Total Assessment)

1. Composition of Paper

- (a) This paper comprises four sections: Sections A, B, C and D. Sections A and C test objectives in Module 1 and Sections B and D test objectives in Module 2.
- (b) Each section consists of one compulsory question for a total of four questions on the paper.

2. Syllabus Coverage

This paper requires more depth of understanding than the questions on Paper 01.

3. Question Type

- (a) Questions on this paper will test higher-order thinking skills such as application, analysis, synthesis and evaluation. Candidates will be expected to present a case for or against a particular point of view, using the concepts and issues discussed in the course.
- (b) There will be two types of questions.

Sections A and B

There will be two questions assessing Modules 1 and 2 respectively. These will test candidates' ability to explain and elaborate on conceptual issues and apply general principles to a problem situation. Candidates are required to answer both questions.

Sections C and D

There will be two questions, assessing Modules 1 and 2 respectively. These will require candidates to analyse problem cases, discuss and make evaluative comments on *issues*, and present arguments for or against a particular point of view. Candidates are required to answer both questions.

4. Mark Allocation

- (a) Questions in Sections A and B will be awarded 20 marks each.
- (b) Questions in Sections C and D will be awarded 30 marks each.

SCHOOL-BASED ASSESSMENT (40 per cent)

School-Based Assessment is an integral part of the students' assessment of the course of study covered by this syllabus. It is intended to assist the students in acquiring certain knowledge, skills and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the students to achieve the objectives of the syllabus. *Students are encouraged to work in groups.*

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to the students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are also intended to assist teachers in awarding marks that are reliable estimates of the achievements of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded are in line with the **CXC**[®] standards, the Council undertakes the moderation of a sample of the School-Based Assessments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of the student. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of the students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities emphasised by this **CAPE**[®] subject and enhances the validity of the examination on which the students' performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of the relevant skills and the testing and rewarding of the student.

REQUIREMENTS OF THE SCHOOL-BASED ASSESSMENT

The School-Based Assessment component of the Caribbean Studies Syllabus is a research project testing the concepts and skills contained in Module 3. Candidates will conduct research and submit a report on any area of the themes outlined on pages 24–28 of the syllabus. Teachers will mark this report according to the guidelines and School-Based Assessment criteria set out in the syllabus. *Students are encouraged to work in groups.*

*The research project is marked out of 60 and will be weighted by CXC® to 120 marks. **The School-Based Assessment component of the examination contributes 40 per cent of the total mark for the Unit.***

Skills to be Assessed

Candidates will be assessed on their ability to:

- 1. formulate relevant research questions;*
- 2. conduct research using different methods;*
- 3. present data in a variety of forms;*
- 4. apply appropriate techniques to analyse data;*
- 5. discuss their findings and draw reasoned conclusions;*
- 6. make relevant and practical recommendations;*
- 7. present report in an appropriate format.*

Managing the Research project

The research project is worth 40 per cent of candidates' total mark. Adequate class time should therefore be devoted to Module 3 on which the project is based. Teachers should ensure that sufficient time is allowed for teaching the research skills contained in the Module, explaining the requirements of the School-Based Assessment, discussing the assessment criteria and monitoring and evaluating the project work.

Planning

It is important to start planning for the research project work early. Agreed deadlines should be established. Dates for the following activities should be set:

- 1. submission of research title;*
- 2. description of research project;*
- 3. completion of information collection;*
- 4. submission of first draft;*
- 5. research project completion.*

Length of the Report

The length of the report should be no more than 1,500 words, not including bibliography, appropriate quotations, sources, charts, graphs, tables, pictures, references and appendices.

Guidance

1. *The teacher is expected to provide guidance at all stages of the project by, for example, assisting students in selecting an appropriate topic, forms of data presentation, methods of data analysis suggesting sources of information, and ensuring clarity in the writing of the research report.*
2. *Students should be familiar with the requirements of the research project and the assessment criteria. Teachers should discuss with students the criteria upon which the report will be assessed.*
3. *It should be clearly emphasised to students that the project report should be their own work.*

Authenticity

*Teachers should ensure that each research report is the work of the candidates. This can be achieved by viewing and monitoring the report throughout its development. This guards against plagiarism **and** ensures that the work is the intellectual property of candidates. Authenticity can also be checked by having students:*

- (a) discuss aspects of the report;
- (b) explain primary and secondary sources needed, and summarise findings;
- (c) *complete aspects of the research project during class time.*

FORMAT OF THE RESEARCH REPORT

- (a) Length: *1,500 words.*
- (b) Structure: Cover Page (Title, Name, Date); Acknowledgements.
- (c) Table of Contents:
 - (i) Introduction and Purpose of Research
 - (ii) Literature Review
 - (iii) Data Collection Sources
 - (iv) Presentation and Analysis of Data
 - (v) Discussion of Findings
 - (vi) Conclusion/Limitations of the Research/Recommendations
 - (vii) Bibliography
 - (viii) Appendices

Allocation of Marks for the Research Project

Marks will be allocated according to the following scheme:

			Marks
A		Introduction and Purpose of Research, Statement of Problem	5
B		Literature Review	8
C		Data Collection Sources	4
D		Presentation and Analysis of Data	
	(a)	Presentation of Data	8
	(b)	Analysis of Data	10
E		Discussion of Findings	12
F		Conclusion, Limitations of the Research, Recommendations	8
G*		Overall Presentation and Writing Skills	5
			Total 60 marks

*The points to be considered for section G (Overall Presentation and Writing Skills) are as follows:

Overall Presentation

- (a) Cover Page
- (b) Acknowledgements
- (c) Table of Contents
- (d) Bibliography
- (e) Appendices

Writing Skills

- (a) Organisation of ideas
- (b) Vocabulary, use of language
- (c) Grammar and spelling

Marks for the Research Project will be allocated across Modules in the ratio 1:1:4, that is, Module 1 will be allocated 10 marks, Module 2 will be allocated 10 marks and Module 3 will be allocated 40 marks. For example, if the total marks for the project is 48 out of 60, the marks should be divided in the ration 1:1:4. Therefore, candidates will receive 8 marks for Module 1, 8 marks for Module 2 and 32 marks for Module 3.

CARIBBEAN STUDIES

MARK SCHEME

RESEARCH PROJECT

- A. INTRODUCTION** **5 marks**
(Purpose of Research – Statement of Problem)
- *Excellent explanation of the:* *(5 marks)*
 - *purpose of the research*
 - *statement of the question or problem to be researched*
 - *value of the research*
 - *technical terms used in the study*

 - *Good explanation of the:* *(4 marks)*
 - *purpose of the research*
 - *statement of the question or problem to be researched*
 - *value of the research*
 - *technical terms used in the study*

 - *Satisfactory explanation of the:* *(3 marks)*
 - *purpose of the research*
 - *statement of the question or problem to be researched*
 - *value of the research*
 - *technical terms used in the study*

 - *Limited explanation of the:* *(2 marks)*
 - *purpose of the research*
 - *statement of the question or problem to be researched*
 - *value of the research*
 - *technical terms used in the study*

 - *Weak explanation of the:* *(1 mark)*
 - *purpose of the research*
 - *statement of the question or problem to be researched*
 - *value of the research*
 - *technical terms used in the study*

 - *Unsatisfactory explanation of the:* *(0 mark)*
 - *purpose of the research*
 - *statement of the question or problem to be researched*
 - *value of the research*
 - *technical terms used in the study*

B. LITERATURE REVIEW **8 marks**

(A comprehensive review of the literature and previous research related to the area of investigation, using at least four different sources)

- *Excellent understanding of the relevant literature and previous research on the problem and related them properly to the study, using appropriate referencing format, that is, placed the research clearly in context.* *(8 marks)*
- *Good understanding of the relevant literature and previous research on the problem and related them properly to the study, that is, placed the research appropriately in context.* *(6 – 7 marks)*
- *Adequate understanding of the relevant literature and previous research on the problem and related them properly to the study, that is, placed the research satisfactorily in context.* *(5 marks)*
- *Limited understanding of the relevant literature and previous research on the problem and related them in a limited manner to the present study, that is, placed the research in context in a limited way.* *(3 – 4marks)*
- *Weak understanding of the relevant literature and previous research and showed little connection to the present study, that is, was unable to put the research in context.* *(2 marks)*
- *Unsatisfactory explanation of the relevant literature and previous research and showed no connection to the present study, that is, was unable to put the research in context.* *(0 – 1 mark)*

C. DATA COLLECTION SOURCES **4 marks**

(A description of the various sources from which data were collected, the methods used to collect data and how the sources contributed to understanding the area being investigated)

- *Excellent description of the different sources from which information was obtained, the methods used to collect the information and how these sources contribute to an understanding of the research problem.* *(4 marks)*
- *Good description of the different sources from which information was obtained, the methods used to collect the information and how these sources contribute to an understanding of the research problem.* *(3 marks)*
- *Adequate description of the different sources from which information was obtained, the methods used to collect the information and how these sources contribute to an understanding of the research problem.* *(2 marks)*
- *Limited description of the different sources from which information was obtained, the methods used to collect the information and how these sources contribute to an understanding of the research problem.* *(1 mark)*

- *Unsatisfactory description of the different sources from which information was obtained, the methods used to collect the information and how these sources contribute to an understanding of the research problem.* (0 mark)

D. PRESENTATION AND ANALYSIS OF DATA

(i) Presentation of data 8 marks

(A presentation of the data from the various sources. These should be presented using a variety of forms that are appropriate, well-labelled and accurate)

- *Excellent presentation of the data using a variety of tables, graphs, maps or text and other forms that are appropriate, well-labelled, presented accurately.* (8 marks)
- *Good presentation of the data using a variety of tables, graphs, maps or text and other forms that are appropriate, well-labelled, presented accurately most of the time.* (6 – 7 marks)
- *Adequate presentation of the data and some tables, graphs, maps or text but not using as many varied methods as could have been used; the data were for the most part accurate and adequately labelled.* (5 marks)
- *Limited presentation of the data using few graphs or tables or text, not always using the most effective method; the data were not always well-presented or accurate.* (3 – 4 marks)
- *Weak presentation of the data; little thought is given to the labelling and presentation and to the accuracy of the data.* (2 marks)
- *Unsatisfactory presentation of the data; little thought is given to the labelling and presentation and to the accuracy of the data.* (0 – 1 mark)

(ii) Analysis of Data 10 marks

(An explanation of what results were obtained, why they were yielded and identification of trends, patterns and anomalies)

- *Excellent interpretation – clear, accurate and very relevant to the issues being studied.* (8 – 10 marks)
- *Very Good interpretation – clear, accurate and relevant to the issues being studied.* (6 – 7 marks)
- *Adequate interpretation – clear, not always accurate and not always relevant to the issues being studied.* (5 marks)

- *Limited interpretation – generally unclear, inaccurate and of limited relevance to the issues being studied.* (4 marks)
- *Weak interpretation – mostly unclear, inaccurate and of very little relevance to the issues being studied.* (2 – 3 marks)
- *Unsatisfactory interpretation – unclear, generally inaccurate and was not relevant to the issues being studied.* (0 – 1 mark)

E. DISCUSSION OF FINDINGS

12 marks

(A logical and coherent discussion of the findings and their implications. The discussion should relate to the purpose of the investigation, and make comparisons with previous research)

- *Excellent explanation of the:* (12 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Very good explanation of the:* (10 – 11 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Good explanation of the:* (7 – 9 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Adequate explanation of the:* (5 – 6 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Limited explanation of the:* (3 – 4 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Weak explanation of the:* (2 marks)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*
- *Unsatisfactory explanation of the:* (0 – 1 mark)
 - *results of the research*
 - *comparison with previous studies*
 - *significance for research and policy*

F. CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS **8 marks**

(A summary of the conclusions drawn from the research, the limitations of the research and relevant recommendations)

- *Conclusions* *(2 marks)*
 - *supported by data in the study* *1 mark*
 - *selection of areas of interest* *1 mark*

- *Limitations of the research design* *(2 marks)*
 - *issues that impeded the research process* *1 mark*
 - *shortcomings of the study* *1 mark*

- *Recommendations* *(4 marks)*
 - *Relevant or related to the study* *2 marks*
 - *Practicable* *2 marks*

G. OVERALL PRESENTATION AND WRITING SKILLS **5 marks**

(Communication of information in a logical way using correct grammar)

- **Presentation** *(2 marks)*
 - *Appropriate bibliography.* *1 mark*
 - *Layout and organisation (relevant cover page, table of contents and Appendices).* *1 mark*

- **Writing Skills** *(3 marks)*
 - *High level of writing competence, for example, flow of ideas and argument, use of language, grammar, spelling.* *3 marks*

 - *Adequate writing skills, for example, flow of ideas and argument, use of language, grammar, spelling.* *2 marks*

 - *Limited writing skills, for example, weak use of language and grammar, several spelling errors.* *1 mark*

 - *Unsatisfactory writing skills, for example, poor use of language, poor grammar, many errors in spelling.* *0 mark*

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates will be required to write Papers 01, 02 and 032. Detailed information on Papers 01 and 02 is given on pages 32–33 of this syllabus.

Private candidates are required to write Paper 032, an Alternative Paper to the School-Based Assessment. *This paper is worth 40 per cent of the total mark for the Unit.*

Paper 032 is a written paper consisting of three questions designed to test the skills developed by students in the School-Based Assessment. Questions will test various stages of the research process, and will be based on a Case Study as well as on the candidate's research. A list of research topics are

provided on pages 42–44 of the syllabus. Candidates are required to select a topic from those identified for the examination year in which they are registered. Candidates are required to conduct the relevant research in preparation for writing Paper 032.

Paper 032 (1 hour 30 minutes – 40 per cent of Total Assessment)

1. Composition of Paper

- (a) This paper consists of three questions in two sections, Section A and Section B.
- (b) Section A comprises ONE compulsory question based on a case study. Questions will be structured and will consist of several parts.
- (c) Section B comprises two structured questions of which candidates answer ONE. Questions will be based on the research conducted by candidates. It is recommended that candidates select the question **based on the topic selected for research** from pages 42–44 of the syllabus.
- (d) Candidates answer TWO questions on the paper.
- (e) There will be a combined question paper and answer booklet for Paper 032.

2. Syllabus Coverage

- (a) This paper is intended to test the knowledge and skills contained in Module 3 as outlined on pages 20–30 of the syllabus.
- (b) Candidates will be required to demonstrate relevant knowledge and skills in the context of the topics identified on pages 42–44 of the syllabus.

3. Question Type

Questions will be structured, consisting of several parts.

4. Mark Allocation

- (a) Each question will be worth 30 marks. Candidates will be required to answer TWO questions.
- (b) The maximum mark on this paper is 60. **Paper 032 contributes 40 per cent of the total mark for the Unit.**

THE FOLLOWING IS A LIST OF TOPICS FOR THE 2017 – 2020 EXAMINATIONS

For Examination 2017

- 1. Conduct an investigation on a chronic disease that is prevalent in a named Caribbean country. In your investigation you should focus on the following:
 - (a) possible causes of the selected disease;
 - (b) impact on the lives of persons who have the disease;
 - (c) impact of the disease on the economy.

2. Conduct an investigation on the agricultural sector in a named Caribbean country. In your investigation you should focus on the following:
- (a) farming practices and land tenure;
 - (b) contribution of small farmers to development in the territory;
 - (c) challenges faced by small farmers and the social and economic impact of these challenges;
 - (d) measures put in place by the government and the farmers to address these challenges.

For Examination 2018

3. Conduct an investigation on migration of West Indians to the United Kingdom since 1945. In your investigation you should focus on the following:
- (a) pull and push factors of this migration;
 - (b) experiences of the migrants in the metropole;
 - (c) social and economic impact of migration on the Caribbean;
 - (d) impact of return migration on the Caribbean.
4. Conduct an investigation on the tourist industry in a named Caribbean country since 1945. In your investigation you should focus on the following:
- (a) reasons for renewed emphasis on tourism since 1945;
 - (b) social and economic impact of tourism on the named Caribbean country;
 - (c) current challenges posed by tourism;
 - (d) current challenges facing tourism in that country.

For Examination 2019

5. Conduct an investigation on the impact of a named sport on the development of the Caribbean region and diaspora. In your investigation you should focus on the following:
- (a) reasons for the introduction of the sport;
 - (b) policies implemented for the development of the sport;
 - (c) impact of the sport on the society;
 - (d) economic benefits of the sport.
6. Conduct an investigation on the impact of international assistance in the control of crime in a named Caribbean country. In your investigation you should focus on the following:
- (a) reasons for international assistance with respect to crime;
 - (b) nature of such assistance;
 - (c) impact of assistance on crime levels;
 - (d) implications of such assistance.

For Examination 2020

7. Conduct an investigation on the link between religion and education in a named Caribbean country since 1900. In your investigation you should focus on the following:
- (a) reasons for the linkages between religion and education;
 - (b) evidence of those linkages;
 - (c) importance of those linkages for social development.

8. Conduct an investigation on popular music in a named Caribbean country. In your investigation you should focus on the following:
- (a) origins of the popular music form;
 - (b) contribution of two Caribbean artists to the art form;
 - (c) social impact of the popular music form on the country.

◆ REGULATIONS FOR RESIT CANDIDATES

Resit candidates must complete Papers 01 and 02 of the examination for the year for which they register. CAPE® candidates may reuse any moderated SBA score within a two-year period. In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the preliminary results if a candidate's moderated SBA score is less than 50% in a particular Unit. Candidates re-using SBA scores should register as "Re-sit candidates" and must provide the previous candidate number when registering.

Resit candidates must be registered through a school, a recognised educational institution, or the Local Registrar's Office.

◆ ASSESSMENT GRID

The Assessment Grid for the Unit showing marks assigned to papers and to Modules, and percentage contributions of each paper to the total scores.

Types of Assessment	Papers	Module 1	Module 2	Module 3	Total	(%)
External Assessment	Paper 01 Multiple Choice	15 (30)	15 (30)	15 (20)	45 (80)	(27)
	Paper 02 Essay	50	50	-	100	(33)
	Paper 032 Alternate to the SBA	20	20	80	120	(40)
School-Based Assessment	Paper 031	20	20	80	120	(40)
	TOTAL	85 (100)	85 (100)	95(100)	265 (300)	(100)

◆ GLOSSARY OF BEHAVIOURAL VERBS USED IN THE CARIBBEAN STUDIES EXAMINATION

WORD	DEFINITION
Analyse	Examine methodically and in detail the elements of a process, a situation or a theory, and then draw (a) conclusion(s).
Apply	Use knowledge and/or principles, approaches or theories to solve problems.
Assess	Present reasons for the importance of particular structures, relationships, processes or approaches.
Comment	State opinion or view with supporting reasons.
Compare and contrast	State, describe and elaborate on the similarities and differences.
Define	Provide a precise statement giving the nature or the scope or the meaning of a term; or use the term in one or more sentences so that the meaning is clear and precise.
Describe	Provide a detailed account, including significant characteristics or elements of an issue or situation.
Develop	Elaborate on or expand an idea or argument with supporting reasons.
Differentiate or Distinguish	State or explain briefly those differences between or among items or situations which can be used to define them or place them into separate categories.
Discuss	Write an extended answer defining key concepts, stating what is, exploring related concepts and issues, present reasoned arguments for and against, using detailed examples but not necessarily drawing a conclusion.
Evaluate	Weigh evidence and make judgements based on given criteria. The use of logical supporting reasons for a particular point is more important than the view held; usually both sides of an argument should be considered.
Examine	Write an extended answer defining key concepts, stating what is and exploring related concepts and issues.
Explain	Provide statements on what happened, how it happened and why it happened. Provide elaboration of particular terms, concepts, approaches.

WORD	DEFINITION
Formulate	Develop a hypothesis.
Give/State	Provide short, concise statements.
Identify	Name specific components or features. Point out, indicate without explanation or recognise and select.
Interpret	Explain the meaning of.
Investigate	Use appropriate procedures to observe, research, record data, analyse and draw logical conclusions.
Justify	Explain the correctness of/give reasons for the selection of.
List	Use headings only.
Name	Provide actual names (but no other details).
Outline	Provide main points, or features only without details.
Plan	Prepare to conduct an investigation.
Suggest	Offer an explanation deduced from information provided or previous knowledge and consistent with subject knowledge.

◆ RECOMMENDED READINGS

Magazines and Journals

The Journal of Eastern Caribbean Studies. (1985) 20:4. (Thematic Section: Caribbean Culture.)

CAFRA NEWS

CAREC Publications

Caribbean Affairs (UWI, School of Continuing Studies, St. Augustine).

CARICOM Perspectives

Caribbean Quarterly (UWI, Mona, Jamaica)

Centre for Gender and Development Studies Working Papers

PAHO Publications

Papers from the Nettleford Conference, 1996

The Trinidad and Tobago Review - Publication on the Quincentennial (Caribbean Culture and Identity)

WAND Occasional Papers

- The Economist
- Newsweek Magazine
- Time Magazine
- CDB Newsletter

Audio Visual Materials

The Caribbean Eye (Video Series). A Banyan UNESCO production

CARICOM Awardees, UNIFEM

Carry a Heavy Load, SISTREN THEATRE COLLECTIVE

God Give Us the Talent, UN/ECLAC, Social Affairs Division

Miss Amy and Miss May, SISTREN THEATRE COLLECTIVE

The Stewart Hall series on Caribbean History, BBC

Sweet Sugar Rage, SISTREN THEATRE COLLECTIVE

Western Zone Office

September 2017



TEST CODE **02111010**

SPEC 2017/0211010

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

CARIBBEAN STUDIES

SPECIMEN PAPER

Unit 1 – Paper 01

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This specimen paper consists of 45 items. You will have 1 hour and 30 minutes to answer them.
2. In addition to the test booklet, you should have an answer sheet.
3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Which of the following political ideologies emphasizes market-led development?

- (A) Marxism
- (B) Socialism
- (C) Capitalism
- (D) Communism

Sample Answer



The best answer to this item is “Capitalism”, so (C) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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1. Which Amerindian group settled in Central America in pre-Columbian times?
 - (A) Maya
 - (B) Tainos
 - (C) Ciboneys
 - (D) Kalinagos

2. Which of the following is NOT a characteristic of Caribbean society?
 - (A) Cultural diversity
 - (B) Social stratification
 - (C) Cultural homogeneity
 - (D) Cultural hybridization

3. The practice of using indigenous labour in the Caribbean in exchange for conversion to Christianity is referred to as
 - (A) asiento
 - (B) genocide
 - (C) encomienda
 - (D) indentureship

4. Which of the following is NOT a method of preventing soil erosion?
 - (A) Afforestation
 - (B) Deforestation
 - (C) Crop rotation
 - (D) Contour ploughing

5. Which of the following is an indigenous Caribbean art form?
 - (A) Rap
 - (B) Jazz
 - (C) R & B
 - (D) Reggae

6. Which of the following is an example of material culture?
 - (A) Food
 - (B) Norms
 - (C) Symbol
 - (D) Language

7. “Social structures, groups and institutions work together towards achieving social stability, and ensuring that the collective will of the members of society is achieved.”

This statement BEST summarizes which view of society?

 - (A) Marxist
 - (B) Socialist
 - (C) Interpretive
 - (D) Functionalist

8. Eurocentric ideals of society are BEST reflected in the ideology of
 - (A) Hinduism
 - (B) Garveyism
 - (C) Functionalism
 - (D) Rastafarianism

9. Creolization is a function of Caribbean society MAINLY because of the
 - (A) ability to tolerate other cultures
 - (B) merging of cultures to retain identity
 - (C) tendency towards social exclusivity
 - (D) need of the oppressed to gain recognition

10. Mulattos formed the middle layer of plantation society MAINLY because they had
 - (A) Creole mothers
 - (B) European fathers
 - (C) European mothers
 - (D) Amerindian parents

11. Which of the following is the BEST example of cultural retention?
 - (A) Video games for entertainment
 - (B) Microwave ovens for cooking
 - (C) Hammocks in the porch for relaxation
 - (D) European names used by Caribbean people

12. The declaration of Emancipation Day on 1 August as a public holiday by several Caribbean countries is an attempt at cultural
- (A) erasure
(B) retention
(C) diversity
(D) rehabilitation
13. The presence of Indian dishes, like roti and doubles in Trinidad and Tobago and Guyana, that are not found in India is MOST likely evidence of
- (A) creolization
(B) globalization
(C) racial unification
(D) social integration
14. Every year after carnival celebrations in Trinidad and Tobago, Mike Antoine takes some of his local band members to participate in Notting Hill, Caribana and Labour Day festivities. Mr Antoine's actions are a good example of the
- (A) underutilization of local culture
(B) overexploitation of local culture
(C) dominance of metropolitan culture
(D) influence of local culture on the diaspora
15. Marxists regard religion as the 'opiate' of the people because it
- (A) helps the poor
(B) makes the population happy
(C) allows suffering of the poor
(D) allows exploitation of the poor with rewards promised in the afterlife
16. The movement started by Aimé Césaire which focused on black consciousness and pride was referred to as
- (A) Rastafari
(B) Negritude
(C) Code Noir
(D) Pan-Africanism
17. The Gini Index is used to measure
- (A) energy
(B) sociability
(C) inequality
(D) productivity
18. Which of the following is NOT a feature of globalization?
- (A) E-commerce
(B) Protectionism
(C) Commercialization
(D) Trade liberalization
19. The concept of black consciousness was first popularized in the Caribbean by
- (A) Haile Selassie
(B) Marcus Garvey
(C) William Du Bois
(D) Martin Luther King
20. Which of the following is an indicator used to compare the distribution of wealth within a population?
- (A) Gini coefficient
(B) Gross national product
(C) Gross domestic product
(D) Human development index
21. The person PRIMARILY associated with industrialization by invitation in the Caribbean is
- (A) Aimé Césaire
(B) Marcus Garvey
(C) Sir Arthur Lewis
(D) Uriah Buzz Butler
22. Acknowledging that people of the same ethnic group faced similar problems is a main impact of
- (A) trade unions
(B) political parties
(C) Pan-Africanism
(D) the University of the West Indies

23. Sustainable tourism CANNOT be encouraged by utilizing
- (A) solar water heating
 - (B) natural ventilation and lighting
 - (C) environmental training for staff
 - (D) the coastline for the building of hotels
24. Caribbean feminists are interested in engendering Caribbean history in order to
- (A) study male – female relationships
 - (B) devalue the historical achievements of men
 - (C) oppose the traditional male-dominated roles in history
 - (D) distort history in order to give women increased roles
25. ‘Industrialization by invitation’ was intended to benefit the Caribbean region in which of the following ways?
- I. Transferring managerial and technical skills to Caribbean people
 - II. Providing a cheap labour force for foreign investors
 - III. Diversifying the mainly agricultural-based economies
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
26. Research objectives are important because they
- (A) contain dependent and independent variables
 - (B) prove the relationship between variables
 - (C) indicate the sources of information relevant to the study
 - (D) guide the researcher in developing relevant research questions
27. The mass media can promote Caribbean integration by
- (A) acting as a national watchdog
 - (B) monitoring political development
 - (C) supporting foreign film industries
 - (D) promoting sports heroes in the Caribbean
28. Janice applied for a job as an instrument technician in an industrial estate located in a Caribbean country. She was denied the position since as a Seventh Day Adventist she could not work on Saturdays.
- This act of discrimination against Janice is referred to as
- (A) racism
 - (B) sexism
 - (C) classism
 - (D) creedism
29. Ramesh is a passionate supporter of West Indian Cricket. However, he is very upset because no player from his native land was selected for the West Indies Cricket Team, and the stadium in his territory was not even chosen as a venue for any of the matches.
- The above situation demonstrates that one of the MAJOR challenges facing West Indies Cricket is
- (A) insularity among supporters
 - (B) competition for selection of venues
 - (C) development of new skills and talent
 - (D) conflict between management and players

Item 30 refers to the following conversation between two friends.

Alyssa: My favourite TV station is BET.
I just love Beyoncé.

Zoia: Me too, and don't you just love her clothes?

Alyssa: Oh yes, I want to look just like her.

- 30.** The situation described above can BEST be described as
- (A) assimilation
 - (B) globalization
 - (C) cultural erasure
 - (D) cultural imperialism
- 31.** Problem-solving research is MAINLY referred to as research that is
- (A) pure
 - (B) applied
 - (C) qualitative
 - (D) systematic
- 32.** An example of a primary source of information is information obtained from
- (A) a letter
 - (B) a tribute
 - (C) a textbook
 - (D) an interview
- 33.** Which of the following is NOT a scientific method of sampling?
- (A) Random
 - (B) Systematic
 - (C) Probability
 - (D) Convenience
- 34.** Systematic inquiry may be referred to as
- (A) applied research
 - (B) the scientific method
 - (C) the generation of new knowledge
 - (D) an in-depth analysis of complex situations using words
- 35.** The MOST important function of the literature review in research is to
- (A) clarify the problem statement
 - (B) link the research to important writers
 - (C) establish the major concepts in the review
 - (D) provide information for the introduction
- 36.** A hypothesis is BEST defined as a
- (A) statement of the variables that the study is expected to analyze
 - (B) prediction of the relationships between variables
 - (C) description of the nature of the problem that is being investigated
 - (D) question that identifies the problem and the methods of investigation
- 37.** A valid source of secondary information for research in Caribbean Studies would be
- (A) textbooks
 - (B) interviews
 - (C) observations
 - (D) questionnaires
- 38.** Jack presented his data using text and tabulation. This demonstrates a mix of
- (A) validity and reliability measures
 - (B) qualitative and quantitative approaches
 - (C) probability and non-probability sampling
 - (D) comparison and categorization analysis

39. Which of the following should be considered when identifying a topic for research?
- Was the problem previously researched?
 - Is the problem researchable and manageable?
 - Is the problem an issue of significance to the government?
- (A) I and II only
 (B) I and III only
 (C) II and III only
 (D) I, II and III
40. Which of the following statements is a hypothesis?
- Examine the causes of obesity in St John's Village
 - What are the causes of youth violence in Mt Hope Village?
 - To what extent has pollution affected the village of Mt Deaux?
 - The use of alcohol is responsible for the poor performance of students at St John's High School
41. One MAJOR advantage of a review of existing literature is that it provides
- related material
 - background information
 - specialist contact information
 - timely theoretical perspectives
42. A sixth form student is conducting research on the reasons why students are not doing their homework. Which sampling method would be MOST effective in ensuring that the views of students at all levels are represented?
- Random
 - Systematic
 - Convenience
 - Stratified random
43. Max is conducting research on the topic "The effects of illegal drugs among teenagers".
- In determining whether to use participant observation or questionnaires, Max's MAIN consideration could be
- reliability
 - sample size
 - ethical issues
- (A) I and II only
 (B) I and III only
 (C) II and III only
 (D) I, II and III
44. A series of fights have occurred in a school. An investigation was carried out in which students were interviewed on the cause of the fights. The data would BEST be presented using
- text
 - tables
 - charts
 - graphs
45. A teacher wishes to carry out an investigation on the types of food consumed by first form students at a high school. She wants an unbiased sample. What type of sampling should she use?
- Random
 - Stratified
 - Purposive
 - Convenience

END OF TEST

CARIBBEAN STUDIES SPECIMEN PAPER 2017

Item	Specific Objective	Key	Item	Specific Objective	Key
1	1.3	A	26	2.3	A
2	1.4	C	27	2.7	D
3	1.2	C	28	2.8	D
4	1.5	B	29	2.5	A
5	1.7	D	30	2.6	D
6	1.3	A	31	3.1	C
7	1.3	D	32	3.5	D
8	1.6	C	33	3.5	D
9	1.4	B	34	3.1	B
10	1.4	B	35	3.4	C
11	1.4	C	36	3.3	C
12	1.4	C	37	3.4	A
13	1.8	A	38	3.1	B
14	1.7	D	39	3.2	A
15	1.6	D	40	3.3	D
16	2.6	B	41	3.2	D
17	2.1	C	42	3.6	C
18	2.3	B	43	3.8	D
19	2.6	B	44	3.7	D
20	2.3	A	45	3.6	A
21	2.6	C			
22	2.6	B			
23	2.2	D			
24	2.7	C			
25	2.6	A			



TEST CODE **02131020**

SPEC 2017/021231020

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

CARIBBEAN STUDIES

SPECIMEN PAPER

PAPER 02

3 hours

INSTRUCTIONS TO CANDIDATES

1. This paper consists of four questions, two are based on Module 1 and two are based on Module 2.
2. There are FOUR sections, A, B, C and D. Each section consists of ONE question. You **MUST** answer all FOUR questions.
3. EACH question in Sections A and B is worth 20 marks. You are advised to spend no more than 35 minutes on any one of these questions
4. EACH question in Sections C and D is worth 30 marks. You are advised to spend no more than 55 minutes on any one of these questions..
5. You are advised to take some time to read through the paper and plan your answers.
6. You should **NOT** bring notes or other textual materials into the examination room for use during the sitting of this paper.
7. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
8. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

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02131020/SPEC 2017

SECTION A

MODULE 1 – CARIBBEAN SOCIETY AND CULTURE

Answer this compulsory question.

1. Explain THREE ways in which creolisation has impacted on the development of Caribbean art forms.

Total 20 marks

You may use this space for planning.

GO ON TO THE NEXT PAGE

SECTION B

MODULE 2 – ISSUES IN CARIBBEAN DEVELOPMENT

Answer this compulsory question.

2. Explain how globalization affects labour and trade in the Caribbean.

Total 20 marks

You may use this space for planning.

GO ON TO THE NEXT PAGE

SECTION C

MODULE 1 – CARIBBEAN SOCIETY AND CULTURE

Answer this compulsory question.

3. “Caribbean migrants in the United Kingdom and North America have had a limited impact on these societies.” Present arguments for OR against this statement.

Total 30 marks

You may use this space for planning.

GO ON TO THE NEXT PAGE

SECTION D

MODULE 2 – ISSUES IN CARIBBEAN DEVELOPMENT

Answer this compulsory question.

4. “Freedom of the press is a necessity in all Caribbean countries.”
Discuss the extent to which you agree with this view. Provide arguments and examples to support your answer.

Total 30 marks

You may use this space for planning.

GO ON TO THE NEXT PAGE

If you use this extra page, you **MUST** write the question number clearly in the box provided.

Question No.

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TEST CODE 02111020/SPEC/2017

FORM 02111020/SPEC/2017

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

ADVANCED PROFICIENCY EXAMINATION

CARIBBEAN STUDIES

SPECIMEN PAPER

PAPER 02

KEY AND MARK SCHEME

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02111020/CAPE/SPEC/2017

CARIBBEAN STUDIES

PAPER 02

KEYS AND MARK SCHEME

Question 1

Impact of creolization on the development of Caribbean art forms.

Knowledge**[7 marks]**

Creolization	Indigenous society
Culture	Syncretism
Cultural hybridization	Cultural retention
Cultural erasure	Cultural renewal
Caribbean art forms	Enculturation
Cultural Assimilation	Transculturation
Douglas	Mulatto
Diaspora	Popular culture
Mass communication	Acculturation

Use of Knowledge**[8 marks]**

The process of creolization should be explained, emphasizing its end result as, for example, “the development of new art forms out of existing ones due to contact and interaction”.

Various cultural ingredients are part of the process of Caribbean creolization, for example, African, Amerindian, European, Indian, Chinese, Portuguese, Lebanese.

Creolization

- The process of creolization means that the initial art form undergoes a change and becomes different in essence. As such, the creolized form, while sometimes similar in appearance, is different in nature and context from the original.

Caribbean art forms

- Caribbean art forms: for example, music, dance, painting, culinary practices, festivals.

The art forms have changed/adapted from their original form in the former geographical location and adapted to the requirements of the new area i.e. the Caribbean.

Acculturation

- Sometimes used interchangeably with the term ‘enculturation’; however, some Caribbean theorists have used the term to distinguish between the transmission of Creole cultural traits (enculturation) as opposed to the transmission of aspects of foreign cultural traits (acculturation) into the Creole society. Acculturation is therefore a necessary part of the Creolization process as it allows for the inclusion/creation of a new, unique ‘mix’ of cultural elements that define the Caribbean.

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Cultural assimilation

- Cultural assimilation is a process of acceptance that allows the varying ways of life and world views of different ethnic groups to be merged together into one dominant cultural expression. It involves usually the acceptance (and active participation) by different cultural groups towards acceptance of the dominant cultural expression that defines all. The process of cultural assimilation, while allowing for the creation of a diverse dominant cultural expression, seeks to eliminate minor cultural trends that isolate groups of individuals.

Cultural hybridization

- The Caribbean consists not only of one diasporic group but in fact, many. Each of these groups brings its own world view and cultural continuities into the region. As a result when these diasporic groups mix, aspects of their daily lives (which include their traditional arts and culture), combine to create a new popular culture. Students must note that these new expressions portray cultural and personal identities of the new Caribbean diaspora and are different from existing ones in the homeland.

Enculturation

- Enculturation is a social process that leads to the absorption by an individual of the cultural specifics of the culture within which he or she is immersed. The process ensures that the individual acquires values and behaviours that are appropriate or necessary in that culture. In this context the Caribbean is viewed as a unique cultural area possessing its own cultural specifics that are disseminated to its inhabitants.

Popular culture

- Popular culture refers to the culture that is accepted and practised by the majority of people in a given area. This culture is usually popularized through the media and may, in time, be used to define the particular group. Popular culture may be viewed as a stereotypical expression of the people and, in some cases may come to define them for example, Trinbagonian 'Carnival' culture.

Syncretism

- The merging of separate traditions (eg religious) to create a more accommodating form accepted by a larger Caribbean society.

Examples

Carnival and other cultural expressions for example, Phagwa, can be cited as examples within which the creolization process is taking place.

Mention should be made of the contributions made by any of the following persons as examples of people who have creolized Caribbean

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art forms: Rex Nettleford, Louise Bennett, Martin Carter, Paule Marshall.

Enquiry and Communication**[5 marks]**

Candidates must demonstrate that Creolization was a gradual (and ongoing) historical process that gave birth, in the Caribbean, to new art forms.

Candidates must clearly show that new art forms emerged based on the transferred and differing cultural and geographical contexts of these art forms.

Candidates will show some understanding that within creolization there is both transference of the Creole culture from one generation to another (enculturation), as well as the process of accepting new cultural inputs (acculturation) to further strengthen the Creole culture.

Total 20 marks**Question 2****The Impact of Globalization on labour and trade in the Caribbean****Knowledge****[7 marks]**

Globalization	Non-industrialized countries
Labour	Trade practices
WTO	Removal of preferential trade markets
International Monetary Fund	Trade liberalization services
World Bank	Transnational corporations
Goods	Technology transfer
Multinational corporations	Trade barriers
Technology	Duties
Trading blocs	Distribution
Tariffs	
Value added	

Use of Knowledge**[8 marks]**

Candidates are expected to give an explanation of the process of Globalization

Trade

- Globalization allows goods produced in the metropole to enter the Caribbean at reduced prices and in large quantities. The Caribbean cannot compete with places such as the US and this leads to unemployment. Eg: Tate & Lyle, Bookers, Geest, United Fruit Co., Hilton, Kentucky, Marriots.

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- More multinational corporations are established in the Caribbean especially food and hotel chains; these increase employment over the short and sometimes medium term but do not aid in the development of a country. It is not sustainable. Caribbean countries which would use the excess labour available and also the local material would further increase employment.
- Displaced production of local goods; irregularity of local labour and services which affects volume of goods for trade; dependency syndrome, as in films such as "Life and Debt".

Labour

- There is reduction in labour and labour costs and increased unemployment. Productivity is now emphasized and this therefore means automation and downsizing, hence unemployment. Workers with technical skills are now preferred.
- Companies which cannot compete in a liberalized environment are closed down. Car assembly for example, in the Caribbean becomes history since, consumers can access foreign-used or reconditioned cars at low prices and within a very short period.
- Low emphasis on unionization and protection of workers. High emphasis on distribution of goods.
- Exploitation of labour market. For example, Free Zone and female workers – hiring practices, practice of concentration on large nos. of female workers who receive low wages as against males. Breach of labour laws.
- Labour mobility: labour located anywhere and so TNC and MNC can access labour wherever needed. That is, India as a space for services: Dominican Republic as and space for Digicel answering services.
- Transfer of technology takes place between capitalist country and the Caribbean through Globalization.
- Balance of payments deteriorate for Caribbean states because of wiping out of productive sector and replacement by the distribution sector. Result- foreign exchange is used to purchase more goods from overseas thus causing a balance of payment problem.
- Migration of skilled labour to overseas markets.

[5 marks]**Enquiry and Communication**

Candidates are expected to use at least two factors for each of the areas specified (labour and trade) and demonstrate clearly and logically how Globalization affects the Caribbean.

Total 20 marks

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Question 3**The impact of Caribbean migrants on the UK and North America****Knowledge****[10 marks]**

Migrants	Diaspora
Metropole	Labour
Racism	Race relations
Second generation	Festivals
Culinary Arts	Multicultural
Identity	Foreign exchange
Travelling Cultures	

Use of Knowledge**[12 marks]**

- Labour: UK: Caribbean migration to the United Kingdom increased in the early 1950's in response to post-WWII demand for labour. Migrants, especially male migrants, took jobs in the transport industry as conductors, bus drivers, train drivers. Female migrants trained to be nurses and worked in hospitals in the UK and also at places such as Lyons Tea House. In later periods, migrants also worked as teachers.
- Impact: filled in vacuum left by loss of able bodied men and women as a result of the war. Essential services were staffed by West Indian migrants which were vital to the economy and society.
- Labour: North America: Caribbean migrant labour to North America - seasonal labour in 1950's and to Florida etc to pick oranges and other fruit. Also, post-1950's migration to work in US - as domestics, nurses, artisans. Skilled workers also migrated to Canada and the US especially in the 1960s period and beyond.
- Impact: persons needed to work these jobs - filled in vacuum in key states where such labour was needed, such as New York.
- Social change: in the UK racial tensions occurred in some areas where migrants settled. For example, the Notting Hill district.
- Riots and the speeches of Enoch Powell serve to highlight race tensions in the UK.
- Impact: brought racial tension to the fore which occurred in a series of laws passed to regulate race relations in the United Kingdom. However, it can be argued that racism is still rife in the UK despite legislation and social change.
- Caribbean 1st and 2nd generations have leaders in the UK and North American societies in areas such as trade unions, media, writers, artists, politics. For example in the UK Bernie Grant of Guyana, Diane Abbott of Jamaica were the first two Caribbean persons to be elected as Members of Parliament in 1987. Bill Morrison of Jamaica is leader of Trade Union Movement. In North America, second generation Shirley Chisholm was the first Black woman to run for

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Congress. Also, second generation Jamaican Colin Powell was US Secretary of State.

- Impact: provides a visible presence of the Caribbean migrant especially in the UK and to a lesser extent, North America. However, it can be argued that the impact is superficial: real power still lies in the hands of white majority population.
- Festivals in the UK such as Notting Hill Carnival, Bristol Carnival, Leeds Carnival are significant events on the UK national calendar. The carnivals are based on traditions within the Caribbean like Trinidad carnival and St Kitts masquerade. Notting Hill attracts over one million participants each year. Also Festivals such as Caribana (Toronto), Labour Day (New York), Carnival in Miami and Boston. Also, Hindu celebrations in North America - though not as vast.
 - Impact: brings revenue to London and other cities with visitors from other parts of England, and overseas. It can be argued that it is only for one day or seasonal. Caribana is a major money earner for Toronto for that one weekend. Tourism benefits; foreign exchange; hotels filled; services benefit (transport - air and land). However, it can be argued that the festivals and carnivals are seasonal and so have limited impact.
- Cuban-U.S. relations from 19th century with Jose Marti to 20th century migration especially post-Cuban Revolution. Cuban migrants work in both skilled and unskilled jobs in the US society. Migrants also travel from Puerto Rico to the U.S.
 - Impact: Cuban - U.S. relations have become a U.S. national concern. States like Miami have been transformed to Little Havana. Cuban and Puerto Rico artists and music have become part of US culture. Spanish is acknowledged as the second language of the U.S.
- 'Boat people' of Haiti and Dominican Republic-thousands of people from these countries leave and risk sea journeys to the U.S.
 - Impact: US navy patrols the area and these migrants have become a priority in US domestic and foreign policy. Some migrants do succeed and become part of the labour force.

Enquiry and Communication**[8 marks]**

The question calls for a debate on the impact of Caribbean migration in the metropole. It is easy to use the example of the Carnival in such cities as London and Toronto and to assert that the impact is great. What is needed is a discussion of the concept of limited impact in which the candidate reviews each example and determines the extent to which the metropole has been affected by the migration process.

Total 30 marks

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Question 4**Freedom of the press as a necessity in the Caribbean****Knowledge****[10 marks]**

Mass media

Freedom of the press

Freedom of speech

Globalization

Identity

Heritage

Internet

Print media

Cultural imperialism

Colonialism

Independence

Television

Electronic media

Journalistic integrity

Truth reporting

Developing country

Use of Knowledge**[12 marks]**

- Freedom of the press is the right for the press to publish or produce knowledge without fear of political intimidation, or intervention by the ruling government of the day. This governs the choice of topics and/or the response to a political issue.
- When censorship occurs, this is a clear indication that the press is not free to report the events of the day and the varied opinion of these events. Legal stances such as accusing journalists of libel can also be introduced as an effort to stifle a free press.
- The press itself can be defined as the print media, such as newspapers, magazines and the electronic media, such as the Internet, television. Many print media produce their own internet editions of, for example, their newspaper articles.
- Journalists are to be allowed access to the seat of government and important government decisions which they report back to the populace. Journalists should not fear reprisals for reporting their stories. They nevertheless have the responsibility to present fair and accurate readings of the events of the day.
- In the Caribbean, freedom of the press is critical for the democratic process in which the people are made aware of the actions of international, regional and local government agencies regarding their development. The press holds the door to communication with the populace.
- How free is the press in 2011? News stories come from CNN, BBC; American and British news agencies, all of which have their political agenda which may not be favourable to the agenda of the developing country. National press can then be accused of presenting a biased point of view. Hard to ignore the role of international funding agencies such as the IMF and the WTO in producing reports on the development of Caribbean nations.
- With regards to sports, such as West Indies cricket, the broadcasting rights are now owned by Sky Sports, an international television company. In this instance, the press may be at the mercy of the mogul empire with regard to reporting issues which arise, or may gain access to the broadcast.
- Talk shows and call-in programmes - in which members of the public are asked to call the studio/programme and give their opinions on a variety of subjects. They are allowed to speak freely - some may

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argue only to the extent that the studio deems to be so – that is, can be interrupted, or the call can be disconnected by the studio – moderator, host, manager of station.

- The press can play a pivotal role in setting the agenda for government action/national agenda, for example, when press covers an incident in a school/society which they bring to the public's attention. Policy may evolve to address the issue – usually immediate but may also be long term.

If the candidate chooses to disagree fully or partially with the statement and state that freedom of the press is not a necessity, the candidate may argue the following:

- Even in Caribbean countries which claim to uphold this notion of freedom of the press, governments still intervene and/or impose censorship in some form or fashion.
- Some Caribbean governments may argue that censorship is necessary for public safety and for policies to be implemented for example, Cuba.
- That control of the press is necessary because of the need to inculcate appropriate attitudes within the community.
- It is not as critical to development as other freedoms for example, worship, education, work, life.
- On the other hand, with the Internet, the public can read a variety of reports on the same international issue and perhaps gain a balanced perspective.

Enquiry and Communication**[8 marks]**

Candidates must demonstrate a clear understanding of the role of the press in the Caribbean, both the print and electronic media.

In presenting the arguments, candidates can take either side of the argument, or can weigh and assess the arguments. However, they must reach a clear conclusion based on their analysis.

Total 30 marks



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SPECIMEN PAPER

PAPER 032

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of TWO sections, A and B.
2. There is ONE compulsory question in Section A. There are two questions in Section B. You must answer ONE.
3. You must answer TWO questions in all: the compulsory question in Section A and ONE question from Section B.
4. You should NOT bring notes or other textual materials into the examination room for use during the sitting of this paper.
5. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet.
Remember to draw a line through your original answer.
6. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

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SECTION A

This question is compulsory.

Question 1

The following case relates to underachievement among male secondary school students in the Caribbean. Read the case carefully and answer ALL the questions that follow.

CASE**Hypothesis:**

Underachievement among male secondary school students aged thirteen to eighteen causes the formation of violent gangs in secondary schools.

The above hypothesis was tested by a researcher who undertook an original research project in a secondary school (name withheld) in a Caribbean country. Two questionnaires were prepared, one targeting a sample of the student population, the other targeting the school's administrative, ancillary and academic staff. Two sets of face-to-face interviews were arranged. The principal and the guidance counsellors were interviewed, while boys in the school who were perceived to be gang members by the principal and the guidance counsellors were also interviewed.

The information gathered was presented using histograms, graphs, pie charts, tables and text.

The interpretation of the findings clearly showed a positive correlation between boys who were underachieving in their academic studies (especially in reading) and membership of a violent school gang. For example, the data showed that of the twenty-eight boys who were identified as gang members by the principal, guidance counsellors, and by most of the academic staff, twenty-two of them were members of two violent gangs in the school. One of the gangs specialized in extortion and fighting using weapons, while the other specialized in truancy and stealing school bags and money. Additionally, of these twenty-two boys, three were reading at the pre-primary school level, four at the Grade Four level (Year 4 of a six-year primary school), five at the Grade Five level (Year 5) and ten at the Grade Six level (Year 6).

The school in which the research was conducted is a five-year secondary school catering to students from Grade Seven (Form 1) to Grade Eleven (Form 5). It is therefore important to note that no gang member was reading at the Grade Seven level which is the beginning grade at this school.

The researcher encountered some challenges. For example, 18 per cent of the students and 10 per cent of the academic staff did not return the questionnaire. The administrative staff was too busy to participate. These students and staff members were not replaced in the sample.

The conclusion drawn was that the research substantiated the claim of the hypothesis.

Among the researcher's recommendations was that a special reading programme be implemented for the non-readers and those who were reading below their grade levels.

GO ON TO THE NEXT PAGE

(a) **RESEARCH OBJECTIVES**

Write TWO variables from the hypothesis.

Variable 1:
.....

Variable 2:
.....

[2 marks]

(b) **METHODS OF INQUIRY**

(i) List TWO research methodologies identified in the case.

Method 1:
.....

Method 2:
.....

[2 marks]

(ii) For EACH methodology listed in (b) (i) above, state its relevance to the case.

Method 1:
.....
.....

Method 2:
.....
.....

[4 marks]

GO ON TO THE NEXT PAGE

(c) **ETHICAL CONDUCT**

- (i) Identify TWO occasions on which the researcher would have had to practise confidentiality.

Occasion 1:

.....

Occasion 2:

.....

[2 marks]

- (ii) For EACH occasion identified in (c) (i) above, give TWO reasons why the researcher would have had to take this action.

Reason 1:

.....

Reason 2:

.....

Reason 3:

.....

Reason 4:

.....

[4 marks]

(d) **LIMITATIONS**

- (i) Identify TWO challenges that the researcher faced while conducting his research.

Challenge 1:

.....

Challenge 2:

.....

[4 marks]

GO ON TO THE NEXT PAGE

- (ii) Give ONE way in which EACH challenge would have limited the findings of the research.

Way 1:

.....

Way 2:

.....

[4 marks]

(e) **CONCLUSIONS AND RECOMMENDATIONS**

- (i) Apart from the conclusion stated, what are TWO **other** conclusions that could have been drawn by the researcher?

Conclusion 1:

.....

Conclusion 2:

.....

[4 marks]

- (ii) State TWO additional recommendations that could have been made by the researcher.

Recommendation 1:

.....

Recommendation 2:

.....

[4 marks]

[Total 30 marks]

SECTION B

Answer **ONE** question in this section.

You were required to conduct an investigation into **ONE** of the following:

- **Flooding in Guyana or Suriname**
- **The Junior Chamber International (Jaycees) Club in a named Caribbean territory.**

Answer **ONE** of the following questions based on the topic you have researched.

EITHER

Question 2 - Flooding in Guyana or Suriname

Answer the following questions with reference to **either** Guyana **or** Suriname.

- (a) Give **THREE** reasons for the prevalence of flooding in the selected country. **[6 marks]**
- (b) With reference to specific examples, discuss **THREE** ways in which flooding has impacted the human settlements. **[9 marks]**
- (c) Discuss **THREE** ways in which flooding has impacted farming and the economy. **[9 marks]**
- (d) Outline **THREE** measures that have been taken by the government to minimize the impact of flooding. **[6 marks]**

[Total 30 marks]

OR

Question 3 – The Junior Chamber International (Jaycees) Club in a **named** Caribbean country.

- (a) Give a brief introduction to the Junior Chamber International Club (Jaycees), focussing on the origins of the club. Include at least **FIVE** points in your response. **[5 marks]**
- (b) Explain **TWO** philosophical principles of the Club. **[4 marks]**
- (c) Examine **THREE** ways in which the Jaycees have impacted on the society of a **named** Caribbean country. **[6 marks]**

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- (d) Discuss THREE challenges facing the Club in the selected Caribbean country. **(9 marks)**
- (e) Explain ONE solution that may overcome EACH of the challenges identified at (d) above. **(6 marks)**

[Total 30 marks]

Use the lines on pages 8-11 to answer your selected question.

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CARIBBEAN STUDIES

SPECIMEN PAPER

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KEY AND MARK SCHEME

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QUESTION 1**(a) Variables**

- Underachievement among male secondary school students aged thirteen to eighteen
- Underachievement among secondary school students
- Underachievement among teenage boys
- Underachievement
- Male secondary school students
- Male secondary school boys aged thirteen to eighteen years old
- Causes of the formation of violent gangs in secondary schools
- Causes of the formation of violent gangs
- Violent gangs in secondary schools

Each variable, 1 mark x 2 = 2 marks

[2 marks]

(b) (i) Research methodologies identified in the Case

- The quantitative method (two sets of questionnaires were used).
- The qualitative method (two sets of face-to-face interviews were also arranged).

Each method, 1 mark x 2 = 2 marks

[2 marks]

(ii) Relevance of each methodology to the case

- The quantitative method uses the questionnaire as the main instrument in gathering data. It lends itself to mathematical manipulation, which will assist the researcher to be more flexible in data presentation such as histograms, graphs, charts etc. This method will miss detailed explanation on the data gathered. This method is more objective in gathering data.
- The qualitative method uses the interview as the main way of gathering data. The interviews give more detail to the information gathered. However, the main drawback of this method is that subjectivity can creep into the gathering of data.

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Two marks for each full explanation of relevance of methodology, 2 marks x 2 = 4 marks

One mark for a weak explanation

[4 marks]

(c) (i) Occasions where the researcher practised confidentiality in the case

- Not naming the interviewees or the classmates.
- Not naming the secondary school where the interviews were conducted.
- Not naming the staff.
- Not naming the country in which the research was conducted.

One mark for each occasion x 2 = 2 marks

[2 marks]

(ii) Reasons why the researcher would have had to take such action

- Giving the names of the interviewees or classmates violates interviewees' right to privacy
- To ensure that the privacy of the school students is safeguarded as giving the name of the school may lead to the student being identified
- Providing the name of the country in which the school is located could lead to identification of the school which would violate the students' rights to privacy.
- Some of the interviewees were under age 16 which means that permission would have to have been sought from parents for them to be interviewed.
- Some of the actions related to drugs, violence and gang warfare which requires confidentiality.

Each reason fully stated, 2 marks x 2 = 4 marks

Reason listed without adequate elaboration, 1 mark

[4 marks]

(d) (i) Limitations of the research

- Eighteen percent of the student population did not return the questionnaires

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- Similarly ten percent of the academic staff did not return the questionnaire
- All administrative staff did not return the questionnaire.

Any two, 2 marks each x 2 = 4 marks

[4 marks]

(ii) Reasons why the limitations would have affected the findings of the research

Each of these limitations could affect the validity, reliability and accuracy of the research.

- Eighteen percent of the student population did not return the questionnaires
 - This could impact on the conclusions drawn about teenage male students as these students could have given information which would oppose the conclusions.
- Similarly ten percent of the academic staff did not return the questionnaire
 - the non-return could also impact the conclusions drawn, while the administrative staff did not return the questionnaire at all.
- Reasons why the non-return of instruments or non-participation were important
 - Almost twenty percent of the student population's views were not included in the research, this is significant to affect the findings of the study.
 - Ten percent of the academic staff did not return the questionnaire. This reduced the input by ten percent from the academic staff.
 - None of the administrative staff participated and therefore their views are not known. This limitation is significant to the findings of the study.

Impact of each of two limitations, 2 marks x 2 = 4 marks

Each point stated, 1 mark

[4 marks]

(e) (i) Other conclusions that could have been drawn by the researcher

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- The parents of the gang members had failed in rearing these students
- The parents were not included in the research and therefore the findings were not conclusive
- The administrative staff was not included as they were too busy, this could also affect the conclusions drawn
- The boys who were perceived as gang members could have been influenced by community members and not necessarily caused by underachievement.
- These students were not ready for high school education
- There could have been other factors other than underachievement as the causative factors of gang formation
- the male students could have been influenced by television and movies to be gang members rather than underachievement.
- The schools had failed these students
- The teachers had failed these students
- The government had failed these students

Any two, 2 marks each = 4 marks

[4 marks]

(ii) Additional recommendations that could have been made by the researcher.

- That the male students identified as gang members be committed to a special education school
- That a special class be created for these boys and taught by special educators and other specialists as needed
- The government allocate additional resources for the education of these students at their school
- The parents remove the students and get private tuition for them at their expense
- That the feeder schools (primary schools) that these boys came from be investigated to determine the deficiencies at those schools
- Beef up the remediation at the feeder schools (primary schools)
- Rectify the deficiencies at the feeder schools (primary schools)

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- The government should train more specialist remediation teachers for this problem
- The boys be lectured by the police on the evils of gangs before they be re-admitted to school
- The boys be moved to a different school with facilities to address their deficiencies

Any two recommendations, 2 marks each = 4 marks

[4 marks]

Total 30 marks

QUESTION 2**Flooding in Guyana or Suriname****(a) Reasons for prevalence of flooding**

- Changing weather systems caused by El Niño/La Niña resulting in flash flooding
- Low lying coastal plains
- Improper sea defences
- Lack of maintenance of sea defences
- Clogged irrigation canals
- Vandalism-destruction to sea defences
- Removal of mangroves from seashores
- Location of villages along rivers and creeks
- Hydrological factors – an abundance of creeks and rivers makes flooding easier

Any three, 2 marks each = 6 marks

[6 marks]

(b) Ways in which flooding impacted human settlements

Candidates are expected to clearly discuss each point and demonstrate understanding by giving specific examples relevant to each country. A good response is one that uses examples to illustrate/highlight the point made:

Candidates may discuss the following points:

- Spread of disease from contaminated water
- Loss of lives
- Destruction of properties - housing, educational and recreational facilities

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- Loss of viable agricultural lands
- Destruction of cattle and livestock

Examples:Guyana

- January 2005, the country experienced one of its worst flooding in history after weeks of rainfall and overtopping of the main conservancy dam.
- Flood waters affected the capital city of Georgetown and numerous villages along the East Coast of Demerara as well as riverain settlements along the Mahaica, Mahaicony and Abary rivers.
- For example, Morakabai and St. Cuthbert's Mission in the Mahaicony River and Little Baiboo and Grass Hook in the Mahaica river were affected.

Suriname

- May 2006, flooding affected many villages along rivers in the country's interior.
- Like Guyana, Suriname experienced one of its worst floods after two weeks of torrential rainfall.
- Approximately 25,000-30,000 sq. km were under water, and these were mostly interior settlements.

Any three ways discussed, relevant to the country selected, 3 marks x 3 = 9 marks

Points stated without examples/elaboration, 1 - 2 marks

[9 marks]

(c) Impact of flooding on farming and the economy

- Destruction of agricultural lands
- Destruction of crops, rice lands/fields and vegetable farms
- Loss of jobs
- Increase in cost of vegetables and cash crops
- Decline in farming activities and reduction in yields
- Increase in spending for local authorities and Central government

Any three with elaboration, 3 marks each x 3 = 9 marks

Points stated without examples/elaboration, 1 - 2 marks

[9 marks]

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- (d) **Measures taken by the government to minimise impact of flooding.**

The government of Guyana took the following measures

- Passed supplementary budgets to repair kokers, sluices and the main conservancy dams.
- Revetment and reinforcement of sea defences, for example, the Sea Wall in Georgetown
- Set up drainage and irrigation authority to monitor flooding
- Established a task force to deal with flood-related issues
- Provided disaster relief assistance in areas of health, water and sanitation

The government of Suriname took the following measures

- Established National coordination centres
- Developed education programmes and awareness campaign
- Provided disaster relief assistance in areas of health, water and sanitation

Any three for relevant country, 2 marks each x 3 = 6

[6 marks]

Total 30 marks

QUESTION 3

The Junior Chamber International (Jaycees) in a named Caribbean territory

- (a) **Origins of the club**

- The Junior Chamber club officially started in the 1920s in the USA. This was a period of peace and prosperity after the First World War. However, as early as 1910 dance clubs looked for ways to improve the social standing of their members. They also tried to tackle social issues, leading to the formation of the YMPCA in 1915 under Henry Giessenbier. In 1918, this club became the Junior Citizens and in 1920 the club became affiliated with the St. Louis Chamber of Commerce.
- In the Caribbean the Jaycees started in the late 1950s with clubs founded in Jamaica, Barbados and Trinidad. The Barbados group was led by Paul Foster.

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KEY AND MARK SCHEME

- The Club is an offshoot of the business association known as the Chamber of Commerce.
- It was primarily set up for junior members or those under 40 years of age. These persons would develop their skills and serve the community.
- JCI Clubs in various Caribbean countries are affiliated to Junior Chamber clubs throughout the world. In this regard, some two Caribbean JCI members have served as President of the world body.

Each point, 1 mark x 5 = 5 marks

[5 marks]

(b) Philosophy of the club

The Jaycees Club has expressed the following philosophical principles:

- 'Faith in God gives meaning and purpose to human life.' Holding this view, Jaycees urge members to believe in God who directs all lives. At JCI meetings prayers are said.
- 'Service to humanity is the best work.' This is a dominant focus of the group. They identify community problems and issues, and create programmes to help.
- 'The brotherhood of man transcends the sovereignty of nations.' JCI members are very much interested in maintaining links and contacts with other members throughout the world. This serves also to enhance their personal business opportunities.
- 'Economic justice can best be won by free men through free enterprise.' As a business group, they hold the view that in free enterprise, the full potential of the individual is unleashed. This eventually leads to wealth creation. Other systems such as communism may stifle the rich potential of individuals.

Each philosophical principle explained, 2 marks (x 2) = 4 marks

Principle stated without explanation, 1 mark

[4 marks]

(c) Impact of the Club on society

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KEY AND MARK SCHEME

- Clubs have provided training in public speaking and proposal writing which may assist persons in their personal development as well as contribute to development of the community or country.
- The organization has geared its programmes to the development of character and personality which ultimately has positive benefits for the individual and society as a whole.
- Clubs have mounted awareness programmes directed at critical issues affecting the communities such as cancer and climate change.
- Clubs have provided a positive venue for the youth where they can be engaged in meaningful and fulfilling activities.
- Clubs have hosted Beauty Queen Shows which have helped with fund raising as well as assisting in raising self-esteem of participants.
- Clubs provide a forum for business networking which allows individuals in businesses to strengthen their organizations. The net working is both regional and international.

Each way the Club has impacted on the society, 2 marks x 3 = 6 marks

Stating point without elaboration, 1 mark

[6 marks]

(d) Challenges facing the Club

- The challenge of securing funding to initiate community projects.
 - The public or private sector may not come forward to assist with funding. This may impact on available funds.
- Establishing meaningful partnerships with other community organizations
 - Other organizations may be concerned with their own aims and objectives and may not see the value in such partnerships.
- The challenge of reaching new members and getting them to join the organization.
 - There may be competing organizations which may seem more attractive and therefore the challenge is getting persons to see the value in joining such an organization.
- Clubs also face the challenge of economic downturn which affects their ability to send representatives to regional and international conferences.

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KEY AND MARK SCHEME

- When this happens, the local club is somewhat isolated and may remain so for several years.
- There is also the challenge of remaining relevant in a changing society.
 - This is a challenge for old members who have adopted certain policies in the past and are not willing to change.

Each challenge fully discussed, 3 marks x 3 = 9 marks

Stating challenge – 2 marks

Elaborating on challenge – 1 mark

[9 marks]

(e) Appropriate solutions to challenges

- **Challenge of remaining relevant in a changing society**

The Jaycees could hold a regional convention to discuss societal change and an appropriate response to such change. At such as convention, the Club should solicit the views of key NGOs in order to frame a policy for the future.

- **Challenge of securing funds for various projects**

More robust fund-raising efforts could be made in addition to increased sponsorship from the local business sector.

- **Challenge of attracting new members**

- The Jaycees could partner with Education Ministries and Principals in the region to get permission to establish school-based organizations.

- Another solution to the challenge of membership is to increase awareness of the existence of the Club. This may be done through advertising and the publication of newsletters and booklets which are made available to the public.

- **Challenge of forging relationships with other organisations.**

The Jaycees, at regional conventions, can invite other organisations so that they get a better sense of the aims and objectives and accomplishments of the Jaycees and benefits of partnerships.

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KEY AND MARK SCHEME

Each appropriate solution, 2 marks x 3= 6 marks

Point stated without elaboration, 1 mark

[6 marks]

Total 30 marks

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
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MAY/JUNE 2004

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CARIBBEAN ADVANCED PROFICIENCY EXAMINATION MAY/JUNE 2004

GENERAL COMMENTS

Caribbean Studies has continued to show an increase in the number of candidates and schools being examined. This year there were 3080 candidates compared with 2087 in 2003, a 47.58 per cent increase. There were some excellent scripts in this the first year of examinations set on the revised syllabus. The performance this year was a marginal improvement over that of 2003.

This report is designed to help teachers of this subject become more familiar with its testing requirements especially with the now revised syllabus. It also analyses the performance of candidates in the 2004 examinations and suggests guidelines and areas of content that may be useful to teachers.

DETAILED COMMENTS

PAPER 01

There was a general improvement in candidate performance especially in Module 1 which reflected a fairly good knowledge of society and culture. Candidates' responses in Module 2 showed an inadequate knowledge the syllabus content especially in the areas of economics and development.

Module 3, although the syllabus has been revised to give it more clarity, still continued to pose problems. Few candidates were able to state the "variables". Most of the candidates could not explain the difference between a hypothesis and a problem statement. It should again be emphasized that Module 3 be started in Term 1 simultaneously with Module 1.

Module 1 – Caribbean Society and Culture

This section of Paper 01 consisted of five (5) questions, each carrying 6 marks. Candidates performed quite well on this Module.

Question 1

Candidates answered this question very well with 40 per cent earning full marks. Generally, candidates had a good understanding of what is culture and the impact of Rastafarianism on the cultures outside of the region.

Question 2

Candidates had a general understanding of social stratification but had some difficulty explaining the way education influences social stratification.

Some of the correct responses could have been:

- Individuals who have minimal education are usually confined to manual or working class jobs
- With educational qualifications one can access elitist social clubs and professional circles
- Highly qualified and learned individuals can become members of the intelligentsia

Question 3

Candidates' response to Part (a) demonstrated a good understanding of cultural pluralism. However, in Part (b) they showed limited knowledge of the positive and negative impact on Caribbean countries. Correct responses could have been:

Negative impact:

- Emigration results in a brain drain from the Caribbean countries
- The country very often suffers from the loss of many professionals and many skilled personnel to the big countries
- The country also loses investment after training a number of persons who leave at the end of the training (for example, nurses

and teachers)

- Often it is the young and able-bodied who emigrate leaving the relatively less able to develop the Caribbean country

Positive impact:

- The country benefits economically through the remittance of funds to the home country by the migrants
- The festivals staged by the new or newly adopted countries aid the Caribbean as Caribbean artistes often have to be imported for these festivals
- Less population pressure in the Caribbean, for example, less competition for jobs and other resources
- Recognition of Caribbean people and their potential through the achievements of the Caribbean diaspora

Question 4

For the most part, excellent answers were written for both parts (a) and (b). Candidates demonstrated a clear understanding of the meaning of indentureship. However some were still not clear on how indentureship differed from slavery. Correct explanations that were offered in response to (b) included:

- Indentureship mainly involved East Indians and Chinese while slavery involved West Africans
- Indentured labourers were contracted to work for a time and paid a wage. African slaves were regarded as chattel
- Indentureship was confined to certain territories such as Trinidad and Guyana whilst slavery was widespread
- While indentured labourers were treated harshly, they were not systematically beaten, tortured and murdered as were Africans

Question 5

Part (a) of this question required candidates to identify two ways in which music festivals staged by Caribbean nationals in the United Kingdom or the North America influence the culture of either society. Many candidates misinterpreted the question and wrote about the impact of music festivals on Caribbean societies. A number of those who attempted to write on the impact on the United Kingdom or North America lacked the knowledge to give adequate answers. Correct responses could have been:

- They influence the music forms of the metropolitan country, for example, Reggae mixed with 'hip-hop'
- Increased sales in Caribbean music enable the artistes to develop the art form in foreign countries.
- Fans of Caribbean music take along their friends to these festivals who in turn are exposed to aspects of our culture.
- Festivals are included on the calendars of the United Kingdom and North America.

Part (b) of the question that asked on a cultural practice that is gradually being erased in the Caribbean, was very well answered.

Module 2 - Issues in Caribbean Development

There were five (5) questions in this section of the paper each carrying a maximum of 6 marks. Although there was a general improvement in the performance of the candidates, a general weakness was manifested in this section of the syllabus.

Question 6

Although candidates generally responded well to Part (a), which required them to identify indicators of development, many encountered difficulty with Part (b). An excellent response for Part (b) (i) on how technological factors can influence development should have included:

- Technology can have both negative and positive effects. It can

assist government in devising strategies to solve problems. It can also create new products and services which would influence economic growth and hence development.

(b) (ii) Environmental

- Economic growth depends on supplies, raw materials and the absorption of waste. Natural disasters can retard development. Development can destroy natural resources. Natural disasters can retard development.

Question 7

In general, there was poor response to the question. Candidates encountered difficulty with key concepts such as “inappropriate land use in agriculture” and “development in the Caribbean”. A few candidates cited incorrect methods of ploughing but did not give any further explanation. Other candidates simply listed deforestation. Answers that could have been given are:

- The ‘slash and burn’ method decreases productivity and in some cases results in erosion
- Use of agricultural land for projects such as housing, reduces production of some crops resulting in negative impact on the economy
- Construction of highways through agricultural land not only results in the loss of land for production but the highways sometimes have a negative effect on the remaining land
- Deforestation resulting in the denuding of the land
- Ploughing practices especially of land on slopes

Question 8

Parts (a) and (b) were expected to be straight-forward questions, posing few problems to candidates. The majority of candidates performed far below expectation for this question.

(a) Some of the organizations or factors which candidates could have identified are

- World Trade Organization (WTO)
- International Monetary Fund
- World Bank
- The use of modern technology e.g. Computers
- Liberalisation of Trade
- Transnational Organizations
- Mass Media

(b) Some examples of the ways in which globalisation affected Caribbean economies include

- Rise in unemployment
- Contraction of manufacturing because of competition
- Negative influence on the distribution sector
- Increased demand for first world product and first world taste
- Accelerated brain drain.

Question 9

Excellent answers for the most part were submitted for Part (a), the contribution of a named institution to development, and Part (b), the contribution of sport to development. The following are examples of correct responses submitted by candidates.

(a) Candidates were expected to name one institution and show how it contributed to development.

- University of the West Indies – Regional integration
- Caribbean Examinations Council – Improvement in secondary education in the region
- CARICOM – Regional integration

Some examples of the contribution of sports:

- Generation of income
- Development and fostering Caribbean Integration
- Promotion and development of tourism
- Sense of Caribbean Identity

Question 10

The majority of the candidates misinterpreted the term “industrialization by invitation”. Correct responses included:

- “Industrialisation by invitation” refers to a policy on the part of Caribbean governments, whereby they offered attractive terms such as tax free concessions to foreign manufacturers to set up factories in the Caribbean

Some of the benefits cited were:

- Creation of employment
- Generation of foreign exchange
- Expansion of trade
- The relief of social pressures and threat of upheaval.

Part (b) on the mass media’s contribution was well answered.

Module 3 – Investigating Human and Social Development in the Caribbean

This section of Paper 01 consisted of 5 questions. Although there was marginal improvement in the performance on this Module, candidates generally displayed a lack of knowledge of some fundamental concepts.

Question 11

Part (a) of the question required candidates to identify two variables in the problem statement.

Candidates generally lacked a clear understanding of the term “variables”.

However, some of the correct responses were:

- Involvement of Caribbean women in cricket
- Family obligation

In Part (b), candidates encountered problems explaining the difference between a hypothesis and a problem statement.

A correct explanation could have stated:

‘A hypothesis is a tentative prediction or an explanation of a relationship between two or more variables, whereas a problem statement shows or states what the researchers want to find.’

Question 12

While the question was well answered by some candidates who were aware of valid sources of information [Part (a)], a few had difficulty with methods of data collection [Part (b)]. Answers that could have been given for Part (a) are:

- Oral history
- Internet
- Archival Data
- Existing Literature
- Newspapers

Correct answers for Part (b) could have been:

- Surveys
- Questionnaires
- Content analysis
- Structured and Unstructured Interviews

Question 13

Part (a) was well answered with most candidates receiving full marks. However, Part (b) posed problems. Many candidates appeared unaware of the areas which should be included in the conclusion of

any study. Some candidates stated “discussion” and “data”. Correct responses for Part (a) included:

- Descriptive (text)
- Tabular
- Graphic

Responses that could have been given in Part (b) are:

- Main findings in relation to the research question
- Areas of contention
- New and interesting findings
- Limitations of the study
- Areas for further research

Question 14

The majority of the candidates were unable to describe ethical issues which should be considered in conducting the stated investigation. The ethical practices include

- Privacy and confidentiality must be respected
- The research process should be transparent and have integrity
- Consent for research subjects and their parents if they are under age sixteen
- Schools must also obtain the permission of the respective Ministry of Education

Question 15

This was the worst answered question on the entire paper. The majority of candidates did not demonstrate any knowledge of the function of the literature review. Some stated that the review of the literature was conducted to obtain data for analysis. The better responses included the following reasons:

- To explore the possibility of generating new knowledge
- To understand the limitations of previous studies
- To examine the areas of contention in relation to the research objective of the earlier studies

PAPER 02

This Paper consists of eight questions – four on Module 1 (Caribbean Society and Culture) and four on Module 2 (Issues in Caribbean Development). Candidates were required to choose two questions worth 20 marks each (Type A questions) and 2 worth 30 each (Type B questions). Type A questions test candidates' ability to explain and elaborate on conceptual issues and apply general principles to a problem situation. Type B questions require candidates to analyse problem cases, discuss and make evaluative comments on issues, and present arguments for, or against, a particular point of view.

Module 1 – Caribbean Society and Culture

Question 1

This was the most popular question in the paper. Candidates performed well on this question with 88 per cent of them scoring above 10 marks. The majority of the candidates had a clear understanding of the causes of social stratification in the Caribbean and were able to outline the historical factors that have contributed to the present day situation. Candidates identified other issues such as education and determined how this is used as an avenue for social mobility.

Question 2

Candidates also performed well in this question as reflected in 76 per cent of them scoring between 11 and 20 marks. Candidates had a good understanding of what the tourism sector entails and of how the industry contributes to the territories. However, weaker candidates experienced problems in demonstrating how the tourist industry shaped patterns of behaviour in the Caribbean. They tended to discuss the advantages and disadvantages in terms of development of the economy instead of the ways in which it has shaped behaviour.

Module 2 – Issues in Caribbean Development

Question 3

Candidates appeared to have a good knowledge of the meaning,

origin, implications and the features of globalisation. Most candidates placed the emphasis on goods and services, “dumping” and “flooding the market with goods”. Seventy-five per cent of the candidates scored between 11 and 20 marks. However, many candidates failed to show the impact of globalisation on prices, its connection with unemployment, the effect on agriculture and the rise in poverty.

Candidates need to focus on the ‘defining’ or ‘discriminating’ words in the question as they write the essay, for example, “prices of goods and services”. This is where analysis or use of knowledge encourages critical thinking.

Question 4

This was the more popular of the two questions in Section B of the paper. Seventy-seven per cent of the candidates scored over 10 marks. Candidates stated that education, technology, economic management of resources and integration were ways of achieving productivity but they failed to develop these points. Weaker candidates experienced difficulty in defining high levels of productivity.

Candidates could have included points on

- Stable and just social relations
- An education system which also focuses good interpersonal skills, a good foundation in literacy, numeracy, technology studies and critical thinking
- Social justice
- Human development
- Good economic management of resources

Module 1 – Caribbean Society and Culture

Question 5

There was a mixed response to this question. Sixty-seven per cent of candidates scored between 16 and 30 marks. While strong candidates gave an impressive collection of indicators of Caribbean uniqueness and even pointed to the diversity of characteristics in the region that one could or could not re-establish outside of the Caribbean, the weaker candidates struggled to show how Caribbean na-

tionals who meet outside of the region express their identity. Many concentrated on expressions of Caribbean identity in the region itself. As a result, these candidates only answered a section of the question. Some of the correct responses of those candidates who chose to agree with the statement are:

- Caribbean people come from very diverse backgrounds which do not help them to identify closely with each other while within the region. These differences stem from
 - insularity and fragmentation
 - the colonial heritage of French, Spanish, Dutch and the British Caribbean
 - the physical nature of the archipelago
- Internal societal and cultural differences stem from
 - social stratification
 - ethnic separatism

Candidates also discussed the factors that encourage a bonding of Caribbean people when they meet abroad, examples of such factors being loneliness, nostalgia, sports, festivals, funerals, a feeling of belonging.

Candidates who disagreed with the statement, went on to describe the defining elements of Caribbean identity: - a common historical legacy, a common high regard for cricket, a common inheritance of norms and values of a plantation society.

Question 6

This question also received some excellent responses. Sixty-two per cent of the candidates scored above 15 marks. Most candidates demonstrated a good knowledge of earthquakes and the dangers posed to man. They were able to identify precautionary measures that should be taken prior to an earthquake. They discussed innovative and realistic precautionary measures such as:

- Upgrading monitoring technology
- Upgrading aseismatic standards for building, enforcing standards at public facilities

- Strict enforcement of building and other codes
- Designing modern buildings so that they are either mounted on shock absorbing rubber or else can sway with the motion of earthquake activity
- Securing and improving evacuation sites and routes

Module 2 – Issues in Caribbean Development

Question 7

This question was the best answered of the Type B questions. Candidates showed knowledge of the evolution of the integration movement - the West Indies Federation, Caricom, OECS and CARIFTA. They demonstrated a good knowledge of development and the indices of development. The majority of candidates defined disparity, identified and discussed the disparity in most cases. However the extent of the “wide disparity in the levels of development among member countries of Caricom” was not fully explored. There was the need for synthesis of the concepts with the challenges.

Candidates needed to show or explain how different levels of development can hinder the goals of integration. Alternatively, the candidate could have highlighted other challenges to integration than just the economic, for example, insularity, fragmentation, jealousy, the MEDCs, incompatible or different political systems.

Question 8

This question appeared challenging for a number of candidates who attempted it although 62 per cent scored above 15 marks. Candidates discussed the social inequalities in societies, for example, educational opportunities, standard of living, social stratification, poverty and access to medical service in some Caribbean countries. Some candidates confused the Justice System with Social Injustice. They also interpreted the question to mean distribution of wealth among Caribbean countries rather than within Caribbean countries.

Some issues which were considered by candidates are:

- Recognition of natural rights
- A historical explanation of the plantation society leaving a legacy

of stratification according to race, colour and class

- A discussion of the concept of social injustice and an analysis of how poverty impacts on social groups, impairing their ability to enjoy a satisfactory standard of living

Some candidates adopted a position that if governments are doing the best they could amidst the backdrop of scarce resources and globalised economies, that continued inequities in the distribution of wealth should not be regarded as a breach of social justice. Alternatively, other candidates took the view that governments alone should not be relied on to address problems such as inequities in the distribution of wealth.

Essays were marked on knowledge, use of knowledge and enquiry and communication.

It is recommended that teachers give candidates practice in writing essays according to these criteria.

PAPER 03 – INTERNAL ASSESSMENT

This paper consists of a research project and accounts for 40 per cent of the entire assessment.

The comments are organized according to the various components of the study. Generally, most of the projects met the requirements of the examination. However there is still room for improvement. The topics chosen were varied, very interesting and relevant. Candidates who opted to focus on phenomena in their local communities in general did better than those who attempted national or regional studies. There was much evidence that in depth research was done.

- **Introduction and Purpose of Research, Problem Statement** - There was a general weakness in the formation of the problem statements. In too many cases no clear 'cause' and 'effect' variables were included. Many others were too wide with candidates attempting to study issues on a national or a regional level. Many candidates attempted to define all the technical terms used throughout the study as opposed to the key terms in the problem statement.

- **Literature Review** – Generally, this section still needs improving. In some cases candidates gave information but failed to indicate the source. In a few cases conclusions were included in the literature review. It is suggested that candidates research a minimum of four sources of literature which they can analyze critically.
- **Data Collection Sources** - This was a major problem area. This section was mistaken for methodology. Candidates should be reminded that the emphasis in the revised syllabus is on data collection sources.
- **Presentation of Findings** – This was fairly well done by some candidates using an average of four or five different forms of presenting the findings. However, graphs when used, should be labelled and should also be relevant to the topic.
- **Interpretation of Findings** – Teachers need to advise students that in this section they need to reflect on the research problem in relation to their research findings. Many candidates simply presented the information rather than explaining the findings and giving reasons for the results which they have generated.
- **Discussion of Findings** – Candidates at this point should be able to evaluate the strengths and weaknesses in previous studies. They should be able to compare their findings with the information in the literature review. It should however be pointed out that the discussion of findings was well done in the outstanding projects.
- **Conclusion** – Candidates did this section fairly well. However, some conclusions did not match the findings presented throughout the study,
- **Overall presentation and Writing Skills** – This was very well done by the majority of candidates with the necessary additions of ‘Table of Content’, and ‘Appendices’.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2005**

CARIBBEAN STUDIES

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CARIBBEAN STUDIES
CARIBBEAN ADVANCED PROFICIENCY
May/June 2005

GENERAL COMMENTS

This year there was a significant increase in the number of candidates who wrote Caribbean Studies examination. There were 4496 candidates this year compared with 3080 in 2004. There were some excellent scripts in which a number of candidates scored full marks in some essays. The school based assessment also demonstrated a marked improvement. In general, there was an improvement in the performance. The increased number of texts, now being made available, may be an asset to the teaching.

This report for the 2005 examination analyses the performance of the candidates and suggests guidelines which may be helpful to teachers.

DETAILED COMMENTS

Candidates showed improvement on all the papers but especially on Paper 031, the Internal Assessment. Although candidates did not live up to the performance level traditionally displayed in Module 1 of Paper 01, their improved display on Module 3 of Paper 01 was responsible for the overall improvement on the Paper 01.

Paper 01

Module 1 – Caribbean Society and Culture

There were five questions in this section, each carrying six marks. Candidates did not perform as well on this module as they had done in previous years.

Question 1

Part (a) (i) of this question tested the knowledge of geographical location St. Lucia, Grenada and Antigua within the sub-region, and (ii) chain of Caribbean Islands which is located entirely in the Atlantic Ocean.

The correct responses expected were:

- (i) The Lesser Antilles
- (ii) The Bahamas.

Part (b) required candidates to identify two boundaries of the geological Caribbean. Most of the candidates were unsure of the term ‘geological’, hence responses were extremely weak. Candidates were expected to give any two of the following:

- North – the line of the Greater Antilles
- East – the line of the Lesser Antilles
- South – a line through Trinidad, Northern Venezuela and Colombia
- West – the Western or Pacific Coast of Central America.

Question 2

Interpretations of the term “culture” posed little challenge to candidates but in part (b) the definitions varied from sociological and geographical through to an economic perspective. In most cases they did not capture the full explanation of the term ‘society’. Examples of the responses expected were:

- People having a shared common purpose
- People occupying a defined territorial space
- People occupying an area continuously over time
- Citizens within a defined space.

Response to this question was generally satisfactory.

Question 3

Most candidates understood the concept “hybridization” and gave examples but did not focus on the problems which could arise because of that factor. Among the correct responses given by candidates were

- Hybridization can lead to the creation of new cultures, when two or more cultures come into contact with each other.
- Hybridization may lead to two or more cultures trying to claim cultural, economic or political space.
- Some races may assume a sense of superiority over races, based on the old plantation system and social stratification.

Question 4

This question on responses of Caribbean people to oppression was very well done. However, in part (a) the majority of candidates restricted their answers to ‘historical responses’ and refrained from using present day situations. Examples of some of the correct responses to oppression given by candidates are

- Creation of Trade Unions
- Migration – intra-Caribbean and /or extra-regional.
- Crime and violence
- Riots
- Active resistance – disobedience, revolts, rebellions and revolutions.

In part (b) candidates were required to explain how religion impacted on Caribbean people. The majority of candidates emphasized the influence of religion on behaviour and shaping values. However, some other responses could have been:

- Religion was used as a means of retaining ancestral links.
- A decisive element in multi-religious societies, for example, Trinidad and Guyana (Christian, Hindu and Moslem).
- As a factor in the expansion of education in Caribbean territories. In the aftermath of emancipation, many primary schools were opened by missionaries and religious organizations and today they continue to work.
- Religion offered a source of comfort or a source of empowerment while experiencing violence, oppression and genocide.

Question 5

Parts (a) and (b) were expected to be straight-forward questions but candidates' responses were in general below expectations. In part (a), several candidates referred to the impact of North American politics on Cuba and the Caribbean rather than the reverse (as was required).

Some of the accepted responses given by candidates included the following:

- They formed pressure groups to coerce Washington to continue to enforce the economic blockade against Cuba.
- A large population of Cubans in Miami influence voting and governance in the US.
- They actively supported the Helms Burton Act of 1996 which seeks to establish and maintain international sanctions against the Castro government and plan for a transitional government leading to a democratically elected government.

Part (b) of the question which required candidates to explain one way in which Caribbean migrant labour impacts on the economies of the countries of North America was done better than part (a).

Module 2 - Issues in Caribbean Development

Question 6

This question was the best done within the Module. In part (a) (i) candidates were required to explain the term "development". An acceptable definition would be

- Development is the ability of a country to advance economically, measured by changes in its per capita income as well as by the human development index which includes life expectancy and educational attainment.

In part (a) (ii) candidates experienced difficulties in identifying indicators of development. Part (b) required the identification of factors which influence development and this also posed challenges for some candidates. However, among the accepted responses were:

- Distribution of wealth
- Political ideologies
- Gender equality
- Natural disasters
- Impact of the productive sector - investment.

Question 7

Part (a) required candidates to explain the term “globalisation” and identify one international organisation which facilitates globalisation. This they did with great facility. However, they experienced some difficulty in explaining how globalisation affects ideology. Examples of the relevant responses given by candidates are

- Economic imperialism
- Benefits capitalist countries
- Can lead to cultural penetration by extra regional cultures
- Facilitates the adoption and desire for first world life styles.

Question 8

While there were some completely correct answers for both parts (a) and (b), many candidates experienced difficulty in identifying two challenges faced by CARIFTA or The West Indies Federation and showing how the Caribbean Tourism Organization (CTO) and University of the West Indies (UWI) contributed to development. The implied concepts of development in the responses were wide and rather varied.

Some of the correct responses could have been:

- (a) Any two challenges faced by the West Indies Federation.
- Disputes over movement of people from one country to another
 - Insularity/Parochialism
 - Leadership issues: Jamaica and Trinidad and Tobago
 - Federal government had no power.

Challenges faced by CARIFTA:

- Unemployment rates and poverty
- Leadership issues: Jamaica and Trinidad and Tobago

- Inability to implement regional decisions
- Wide disparity among members in terms of per capita income.

(b) Contribution of the following to development:

Caribbean Tourism Organisation

- Creation of a single voice in the international arena
- Provision of a sound body of knowledge through data collection, collation and research
- Development and promotion of regional travel tourism programmes to and within the Caribbean
- Provision of a sound body of knowledge through data collection, collation and research.

University of the West Indies

- Forum for regional integration research in tropical medicine and provision of a cadre of regionally trained health personnel to meet the needs of the region
- A cadre of persons trained to work in both public and private sectors for example tertiary education
- Forum for regional integration.

Question 9

In general, there was very poor response to this question. Candidates encountered difficulties with the major concepts “Pan-Africanism” and “negritude”. However, the better responses included:

- (a)(i) Pan-Africanism is a philosophy based on the belief that African people and or people of African descent share common bonds and objectives. It advocates unity to achieve these objectives. There is also an understanding that Black power and or unity among Black people is part of the philosophy.
- (ii) The contribution of Pan-Africanism to development in the region:
- The creation of public awareness of the plight of blacks especially in the Caribbean, USA
 - A move towards socioeconomic and political independence
 - Greater international cooperation among blacks and shared strategies.
- (b) Negritude:
- A literary and ideological movement led by Francophone black intellectuals, lecturers, writers and politicians.

- Negritude was adopted as part of the Pan-African ideology.

Question 10

Most candidates gave fairly good responses to parts (a) and (c) which were basically recall type of questions. However, in part (c) they experienced difficulty in explaining how development was affected by “breaches of social justice”. In this it was a matter of applying the concept.

Possible responses to part (b) are

- One of the indicators of development states that there should be social and economic equalization hence any injustices will hamper development. The levels of income should be equal for all persons doing the same work with respect to gender or ethnicity.
- Discrimination on the basis of ethnicity, race or class affects development. Social services in the work place are still influenced by class and ethnicity.
- Discrimination on the basis of gender. There is still not equal pay for work or jobs in all professions. There should be equal opportunities in education for both genders.

Module 3 – Investigating Human and Social Development in the Caribbean

This section of Paper 01 consisted of five questions, each carrying four marks. The mean mark for the module was 15.42 with the mean marks ranging from 2.46 to 3.57.

Question 11

The majority of candidates recognized and understood the meaning of a hypothesis although some of them experienced some difficulty in expressing why the statement given in part (a) (i) may be classified as such. The responses given in part (a)(ii) indicated that candidates experienced difficulties in formulating a problem statement from the given hypothesis. In a number of cases, additional variables such as boys, pregnancy, school drop out and delinquency were introduced into the problem statement. Part (b) was very well done.

Among the correct responses given were:

Part (a) - A hypothesis is a prediction between variables. It is a tentative explanation for certain facts.

Part (b) - As a means of solving a related issue

- to generate new knowledge on the issue
- to test the validity of the hypothesis.

Question 12

Part (a) was well answered with most candidates receiving full marks for stating in sequence, two stages in conducting research. However, in part (b) some candidates were still uncertain about data collection methods. Correct responses which could have been given for parts (a) and (b) are:

(a) Any two of the following in the correct sequence-

- Identification and definition of the problem
- Formulation of the research process
- Sourcing and evaluating existing information
- Data collection
- Data presentation
- Data analysis
- Conclusion and recommendation

(b) (i) Interviews – structured and unstructured

Questionnaires
Sampling

(ii) Suitable for the presentation of data:

- Pie chart
- Tabular
- Graphic
- Text

Question 13

Candidates did not focus as well as they should have on the type of response this question required. Among the correct responses given by candidates for two considerations that should be included in the conclusion and recommendations section of a research report were:

- Summary of findings
- Any new discovery or finding
- Limitations of study
- Any source of contention in relation to the research objective.

Included in the ethical principles mentioned by candidates are

- Adherence and respect for privacy and confidentiality
- Consent of the research subjects

- Maintenance of integrity and transparency of the process

Question 14

This question proved to be problematic for some candidates. However, there were many who provided correct responses. Some of these responses included

- Establishing sources of information on the problem
- Determination of relevance
- Clarity
- Direct link to research problem

Question 15

The majority of candidates answered this question correctly. Some of the sources of information provided by candidates included

- Minutes of meetings
- Archives
- Oral history
- The constitution
- Official Parliamentary records.

Paper 02

Paper 02 consisted of eight questions – four on Module 1 (Caribbean Society and Culture) and four on Module 2 (Issues in Caribbean Development). Candidates were required to choose two questions worth 20 marks each (Type A questions) and two worth 30 marks each (Type B questions). Type A questions test candidates' ability to explain and elaborate on conceptual issues and apply general principles to a problem situation. Type B questions require candidates to analyse problem cases, discuss and make evaluative comments on issues, and present arguments for or against a particular point of view.

Module 1 – Caribbean Society and Culture

Question 1

Although this was the less popular of the two questions in this section, most candidates who responded to this question did fairly well. The mean mark was 14.30. Candidates demonstrated excellent knowledge of the distribution of coral reef environments in the Caribbean and the economic value to society. However, they were weak on the cultural value. Candidates could have developed factors such as coral reefs form typical Caribbean scenarios important in sustaining fishing villages and the norms and practices associated with that lifestyle.

Question 2

This was the more popular question in section A. Although it was not as well done as Question 1, two-thirds of the candidates scored between 11 and the maximum 20 marks available. The impact of education on society was widely known especially by candidates who, from the content of the responses, had a background in sociology. Candidates experienced difficulties in describing how education as a social institution impacts on Caribbean culture. Candidates needed to focus on the critical concepts such as tertiary education, teachers as missionaries, imperialism, curriculum, colonial agenda and social institutions.

Module 2 – Issues in Caribbean DevelopmentQuestion 3

This was the most popular question in the entire paper. Seventy-seven per cent of the candidates responded to this question and it was fairly well done. The majority of candidates identified a country and described the factors that may be hindering development. They described factors such as natural and man-made disasters, violence, political and economic policies, racial and partisan politics and the productive sector.

Question 4

Most of the candidates who attempted this question were able to identify examples of discrimination against women but could not describe how it impacts on development. Candidates needed to develop points such as:

- If an understanding of development relates to improved institutions and attitudes then discriminatory practices directed at women represent a form of social injustice. A company may provide a non-threatening climate where females may be free to report instances of sexual harassment without fear of repercussions.
- Development is tied to social and economic equalization. Discrimination against women contributes to the difficulty the country will experience in achieving equal status with men socially and economically.

Module 1 – Caribbean Society and CultureQuestion 5

This question required candidates to discuss the extent to which European cultural

institutions continue to dominate Caribbean society and culture. The question was equally as popular as the other question in this section of the paper. Performance was satisfactory. The aspects of Caribbean culture which are still being influenced by/or dominated by external metropolitan factors was well and widely known. Candidates were able to discuss historical, political, language, dress and behavioural practices existing in the Caribbean and which reflect continuing European domination.

However, candidates were unable to determine what exactly the European cultural heritage was and its influence on Caribbean culture. Several candidates interpreted North American cultural practice and iconic figures as European. Candidates' responses could have included a discussion on

- cultural institutions
- parliamentary systems
- British honours
- legal and judicial systems
- norms, values
- heritage
- European cultural institutions such as beliefs, religion, language.

Question 6

Candidates who attempted this question were required to draw on their experiences in discussing the extent to which the concept of Caribbean Identity is a myth or a reality. Therefore, those aspects of Caribbean culture which are clearly visible and self-evident for example, geographical features, music, cricket, colour/race diversity, also religion, food and language idiosyncrasies which contra-distinguish Anglophone Caribbean people from others in the world were widely known. The candidates however, experienced difficulties in identifying whether what is evident and highly visible is actually Caribbean or merely grafts upon the culture. Thus, some candidates argued that there is NOT a Caribbean cultural identity. Performance on this question was also satisfactory.

Module 2 – Issues in Caribbean Development

Question 7

Twenty-nine per cent of the candidates attempted this question and it proved challenging for most of them. Only 33 per cent scored between 16 marks and the maximum 30 marks. Candidates experienced difficulty describing the role the press played in development. There was a limited knowledge of the notion of press freedom. Candidates needed to discuss:

- Recuperation/Centre for convalescence
- What is involved in press freedom, the rights of the press, circumventing

libel and 'why the press should be free'

- Specific incidents in Caribbean countries where the freedom of the press seems to have been compromised for example government ownership and control of the newspapers
- The roles the press may play in the construction of national identity of citizens
- The issue of syndicated news that come prepackaged from abroad and replete with cultural norms and perspectives that are ethnocentric. Development is compromised in these instances as forms of cultural imperialism are disseminated to Caribbean people.

Question 8

This was the most popular of the Type B questions and performance was satisfactory. Candidates were able to state most of the areas in which tourism advances development. They identified foreign exchange, jobs and infrastructure. A few attempted to discuss how crime could hinder development and what governments could do to deal with this problem but they did not relate this to the tourist industry. The greatest challenge was in suggesting ways the tourist industry in the Caribbean can further advance development.

Additional points that candidates could have mentioned are:

- Sports tourism
- Ecotourism
- Governments uniting against crime
- Heritage tourism
- Recuperation/ Centre for convalescence.

The question required the candidate to discuss the shortcomings of tourism in the Caribbean before going on to suggest ways to overcome them.

Some suggestions include-

- The setting up of initiatives that promote sustainable development. These may be expensive initially but will be profitable in the long term.
- A commitment on the part of government and urban planners to be uncompromising in protecting the environment against the lobby of big business and government programmes so that marine environments are likely to suffer only minimal damage.
- Provision of diversified economic opportunities so that the tourist is not seen as a valuable sexual target.
- Hotels may have other activities to which they could turn during periods of low occupancy.

Essays were marked on knowledge, use of knowledge, and enquiry and communication. It is recommended that teachers give their students practice in writing essays using these criteria.

Paper 03/1 - Internal Assessment

This paper consists of a research project which accounts for 40 per cent of the entire examination.

For the most part the candidates demonstrated some level of preparation and maturity in the approach to the internal assessment. The topics chosen were varied, very interesting and relevant.

The comments are organized according to the various components of the study.

Introduction and Purpose of Research - This was fairly well done by some candidates. A few of them scored full marks. However, candidates should follow the sequence in the introduction of the projects, for example:

- Definition of terms
- Statement of the problem
- Research questions.

In this section there must be a clear explication of the topic chosen and the intended area of research. Many candidates used too many variables in some problem statements.

Literature Review - Most candidates were able to correctly present a review of the literature. The apparent problems were in the citing the different sources. It is suggested that candidates research a minimum of four (4) sources which they can analyse critically.

Data Collection Sources - Candidates may use primary or secondary sources. This section was not generally well done. Some candidates demonstrated an area of uncertainty in this section. Candidates, for example, using secondary data should examine the credibility of the source. They should also be able to indicate any biases reflected.

Presentation of Findings - This section was generally well presented. Most candidates with the aid of the computer were able to produce a variety of graphs with the corresponding calculations. Many candidates did not label the graphs properly. Textual data and pictures may also be used. These are also accepted in this section. However, it is to be noted that candidates who do not use computers are not disadvantaged in any way.

Interpretation of Findings - Just a few candidates did this section well. Most of those who attempted analysis were weak. Some of the candidates merely described what the graphs were showing. Candidates are expected to give a clear analysis of the data giving reasons, for example - an explanation of changes in a graph.

Discussion of Findings - This was another weak area. Some candidates proceeded to describe the data in more detail instead of making a comparison between their

findings and the literature reviewed. They should be able to evaluate the strengths and weaknesses of previous findings.

Conclusion/Limitations/Recommendations - This section was fairly well done. Candidates were able to give clear recommendations on processes for correcting some of the problems identified and areas for further research.

Overall Presentation and Writing Skills - Most candidates had fairly well organised projects. It is suggested that candidates who are uncertain about the layout of the project should refer to the syllabus. In the writing up of the project the third person must be used. Some weaknesses were in the failure to use subheadings, numbering of the pages, sequencing of the different sections. Most candidates were able to indicate which books or source they used but they failed to correctly document them in the bibliography.

The following should be taken as a guide in preparing for a project.

- Select one or two themes from the syllabus which is of interest to the candidate.
- The candidate should think of the possible areas within the theme
- The candidate should consider topics within the area
- The candidate should seek the teacher's guidance or assistance to reduce the topic to a manageable level.

In addition to the above, the candidate should note that:

1. The Literature Review is an analysis of previous studies done on the same topic or a related area and should, therefore, be relevant to the research.
2. Data Collection Sources refer to the areas from which the researcher gathers the data, whether primary or secondary.
3. Interpretation is more than what the data say. Candidates are expected to give reasons for obtaining the type of results, indicate what the data say, imply and highlight how the data connect to the topic under consideration.
4. Discussion of the findings is a comparative analysis of the findings with the Literature review, that is, comparing the findings with what is said in the Literature.
5. The format for the layout should be strictly adhered to and in the project from Introduction to Conclusion, Limitations and Recommendation should be properly sequenced.

3/2 (Alternative Paper)

There were only two candidates who wrote this paper. Candidates were required to answer three (3) questions one each from Sections A (Module 1) and B (Module 2) and the compulsory question Section C (Module 3).

Candidates' performance was fairly good in Section A. In section B it was just moderate. Section C which was set on Module 3 to examine a number of the concepts on research, performance was again moderate. Candidates were not well prepared.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2006**

CARIBBEAN STUDIES

CARIBBEAN STUDIES

CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS MAY/JUNE 2006

GENERAL COMMENTS

Caribbean Studies has shown a thirty three per cent increase in the number of candidates examined. This year there were 6 684 candidates compared with 4 496 in 2005. The performance at the upper level in terms of candidates gaining Grades I and II was not as good as in 2005. There were, however, some excellent scripts in Paper 02 in which some candidates earned full marks for some essays. The Paper 01, in general, reflected a serious knowledge deficit with respect to the Caribbean region. There were some excellent projects for Paper 03/1, the Internal Assessment, but a number of them were excessively long.

This report for the 2006 examinations analyses the performance of the candidates and suggests guidelines which may be helpful to teachers.

DETAILED COMMENTS

PAPER 01

Section A

Module 1 – Caribbean Society and Culture

This section of Paper 01 consisted of five questions, each carrying six marks. Although the candidates gave their best performance in this Module, the general quality of responses was remarkable rather than exceptional.

Question 1

In part (a) of this question candidates were given a map of the Caribbean region and asked to identify Belize, Jamaica, the Gulf of Mexico and the Atlantic Ocean. Very few candidates knew the location of Belize; a number of them labelled Cuba for Jamaica; some placed the Atlantic Ocean in the Caribbean Sea and the Gulf of Mexico ended up in the vicinity of Trinidad for quite a number of candidates.

Part (b) required candidates to give a “political” definition of the Caribbean. Most of the candidates gave reasonable responses to this section of the question.

Some of the correct responses are given below.

As defined by Britain during the colonial rule:

- The Windward and Leeward Islands, and Dominica, Trinidad, Barbados, British Honduras, Bermuda, Bahamas, British Guiana
- The West Indies Federation.

As defined by the European powers during the colonial rule:

- The British West Indies (including British Honduras and British Guiana).
- The French West Indies
- Dutch West Indies
- Spanish West Indies
- US colonies including Puerto Rico and the Virgin Islands.

The question had a mean score of 2.76.

Question 2

Candidates had a general understanding of the term “society” but they experienced difficulty in distinguishing between the terms “society” and “culture”. In part (c), candidates were able to show the association between values and norms (the mean score was 2.87)

Some of the responses for part (a) could have been:

- A shared common purpose
- A defined territorial space
- Citizenship within a space
- Continuity over time and space

Suitable responses for part (b) could have been:

- Any of the terms used to describe society, for example, ‘shared common purpose’, ‘continuity over time and space’ indicating that people must have forged close bonds, norms and values in order to survive as an institution.
- Social institutions which sociologists consider to be the building blocks of society are described as cherished ideas, prejudices, beliefs and values of a people (their ways of life).

Candidates performed well on part (c).

Question 3

This question was the best done in the Module. The mean score was 3.98. The majority of the candidates had a basic understanding of the concepts “cultural diversity”, “hybridization” and “societal institutions” but they experienced difficulty in expressing the responses. A few candidates who confused **social** institutions with **societal** institutions. Examples of some of the correct answers are given below.

- (i) Cultural diversity: A range of cultures within one society or community.
The existence of multi-cultures in one society or the existence of a plurality of cultures.
- (ii) Hybridization: Hybridization refers to an admixture of races and cultures within a society (Creolisation).
- (iii) Societal institutions: Any institution which represents individuals with a shared common purpose or a clearly defined territorial space.

Question 4

Parts (a) and (b) were expected to be straightforward questions but candidates’ responses were far below expectations. Many candidates appeared to have no knowledge whatsoever of “adult suffrage”. There were responses such as “adults suffering” and “Rastafarians are sufferers”. This question was worst done in the paper. The mean score was 1.98. Examples of the type of responses expected are given below.

Part (a):

- Adult suffrage allowed the participation of a significant mass of the population in a process whereby they could determine their political future.
- Voting rights were now conceded to the population.
- Members of the population were now eligible to participate in the government.

Part (b): Some of the reasons for the growth of support for adult suffrage in Caribbean societies in the 20th century were:

- the effects of the 1930s riots, including labour discontent with economic and political conditions;
- the growth of economic institutions giving a sense of self-sufficiency and self-determination to each country;
- the economic distress suffered in the colonies through the 1930s brought about the rise of trade unions whose leaders made a bid for political power, for example, Butler in Trinidad and Tobago; Bustamante in Jamaica.

Question 5

In part (a) of this question most of the candidates did not demonstrate any knowledge of “plate tectonics” but they were able to respond to part (b) by describing two ways in which volcanic activity influenced Caribbean society and culture. Hence there was a mean score of 3.64. Examples of acceptable and relevant responses are listed below.

(a) Plate tectonics refer to the movement and shifting of the plates which form the earth’s crust.

(b) Some of the ways in which volcanic activity has influenced Caribbean society and culture:

- volcanic rocks weather over time to form fertile soils, full of minerals that plants need, thus encouraging agriculture in high risk areas;
- it brings to the consciousness of all Caribbean people the nature of environmental hazards, for example, the destruction and loss wrought on Montserrat;
- it results in the migration of Caribbean people from the territory at risk to other regional countries or to the metropole, for example, Montserratians to England;
- it increases the tourism potential of certain countries through the creation of spectacular scenery.

Section B

Module 2 – Issues in Caribbean Development

Question 6

A very small percentage of candidates interpreted parts (a) and (b) correctly. In part (a) the question required an explanation of the term “sustainable development”. Many candidates appeared to have read this as just “development”. Part (b) also posed a challenge. The mean score was 2.57. Responses expected are given below.

(a)(i) Sustainable development refers to a philosophy that sees development as a holistic undertaking that seeks to improve the lives of people by balancing economic, social and environmental objectives or needs of present and future generations.

OR

Sustainable development is meeting the needs of the present without compromising the ability of future generations to meet their needs, for example, by making conscious efforts to protect the environment.

(ii) In this part of the question candidates were asked to identify one challenge faced by their country in implementing a policy on sustainable development. The accepted responses were:

- national development plans which emphasize economic/development growth may conflict with efforts to preserve natural resources (viz. tourism development facilities – marinas and wetlands);
- lack of capital, expertise and policies required to prevent erosion and to conserve the topsoil-factors which impact directly on poor families' need for firewood and to farm marginal lands.

(b) In this part candidates were required to show why “modern knowledge” is considered an indicator of development. The content in this section was more familiar to candidates. They understood the concept of modern knowledge but the challenge for some of them was in showing the relationship between modern knowledge and development. Some of the acceptable responses were:

- modern knowledge refers to concepts, practices, habits and attitudes appropriate to the era in which we live and which allow people to live satisfying lives. More of this kind of knowledge is likely to enable ‘development’ to take place;
- improvement in people’s knowledge and skills to enable them to be optimally productive in a safe environment.

Question 7

This required candidates to outline three ways in which tourism poses challenges to the development of Caribbean countries. Several candidates wrote on the challenges to tourism instead of considering the impact of tourism on development issues. Examples of some of the accepted responses given by candidates are given below.

- Tourism has the potential to cause great harm to the environment – waste management problems, and destruction of fragile ecosystems in countries where institutions and infrastructure to monitor environmental standards are minimal.
- Local economic activities and resources are used less for the development and benefit of the communities and increasingly for export and the benefit of others – tourists and consumers in other areas of the world, for example, golf courses and condominiums rather than agriculture and affordable housing.
- In Guyana, Belize and other countries with significant numbers of indigenous people, there is the threat that the tourist industry is encroaching on the remote areas where it may affect the way of life, for example, indigenous knowledge and intellectual property rights, sacred rights, social structures.
- Most of the hotels are foreign-owned and the profits are repatriated instead of being used to help in the development of the country.
- Hotels may also import a large proportion of foods to satisfy the tastes of their guests rather than promote/support local agriculture.

Question 8

In this question there was a clear indication that the candidates did not know the concept although it was taken directly from the syllabus. The mean score was 1.54 and approximately 33 per cent of the candidates scored zero. Some of the correct responses to part (a) could have been:

- the sector in the economy responsible for accessing and supplying goods to the local markets;
- the commercial sector responsible for the supplying of the network of wholesalers and retailers in the local market.

Responses in Part (b) should have been developed around points such as:

- provides employment
- encourages/promotes entrepreneurs in society
- in a well-run system it strives to eliminate the differences between demand and supply hence it promotes efficiency in the market
- promotes local manufacturing
- foreign exchange – contributes to the management of foreign exchange by sourcing goods at low/ reasonable rates.

Question 9

This is another question which was poorly done. The responses indicated clearly that most of the candidates had not been taught the content related to the objective which makes reference to Marxist thought. Those who knew it did well. The mean score was 2.82. Possible responses to part (a) are given below.

- Work is very important for human happiness and if workers are only involved in menial, repetitive tasks for menial wages, under bad working conditions, they will become alienated from their work and conflicts with the owners of the means of production will result.
- Political change is the only way the workers' rights can be upheld, so that they may actually come to own the means of production, for example, through a change to socialism and communism.
- Marxism predicts the eventual and inevitable overthrow of capitalism by communism.
- Western religion exists to seduce the masses into uncritical acceptance of social stratification.
- Capitalists exploit the labour of the working classes - the wages they are paid are minimal compared to the value capitalists get from selling the products workers produce.

In part (b) candidates were required to identify one Caribbean country in which the political regime was influenced by Marxist ideas and also to name the leader of the regime indicated. Quite a number of candidates identified Trinidad as the country and Patrick Manning as the leader. Candidates experienced difficulty in matching the country with the leader. In some cases Maurice Bishop was named but the country given was wrong. The expected responses included:

Jamaica - Michael Manley
Grenada – Maurice Bishop
Suriname – Desi Bouterse
Cuba – Fidel Castro
Guyana – Forbes Burnham/Cheddi Jagan

Question 10

Some candidates answered this question fairly well. The mean score was 3.39. The challenge for many was in relating “the mass media” to “developmental” goals in the region. Candidates were required to suggest three ways in which the mass media in the Caribbean can be organized to support developmental goals of the region. Some of the better responses included;

- the media could be a promotional form of the government with vested interest in capital venture;
- find innovative/interesting ways to introduce information, news, music, artistes and other cultural products from Caribbean territories to increase the understanding Caribbean people have of their own space;
- use the persuasive power of the media to heighten awareness of the challenges to our development posed by health-related issues, HIV/AIDS, narcotics traffic, youth and crime, violence, pollution, where habitual/traditional behaviours need to be examined.

SECTION C

Module 3 – Investigating Human and Social Development in the Caribbean

Question 11

This question proved to be extremely challenging for several candidates. The mean score was 1.54. Most of the candidates experienced difficulty in explaining the term “systematic inquiry”. Candidates listed the procedures in conducting research rather than identifying factors in selecting a research problem. Possible responses are given below.

Part (a): The candidate should indicate that this term has to do with:

- research or investigation of an issue
- using procedures which are rigorous/unbiased/logical/coherent. It can be quantitative or qualitative.

Part (b): Criteria that are important in identifying a research problem are:

- researchable (that available / accessible data exist about it)
- clear (or unambiguous)
- feasible (manageable and can be completed in a timely way)
- ethical

Question 12

This question was among the best answered in Module 3. It had a mean score of 3.06. Candidates were asked to give four questions to be included in a checklist when evaluating information from the internet. Candidates listed questions pertaining to:

- authority
- adequacy
- objectivity

Question 13

This question was well answered by most candidates who were aware of the sources of the type of information required. There was a mean score of 3.07. The responses given included:

- Internet
- oral history
- minutes of meetings
- archives
- Hansard reports
- newspaper reports

Question 14

The majority of the candidates performed poorly in this question. The mean score was 1.43. Most candidates were unable to (a) explain why sampling is an important procedure used in research (b) distinguish between probability and non-probability sampling. There were responses such as “sampling is what the DJs use in mixing the music”. Most of those who attempted Part (b) simply tried to define the terms.

(a) Some examples of the correct responses include:

- to ensure that the findings in the study are generalizable to the larger population from which the sample was selected (the target population);
- a researcher may not be able to include all the persons relevant to the study, so sampling limits the participants, but still allows for findings to be generalized to persons who cannot be included;
- saves human resources.

(b) Probability sampling depends on chance in the selection of the sample. Thus, in probability or random sampling every individual has an equi-probable chance of being chosen. In non-probability sampling, chance is not the important factor in determining who is included in the sample; for example, in purposive sampling deliberate judgment on the part of the researcher, or factors such as circumstances or convenience determine who is selected.

Question 15

While some candidate were able to give a reason for ethical practices being employed in research, they experienced great difficulty in suggesting two ethical practices researchers should observe in reporting on the research. Many candidates confused “ethnic practices’ with ‘ethical practices’ and therefore placed much emphasis on racial issues. The mean score was 2.18. However, some of the correct responses provided included those below.

Part (a):

- In social research the main sources of information are human beings and as humans they ought to be treated fairly and with respect.

OR

- Research involves making judgments at every stage which may have serious moral implications for human subjects.

OR

- In the case of a research study being conducted where the participants experienced harm, then the findings of that study would be considered to be flawed.

Part (b): Ethical practices to be observed include:

- the subjects' anonymity should be preserved – protecting their wishes, interests and possible well-being;
- the report should not contain confidential data and if it did there should be no way of tracing data back to the source;
- the report should in no way be used to victimize or cause harm to the participants. Research is normally conducted on subjects with a view to helping or benefiting them in some way;
- the report should portray the findings of the study and not the wishes of the researcher.

PAPER 02

This Paper consisted of eight questions – four on Module 1 (Caribbean Society and Culture) and four on Module 2 (Issues in Caribbean Development). The candidates were required to choose two questions worth 20 marks each (Type A questions) and two worth 30 marks each (Type B questions). Type A questions tested candidates' ability to explain and elaborate conceptual issues and apply general principles to a problem situation. Type B questions required candidates to analyse problem cases, discuss and make evaluative comments on issues, and present arguments for, or against, a particular point of view. Question 2 was the most popular of the Type A questions. It had a mean score of 10.42. Question 8 was the most popular of the Type B questions. It had a mean score of 18.18. The mean score on the paper was 60.24.

Section A

Module 1 – Caribbean Society and Culture

Question 1

This question was the less popular of the two in this section. It had a mean score of 11.23 with marks ranging from 0 to 20. Most of the candidates who responded to this question misinterpreted it and wrote on 'social justice' instead of the justice system in the Caribbean. Many candidates wrote on inequality in the distribution of wealth, discrimination against women and inequalities in education. The candidates were expected to identify at least four challenges faced by the justice system and to explain them. Some of the challenges identified in the better responses are listed below.

- Increase in violent crime against women, examples to be noted are: rape, incest and other forms of physical abuse.
- Increase in narcotics, trafficking and drug related violence.

- The increase in poverty, amidst the apparent need to acquire the means of social capital such as brand-name wear, has led many young persons, most of them ‘drop outs’ from the education system, into a life of crime.
- Deportation of convicted criminals, from Europe and North America to the Caribbean, has led to an increase in crime. There is also the increase in crime involving the use of weapons.
- There are also the alleged cases of policemen and judges accepting bribes.
- The Pratt and Morgan ruling has imposed a time frame on the resolution of serious crime brought before the court.
- Archaic laws. Many of the laws need revision to deal with the types of crimes in the Caribbean.

Question 2

Most of the candidates who attempted this question misinterpreted the “impact of Caribbean society and culture upon the economies of extra-regional countries”. Many of them wrote on the impact of extra-regional economies on Caribbean society and culture. The mean score was 10.42 with a range of 0 to 20. Candidates needed to develop points such as those below.

- Carnival celebrations created by the large Caribbean populations in New York, Toronto, London, and other cities of the North present opportunities to boost the economies of these extra-regional cities because they are attended by thousands.
- The Caribbean, Canadian and US governments have allowed temporary migrant workers from the Caribbean to pick fruit in Florida and Canada at the end of summer. They work for minimum wages. These economies are, therefore, dependent on Caribbean workers to harvest fruit before the onset of winter.
- Crime and violence impact negatively on the economies of extra-regional countries. A number of Caribbean people are in British and American prisons and when they are released they find themselves on welfare in those countries or are deported to the Caribbean.
- With Caribbean citizens in extra-regional countries, there is a demand for Caribbean foodstuff – vegetables, goods. Small businesses and some major distributors import these from the region for sale in the metropole with an impact on the economy.

Section B

Module 2 - Issues in Caribbean Development

Question 3

The response to this question was quite good. The marks ranged from 2 to 20 with a mean score of 15.33. The candidates were required to describe four ways in which globalization is affecting development in the Caribbean. Some of the candidates who attempted this question were able to define globalization, development, Caribbean and trade liberalization but failed to make the link between globalization and development in the Caribbean. Candidates’ responses could have included those below.

- Emphasis on efficiency/productivity holds a competitive edge. This entails downsizing and automation, which results in unemployment and a preference for workers with technical skills who can adapt to rapid changes in technology. In terms of development, more students and workers are becoming trained in ICT as a basic requirement for work, study and leisure; and consumer benefits - cheaper prices.
- Closing down of companies and operations which cannot compete in a liberalized trade environment: for example, car assembly has become a thing of the past in the economies of the Caribbean countries as the roll-on-roll-off service, using ICT, is now widely available. In terms of development, consumerism is mushrooming and there are challenges posed to the environment and the roads since vehicle ownership has grown.
- Culturally, goods produced for Caribbean consumers, for example – cornflakes and peanut butter compete directly with products from the metropole. Also, Caribbean arts, films and videos compete. This has a direct impact on development in the Caribbean as key elements that would lead to cultural confidence, a sense of identity and national zeal are suppressed.
- More multinational corporations are establishing a presence in the Caribbean, especially food and hotel chains which may be significant for employment over short and medium term but do not aid in the strengthening the institutions of a country for sustainable development; in such circumstances a compromise may be the best course of action where development is concerned. Development then is a process of negotiation and bargaining with MNCs rather than prohibiting their entry.

Question 4

Most of the candidates who attempted this question were able to describe four challenges Caribbean governments faced in their effort to promote tourism development. The marks ranged from 4 to 20 and the mean score was 15.16. Generally this question was well done although it was less popular than question 3. The failure to provide logical development of ideas or facts was a weakness in some candidates. Some of the issues described by candidates were:

- the lack of finance or capital and infrastructure to promote tourism, develop sites and maintain properties;
- fragility in the industry and any failure in the economy in Europe or North America could result in the failure of the tourist industry;
- high level of crime against tourists - the challenge is not only to provide adequate security but to address the issues which lead to the crime;
- an epidemic, a natural or man-made disaster could adversely affect the tourist industry. (there is the belief that the islands are the same and the challenge is to convince tourists that the islands are separate);
- difficulty in organizing airlines with adequate seating capacity to bring passengers to the Caribbean. (Caribbean has two ailing airlines - the challenge is negotiating with foreign-owned airlines);
- hotel occupancy depends on the airline and hotel rates. The challenge is to provide a range of rooms and hotel rates.

Section C

Module 1 – Caribbean Society and Culture

Question 5

This question was the more popular of the two in this section. It required candidates to discuss two of three labour systems with reference to the exploitation of labour. Many of the candidates did not read the question carefully and in quite a number of cases they tried to discuss all three systems – slavery, indentureship and the encomienda. The candidates knew slavery quite well and were able to explain/define slavery and the nature of exploitation the slaves received. Indentureship presented the greatest challenge. Some candidates referred to the white indentureship before slavery but not to post-emancipation indentureship. The mean score was 16.03 and the marks ranged from 3 to 28.

Question 6

In this question candidates were given the statement, “All ah we is one”, and were required to discuss the social challenges faced by Caribbean people in achieving Caribbean unity. The range of scores was 2 to 30 with a mean of 17.63. Candidates were fairly familiar with the concepts required to respond to this question. Many of them discussed unity in relation to CSME and CARICOM. A number of them attempted to use sociological theories in an effort to support their arguments but they had difficulty in applying these theories to the topic discussed.

Identifying relevant social challenges presented the greatest difficulty to candidates. In quite a number of cases they discussed economic, political and even geographical challenges rather than social challenges. Some candidates brought their experiences to bear on the question.

Some of the good responses included the challenges given below.

- Class distinctions provide a varied understanding of what it is to belong to one Caribbean. The underclass, the middleclass and working class concepts create divisions and barriers to the realization of the “all ah we is one”.
- Race and colour continue to provide distinctions for Caribbean people. Historically, race and colour created a rigid stratification for Caribbean people.
- Culturally, music serves to unite Caribbean peoples. Calypso and reggae are played across the region regardless of the country of origin. Caribbean peoples share similar foods, sayings/proverbs, stories.
- Parochialism: the tradition of seeing one country as better or more influential than the other – the ‘big island’ versus ‘small island’ issue. Countries have traditionally competed against each other and still do so today.
- Festivals, such as carnival and CARIFESTA, unite Caribbean people. Each festival emphasizes the common elements in Caribbean culture. Yet festivals, by their nature, are held for short periods of time. It can be argued that this sense of unity is temporary.

Section D

Module 2 – Issues in Development

Question 7

This was the least popular question in the entire paper. The range of scores was 3 to 30 with a mean of 17.05. A number of candidates misunderstood the concept of ‘freedom of movement’. The question was based on the statement that “Freedom of movement poses the greatest challenge to the establishing of CSME”. Candidates were required to comment on the statement indicating the extent to which they agreed. Most of the candidates agreed that it was the greatest challenge. Many of them listed reasons such as requirement for passports, accreditation of qualifications, geographical distance, and security problems but they failed to give a logical discussion or explanation. There was the need to develop the points.

Additional challenges which candidates could have included are listed below.

- The need to change legislation which restricts other CARICOM nationals from employment.
- Work permits. Under the existing CARICOM regulations work permits are not required for five categories of CARICOM nationals – university graduates, musicians, other artistes, sports’ persons and media workers, self-employed persons, technical managers and artisans all require work permits.
- Trade imbalance in goods within the Caribbean.
- Political independence – sovereignty and its exercise have become impediments to regional programmes such as movement of labour and capital.
- The devising of a treaty to avoid double taxation of incomes of citizens who move from country to country to work.

Question 8

This was the more popular of the two questions in this section and it also earned the highest mean among the higher-order questions. The range of scores was 2 to 30 with a mean score of 18.18. Candidates dealt with education and sports with great facility but experienced difficulty in explaining the “as well as a route to Caribbean nationalism”. Candidates’ responses could have included those listed below.

- A sense of identity is created when Caribbean people in sports meet, for example, at the Olympics – pride in success Bahamas, Jamaica, St. Kitts, Barbados, Trinidad and Tobago even though at these meets they competed or participated as citizens of their respective countries.
- Sports transcend race, colour, and creed.
- Sports which give Caribbean people educational opportunities include: swimming, cricket, football, athletics, volleyball, netball and basketball.
- A description of the sports which are played at a regional level and internationally. A candidate may consider how sports played at a regional level contribute to integration and hence a sense of Caribbean nationalism.
- The award of sports scholarships.

The essays in this paper were marked on knowledge, use of knowledge, enquiry and communication.

PAPER 03/1 - INTERNAL ASSESSMENT

This paper consists of a research project and accounts for 40 per cent of the entire assessment.

The comments that follow are organized according to the various components of the study. Generally, most of the projects met the requirements of the examination. There were some good projects. However, there were some excessively long projects and teachers should be reminded that there is a penalty which they must impose for written work over the stated limit. Some interesting topics were researched but schools have exhausted research on crime, teenage pregnancy and tourism. The candidates' comprehension of the concepts in Module 3 is reflected in the performance in the internal assessment. The candidates who opted to focus on topics in their communities did better than those who tried to research national or regional phenomena.

In cases where candidates were allowed by the teacher to research the same topic and use a team approach to the research, the introduction, literature review, interpretation of findings, discussion of findings and conclusion must be each individual's work. There were quite a number of projects in which there was evidence of team work and candidates submitted identical reports.

- Introduction (Purpose of Research – Statement of Problem)

Some candidates did well in the introduction. However, there was a general weakness in the formation of the problem statement. Candidates must be encouraged to sequence the components of the introduction, for example – Statement of the Problem/Research Question and Definition of Terms. Too many variables were introduced in some projects.

- Literature Review

This section still needs improvement although a few candidates wrote well. In general, candidates should be reminded that they should research a minimum of four sources of literature and references should be cited. The candidate is expected to review the literature and then report on the findings. Plagiarized work is not accepted.

- Data Collection Sources

This section was sometimes confused with Presentation of Findings. Candidates may use primary or secondary sources. Candidates using secondary sources must be able to indicate any biases.

- Presentation of Findings

The presentation of findings in most cases was well done. Many candidates with the aid of the computer were able to produce a variety of graphs. Some of the graphs were not labelled. Text and pictures were also used. **Candidates who do not use the computer are not in any way disadvantaged.**

- Interpretation of Findings

This section was not well done. Candidates need to be advised that in this section they need to reflect on the research problem in relation to their findings. Where pictures or texts are used there must be some interpretation of the contents. Data must be analysed and research interpretation provided.

- Discussion of Findings

In this section candidates are expected to be able to compare their findings with the literature reviewed. A few projects were excellent in this area but the majority were weak.

- Conclusions, Limitations and Recommendations.

A number of candidates presented this section in the form of a list. The response must be in prose and paragraph format. Several of the candidates, especially those who did projects on the environment were able to make recommendations which were highly commendable. Limitations were not well addressed.

- Presentation and Writing Skills

Most of the projects were very well organized. However, attention must be paid to syntax and spelling.

The following were recommendations in the 2005 report and are being repeated this year since they could be taken as a useful guide in the preparation for a project.

- Use the syllabus and select one or two themes which are of interest to the candidate.
- The candidate should think of the possible areas within the theme.
- The candidate should consider topics within the area.
- The candidate should seek the teacher's guidance in reducing the topic to a manageable level.

In addition to the above, the candidate should note the points listed below.:

- The literature review is an analysis of previous studies done on the same topic or a related area and should, therefore, be relevant to the research.
- Data collection sources refer to the areas from which the researcher gathers the data, whether primary or secondary.
- Interpretation is more than a description of what the data say. Candidates are expected to give reasons for obtaining the type of results, indicate what the data say, imply and highlight how the data connect to the question/issue under consideration.
- Discussion of the findings is a comparative analysis of the findings with the literature review, that is, comparing the findings with what is said in the literature.
- The format for the layout should be strictly adhered to, from the introduction to the conclusion. Limitations and recommendations should be properly sequenced.

PAPER 03/2 - ALTERNATIVE TO INTERNAL ASSESSMENT

This year has seen a great improvement in the performance of the candidates who wrote this paper. The mean score for this paper was 59.45. This is a paper consisting of three sections A, B and C. Sections A and B consist of two questions each. Section C consists of one compulsory question based on Module 3 (Investigating Human and Social Development in the Caribbean). Section A is based on Module 1 (Caribbean Society and Culture) and section B based on Module 2 (Issues in Caribbean Development). Candidates were required to answer one question each from sections A and B. Each question in this paper carries a maximum mark of 20.

Section A

Module 1 – Caribbean Society and Culture

Question 1

This was the more popular question in this section. It had a range of scores of 4 to 15 with a mean score of 10.08. The responses to this question were satisfactory. Most candidates who attempted this question had a fair knowledge of the festivals and their contribution to a sense of identity. They responded fairly well.

Question 2

Only 25 per cent of the candidates responded to this question. The range of scores was 6 to 16 with a mean of 13.00. The question required candidates to indicate the extent to which they agreed with the statement, “The best way to describe the Caribbean is by using geographical and political definitions”. Some candidates experienced difficulty in defining the political and geographical Caribbean.

A few candidates indicated in the discussion and description that the definitions varied at particular times, according to the circumstances and according to who did the defining. For example, the ‘Caribbean Basin’ definition was devised by the US for trade purposes. In colonialism, the mother country found it convenient to arrange the islands into ‘Leeward’ and ‘Windward’ for the purpose of governing.

Section B

Module 2 - Issues in Caribbean Development

Question 3

This was a popular question but candidates did not perform well. The mean score was 9.63 and the range was 6 to 15. Although candidates understood the term “mass media”, they experienced difficulty in defining ‘the erosion of traditions in the Caribbean’. The responses could have taken the approaches given below.

- Argue that in a globalised world, multinational companies, such as Coca Cola, Kentucky Fried Chicken, Nike and Shell invest millions of dollars advertising and exhibit a form of neo-imperialism that the media may find difficult to negotiate.
- Discuss the issue of cultural imperialism especially via the USA and the difficulty that small developing nations, such as those in the Caribbean, have in dealing with the effects.
- Discuss examples of those cultural traditions such as dress, foods, language and show how they have been affected in recent times. Also discuss whether other factors are responsible for the reduced practice of cultural traditions.
- Candidates may also take the view that the mass media help to preserve traditions.

Question 4

This was the less popular of the two in this section. Only 16 per cent of the candidates attempted it. The mean score was 11.17 and the range of scores 5 to 14. The six candidates who attempted this question gave barely satisfactory responses. The candidates were required to discuss the statement, "For a long time, the contribution of women in the Caribbean to development has been ignored". Candidates identified the contribution of women but they marginally related them to development. They did not discuss the contributions in relation to being ignored for a long time.

Section C

Module 3 – Investigating Human and Social Development in the Caribbean

Question 5

This question was compulsory and was based on the concepts which candidates would have had to apply in preparing the independent study. Candidates did poorly on this question. The mean score was 9.67 with a range of 4 to 15. Candidates were given a scenario and seven structured questions to which they were expected to respond. The responses given by the majority indicated that they were unable to identify and apply basic concepts of research.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2007**

CARIBBEAN STUDIES

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CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2007

PAPER 01

OVERALL COMMENT

This paper comprised 15 compulsory questions and yielded some good responses. Some candidates demonstrated a clear understanding of the issues under examination.

However, it was noted that where responses were inadequate or incomplete, a contributing factor seemed to be that candidates misinterpreted, or did not note specific instructions in the question. *It is advised that candidates read all questions carefully and pay close attention to such details as concepts and terms within the questions, as well as time periods or dates. Candidates should always provide examples when asked to do so.* By carefully reading and following the instructions in the questions, candidates will maximise the marks they are awarded per question.

Module 1 – Caribbean Society and Culture

Question 1

This question asked candidates to give three possible meanings of the term ‘creole’ and to explain the concept ‘interculturalism’.

In part (a), the majority of candidates were aware of the meaning of ‘creole’. Their answers ranged from ‘creole’ as the concept that describes some Caribbean languages to the historic term relating to those born in the Caribbean, whether of African or European origin. Many wrote about creole food as well as creole festivals that feature forms of music that contain creole languages and require the wearing of creole dress as part of a national celebration. Many candidates experienced some difficulty in their explanations.

In part (b), the concept ‘interculturalism’ speaks to the mixing of cultures that goes on between groups living together in a space, such as a community or society. The groups do not necessarily give up their own culture, but participate in various ways in each other’s cultures and lives. ‘Interculturalism’ is opposite in its effect to ‘acculturation’ which presumes the erasure of one culture by a more dominant culture, for example, African and or Asian culture by the colonial European culture. Interculturalism celebrates the interaction between individuals of different ethnicities, religions and cultural practices in the community and or society.

Question 2

This question asked candidates to examine the social and economic consequences of the impact of hurricanes in the region. The vast majority of candidates scored full marks on this question as they were well prepared for the discussion on hurricanes. Very few failed to provide complete or adequate answers.

Question 3

For this question, candidates were required to name two regional territories to which large numbers of Caribbean people migrated between 1838 and 1920 and to offer two reasons for this migration. This question provides a prime example of the need for candidates to pay close attention to the wording of the questions. Some candidates did not perform well on this question for many reasons.

Part (a) of the question asked for examples of territories to which individuals migrated between **1838 and 1920**. This time period includes the immediate post-emancipation period and the early decades of the twentieth century. The examples would have been Belize, Bermuda, Brazil, Cuba, Costa Rica, Santo Domingo/Dominican Republic, and Trinidad (Trinidad and Tobago).

However, several candidates did not pay attention to the stipulated time period and wrote about large-scale migrations that occurred **after 1920**. For example, they listed London, the United Kingdom, the United States of America and 'Metropolitan countries' as their responses. These examples of large scale migration occurred after 1920.

Several candidates also included Barbados and Jamaica as their examples. These territories did not receive migrants at the time, but were key areas from which migrants departed.

For part (b) of the question, those candidates who misinterpreted or did not recognise the time period in part (a), listed answers that spoke especially to vast migration to the metropole after 1920. However, if the candidates included such reasons as lack of opportunities for jobs in the territories from which they migrated, or little or no wages where they lived, they were appropriately rewarded.

Full responses to the question would have included answers such as migrants went to work on the construction of the Panama Canal, or on the banana plantations of Costa Rica, or the sugar plantations of Cuba and Santo Domingo.

Question 4

This question placed emphasis on the ways in which Caribbean people will benefit from the establishment of the Caribbean Court of Justice (CCJ). What came across clearly was that many candidates had little knowledge of the CCJ and were hazarding a guess in their answers. Some gave very vague responses, such as the CCJ would determine "a fair trial", or "pass laws". Examples of relevant answers that could have been included in the responses are given below.

The Caribbean Court of Justice

- will provide a final court of appeal that is in and of the Caribbean as against the Privy Council in Britain
- will further develop Caribbean jurisprudence that can contribute to both Caribbean and international scholarship and knowledge
- will provide a final court for hearing civil matters that would usually be limited to national courts
- will provide a final court for hearing Caribbean state or government matters
- will foster legal independence and assist in the decolonizing process within the Caribbean
- may reduce expenditure for process of jurisprudence and may expedite judicial consultation and judicial appeal
- will allow Caribbean societies to utilize the best of Caribbean intellectual thought and legal expertise
- may permit Caribbean courts to explore ways to secure judgements that are often controversial in the international justice system: for example, maritime disputes, capital punishment
- will provide job opportunities for a select few - accountants, architects, lawyers, clerks.

Question 5

This question received many good responses as candidates demonstrated that they had sound knowledge of the impact of foreign mass media on Caribbean culture and society.

Module 2 – Issues in Caribbean Development

Question 6

This question required candidates to name two institutions which facilitate globalisation and describe one advantage and one disadvantage of borrowing money from these lending agencies.

In part (a), the majority of candidates received full marks as they noted such institutions as the World Bank, the World Trade Organisation and the Caribbean Development Bank.

In part (b), although many candidates gave full responses, some candidates just wrote “fix debt” or “get money” without fully describing how these are advantages or disadvantages as the question required.

Question 7

In this question candidates were asked to outline three challenges which may affect the success of Caricom. Some candidates failed to concentrate on the word ‘challenge’ and so gave vague answers to the question. Candidates who answered the question well spoke of the following:

- Some CARICOM countries have more resources than others.
- Member countries tend to pursue different strategies for economic and political development.
- There is the absence of a common currency and some countries do not accept the currency of others.
- There is not total freedom of movement to work – use of passports is still very much of a problem.
- Some agreements resulting from heads of government conferences have not been ratified.

Question 8

This question called for an explanation of the statement of the belief that social justice was based on natural rights. Candidates were required to provide an example of an identified breach of social justice and show how that affects development in the Caribbean.

In part (a), there was a mixed response from candidates, as some demonstrated that they understood the concepts of social justice and natural rights, while others clearly did not have the required knowledge.

A full response to this question would have required candidates to note that all members of a society must have access to fundamental freedoms and rights and that this is social justice. Natural rights speak to basic rights that all human beings are entitled to, regardless of race, colour, class, creed, sexuality, or gender. For example, humans have the right to practise their spiritual and religious beliefs and should not be subjected to cruel and inhumane treatment. Social justice aims to guarantee these natural rights.

In part (b), many candidates performed better as they could identify a breach of social justice. They spoke of discrimination based on, for example, gender, race, colour, shade, sexuality or if the individual was HIV positive.

However, many could not fully demonstrate how the identified breach affected development. Those candidates who gained full marks spoke of, for example, how gender discrimination by not providing women access, or equal access to the work force, robs the society of important skills and knowledge and so the society does not fully benefit from the contribution to be made by all of its members.

Question 9

This question asked candidates to describe three unique contributions of Indo-Caribbean peoples to Caribbean culture. This question provides another example of how some candidates failed to pay close attention to the wording of questions. For example, some candidates misinterpreted the question and wrote about the indigenous people of the Caribbean, such as the Tainos, Kalinagos and Garifuna.

However, the concept ‘Indo-Caribbean’ applies to those individuals who were indentured and/or came to the Caribbean from India, China and Java especially after the abolition of slavery in 1834.

Candidates who provided full answers to the question referred to

- the contribution of the Indo-Caribbean people to the labour force of principally British Guiana and Trinidad, but also of Jamaica, in the immediate post-emancipation period

- the many ways in which Indo-Caribbean populations became the backbone of the sugar industry of especially British Guiana and Trinidad in the post-emancipation period
- their contribution to the cultural and spiritual landscape of the Caribbean with their Temples and Mosques
- how they also introduced such festivals such as Hosay and Phagwa and celebrations such as Eid
- key Caribbean intellectuals are Indo-Caribbean such as Vidia Naipaul, who was awarded the Nobel prize for Literature and Professor Patricia Mohammed who writes on gender and cultural issues
- central Caribbean foods, such as curry and roti which are part of the Indo-Caribbean heritage as well as the music form known as chutney.

Question 10

This question received good responses overall with many candidates gaining full marks. Candidates were very aware of the impact of international sporting events on Caribbean culture, perhaps in light of the region's preparation and participation in the 2007 World Cup Cricket Tournament.

Module 3

Overall candidates demonstrated that they understood the issues arising when conducting research and so provided many full or competent answers. The performance on this module this year was greatly improved over that of previous years. However, it must continually be stressed that candidates need to read the questions carefully and provide the response as instructed by the question.

Question 11

This question received good responses from candidates overall. The majority provided a competent definition of a research statement. Many correctly identified part (b) (ii) as the ideal research statement because it contained the two variables 'indiscriminate sexual practice' and 'contributed to the rise'.

Question 12

This question asked candidates to explain what is meant by the limitations of a study. In addition, candidates were required to give two reasons why a bibliography is necessary when presenting research.

In part (a), some candidates did not gain full marks for this part of the question. Those who did explained that it was a statement

- from the researcher indicating conditions or decisions taken that may or may not have had an impact on the findings
- to the reader that indicates that the researcher is acting ethically, in good faith, by stating what areas the research did not cover
- which explained that there was limited access to secondary sources
- which explained that there may have been issues of confidentiality, taboo or technical inadequacy that would have affected the process of the research.

Part (b) of the question received good responses from the candidates.

Question 13

With reference to a research study on waste disposal, the questions asked candidates to select two methods they would use to present their research. They were also asked to name two disadvantages of the use of unstructured interviews.

In part (a), candidates named a number of methods for presenting the data including in a descriptive format, orally, graphically and/or visually, for example: photographs, video and line drawings.

There were mixed responses for part (b) of the question as some candidates could not clearly identify the disadvantages of using unstructured interviews. Good responses spoke to the possibility of the interviewer being biased in the asking of the questions or to the data collected being strongly influenced by the interviewer and his line of questions on that day, or at that moment. Some candidates also noted the issues of how unstructured interviews could be time consuming and perhaps even expensive.

Question 14

Candidates gave good responses to this question. They demonstrated that they were aware of how ethical issues could affect research. They were also very knowledgeable about the suitable methods for collection.

Question 15

In this question candidates were required to list two criteria when selecting sources of information and to state why they considered these to be important.

Good responses were given for part (a) of the question as candidates listed two of the following criteria: objectivity, adequacy, validity and relevance.

In part (b), candidates who provided good responses argued that the literature must directly relate to the topic being investigated. The data must also be up-to-date and must be verified. It must adequately reflect the depth of research and must be based on sufficient evidence. Good research also required the researcher to maintain a degree of objectivity by maintaining some distance from the topic of the research.

PAPER 02

OVERALL COMMENTS

This paper consists of eight questions. Candidates are required to answer four questions, one from each section. Four of the questions are worth twenty (20) marks each, (Type A questions) while the other four are worth thirty (30) marks each, (Type B questions).

It is important to note the distinction in the marks to be awarded. ***Questions worth thirty (30) marks require more in-depth responses which feature argument and a greater level of detail and analysis.*** Questions worth twenty (20) marks test the knowledge of and the ability to explain key concepts. In view of this, candidates should arrange their time accordingly because of the difference in the degree of difficulty as stipulated by these two types of questions.

It is imperative to emphasise that candidates must provide ***four full answers for the questions. Candidates must read the questions carefully, take note of the instructions and ensure that each paragraph directly answers the question.*** One suggestion is for candidates to underline, on the question paper, the key topics and issues in the questions. This will assist them in providing full responses to the question.

SECTION A

Module 1 - Caribbean Society and Culture

Question 1

This question required candidates to explain the multiple roles of the peasantry and their descendants in developing Caribbean Society. Some candidates misinterpreted the question and wrote long responses giving considerable detail about particular racial and ethnic groups in the Caribbean and their cultural practices. Some wrote about the ex-slaves developing Chinese village shops and establishing urban businesses such as bauxite mining and oil production.

Good responses to this question

- stressed resistance to the planter class who attempted to block the development of the peasantry and then frustrate their efforts as they created a free society

- noted the introduction and expansion of crops such as bananas, cocoa, coffee, ginger, pimento and cotton
- stressed that the peasants became self sufficient and develop domestic networks in rural areas and market towns
- noted the establishment of free villages and freeholds as well as squatter settlements on crown land
- noted the development of Friendly Societies and village schools
- emphasised other developments such as collective associations, trade unions and political enfranchisement
- included the role of the missionaries as well as the continuation and development of traditional and syncretic forms of worship.

Question 2

Candidates were asked to describe THREE different ways in which the term ‘culture’ is used and to refer to examples from Caribbean society and culture to illustrate their answers.

This was a popular question as candidates challenged the known and established meanings of the term ‘culture’. Some candidates wrote about the symbols, ideas and material products that the term can be used to refer to. Such concepts as non-material culture, sub-culture, mass culture, shared values and beliefs were discussed. Some candidates included the theories of Marx, Durkheim and Stuart Hall in their answers.

Candidates who did especially well and who answered the question directly gave examples to illustrate their answers. They wrote about cultural practices and institutions such as Rastafarianism, cuisine, the ways of food preparation, calypso, reggae, dancehall, festivals, parables, creole language, traditional medicines, cricket and other sports. Some also wrote about Internet or cyberspace culture as well as diaspora culture.

SECTION B

Module 2 – Issues in Caribbean Development

Question 3

Candidates were required to outline FOUR indicators of development and describe their relevance as indicators of development in the Caribbean.

This question proved to be quite popular with candidates. Most responses clearly identified four indicators of development. A significant number of responses gave an accurate description of the relevance of these indicators to development in the Caribbean. Some candidates, however, had difficulty in articulating the relevance of the indicators to development. In other words, their use of knowledge in describing the relevance was not fully developed.

Good responses that illustrated their relevance as indicators of development in the Caribbean included the following:

- the low death rate can mean good health services, hence less money has to be spent on infectious diseases
- high per capita income denotes vibrant employment with high wages and salaries
- a high fertility rate is evidence of good health and hygiene among the female citizens
- social and economic equilibrium are an indication that the economy is growing and citizens are satisfied. There is no social unrest to adversely affect growth
- modern knowledge – there is a high literacy level, the education system is performing and citizens are aware that modern education is a means to development. There is a high percentage of high school graduates, which is an indication that more people have access to education.

Question 4

This question asked to explain how the distribution of wealth in a Caribbean country impacts on its development.

This is another example where some candidates failed to read the question carefully and identify its components. Though the question explicitly asked candidates to write about a Caribbean country, many did not and did not place their focus on how wealth distribution affects the named country.

A significant number of the responses focused on the unequal distribution of wealth, some mentioning the allocation of Government resources, but gave no explanation as to the causes of the unequal distribution. The class structure, social stratification, the historical consequences of the plantation system, and the ownership of land, were largely ignored by candidates in their responses as possible causes of the unequal distribution of wealth. On the other hand, many candidates identified crime as the result of poverty and as a significant factor, which impacted on development. Some candidates saw it as a result of class conflict.

Overall, the responses to this question lacked serious analysis and there were too many statements which were unsubstantiated by facts or examples.

SECTION C

Module 1- Caribbean Society and Culture

Question 5

“Caribbean migrants in the United Kingdom and North America have had a limited impact on those societies”. Candidates were required to present the arguments for OR against the statement.

This was a popular question with some candidates providing several pages of discussion in their responses. Of significance was the fact that many candidates offered responses which addressed all the complexities of this seemingly straightforward question. The better responses came from candidates who noted the phrase “had a limited impact” and who debated the extent to which they agreed with this portion of the statement.

Candidates who disagreed with the statement wrote about racial tensions and the Notting Hill Riots in London, for example, which brought about changes in race relations. They also discussed Cuban migrants in Miami who had created a ‘Little Havana’ and who have great influence over United States-Cuban relations. They referred to the impact of Caribbean music, festivals, sports, literature and cuisine on these societies. They also named iconic figures ranging from C.L.R James, Louise Bennett and Lord Kitchener to present-day figures such as Robert Bob Marley and V.S. Naipaul.

Those who agreed with the statement emphasised the small number of migrants resident in the metropolitan countries and questioned their overall contribution to the economies. They discussed the political, racial and ethnic divides as well as the open instances of racism that, despite legislation continue to the present day. They also debated the extent to which many migrants worked towards acculturation, or to being absorbed into the wider communities, as they distanced themselves from their Caribbean roots.

Question 6

This question asked candidates to assess the extent to which religion continues to dominate the life of Caribbean people.

It was especially challenging to all who attempted it. Good responses came from candidates who noted the phrase ‘continues to dominate’ and who debated the extent to which this could be so. Candidates who only saw the topic as ‘religion’ missed the important phrase in the question and so failed to provide complete answers.

Weaker candidates assumed that the question provided a given- namely that Caribbean people are still dominated by the Christian religion. Consequently, these candidates presumed that their task was to identify the particular denomination on which they were focusing and to provide evidence about the doctrine, clothes and behavioural practices which were either condoned or prohibited by the particular sect. Their discussions tended to provide a plethora of information usually lamenting the inordinate and obtrusive influence of such denominations on the lives of Caribbean people.

Stronger candidates,

- interrogated the assumption that religion dominated lifestyle and wrote comprehensive responses outlining the weakness and strengths of the proposition.
- discussed more than one religion, that is; Christianity, Hinduism, Islam, Buddhism, Rastafarianism.
- discussed how some religions, such as Hinduism and Islam, have a direct influence on lives of those who practice them.
- discussed ancestral practices such as Obeah and other examples of Caribbean spirituality, such as the Spiritual Baptists.
- pointed out that some traditional religions are losing their holds on Caribbean religion. Some Caribbean people, particularly the youth, are becoming more secular in orientation.
- demonstrated that for some religions, their leaders do not have as much clout as before and that Sundays are now also shopping days.
- argued that in some Caribbean communities, whether Pentecostal or Islamic, the belief in God is stronger than before.
- dealt with issues of doctrinal change, religious scandals, the influence of globalisation and western ideals, especially on the youth.

SECTION D

Module 2 – Issues in Caribbean Development

Question 7

Candidates in this question, were required to assess the impact the lack of “competitiveness” will have on regional cricket in general and the region’s development specifically.

This question was very popular among candidates. Most candidates understood the question and displayed their competence with fully rounded discussions on the “lack of competitiveness” of regional cricket, and on the impact on development of the region. Overall, those candidates performed well and had relevant points which they articulated in well-developed essays.

Candidates also displayed a good knowledge of the game by offering statistics and their recommendations on what ought to be done about West Indies cricket. Some even stated that this “lack of competitiveness” should force a number of improvements in West Indian Cricket.

Candidates who performed below the passing grade were in the minority. Most of these misinterpreted the question and focused on a number of issues but did not answer the question directly. For example, those candidates chose to focus on individual performance, great cricket personalities, the great cricketing stars of yesteryears and how they felt about the state of the game. However, these arguments were not linked to the issues raised in the question. Again we stress that candidates need to read the question carefully to ensure that they provide the responses stipulated by the question.

Question 8

This question required candidates to describe THREE factors that encourage Caribbean integration, and assess the impact this integration is likely to have on social, political and economic development of the region.

This question provided a range of responses. A significant number of candidates were able to describe the issues that encouraged integration, although they did not formally state the factors. Many candidates were unable to name and to discuss the institutions that contributed to Caribbean integration. Some candidates misinterpreted the question and spent most of their time discussing globalisation and its impact on the Caribbean.

Most candidates were comfortable with elements of the second part of the question and were able to discuss the impact of integration on the economic and social development of the region. Many candidates, however, ignored the political impact of integration on the region and did not provide a discussion to this part of the question.

Candidates who provided full answers to the question of the impact on the social, political and economic development of the region argued that integration

- facilitates the movement of people among Caribbean states.
- facilitates the free movement of goods and services.
- encourages capital investments among Caribbean countries.
- improves social relations with countries competing with each other in sport.
- attracts and improves foreign exchange.
- allows candidates from across the region to meet and study together and provides a Caribbean focus in education.

PAPER 03/1

INTERNAL ASSESSMENT

OVERALL COMMENTS

There has been a marked improvement in the standard of the projects, as seen in the range of topics tackled and the way in which the assessments are written and presented. For the most part, there was very little difference between the scores provided by the teachers and those of the moderators. Where teachers were too lenient, severe or inconsistent, feedback was sent to the individual schools.

Ethical issues

We note with growing concern that some projects included information that was of a sensitive or confidential nature and which should not have been made part of the final product. ***Those participating in the research must be guaranteed privacy, anonymity, and confidentiality. This is especially important when conducting research on, for example, HIV AIDS, sexual abuse, child abuse and drug use.*** Some samples submitted clearly stated the names of victims and perpetrators and identified the communities where these incidences occurred. This contradicts all understood practices of conducting and presenting research.

Number of submissions

Teachers are once again reminded that in the case of multiple classes, only one set of samples need to be submitted. This year there were several cases where one teacher submitted between two and four samples.

The following comments place emphasis on the components of the internal assessment.

Introduction

There seems to be some confusion between the understanding of the Problem Statement and the Statement of the Problem. The Problem Statement refers to a logical and concise sentence which expresses the topic that the researcher is investigating. The Statement of the Problem is the opportunity for the researcher to provide background information on how they identified the problem and a synopsis of what the research will entail. Some candidates failed to provide a Problem Statement and others were at a loss as to what the Statement of the Problem entailed.

Most of the topics chosen were appropriate. However, there were also cases where topics had too many variables or too narrow a focus. Candidates attempted to research very broad topics such as 'The impact of eco-tourism on the political, social and economic development of a country'.

Literature Review

This area needs work. Candidates paraphrased and in some instances, used information, without acknowledging the sources. This amounts to plagiarism and is unacceptable. Sources should always be acknowledged and one specific style for citation should always be followed.

Data Collection Sources

A vast majority of the candidates still follow the old format outlined for methodology. The candidates, for the most part, who focused on Data Collection Sources, adhered to the requirements by identifying the sources and justifying the relevance of those sources in providing a better understanding of the problems that were being researched.

Presentation of Findings

Again, teachers must pay close attention to this area of research. This year, many samples included findings that were not relevant to the research. For example, candidates included figures showing age and gender, even though these were not relevant to the topics being researched. Some candidates used graphs which were poorly labelled, showing 'answer to question x', instead of correctly labelling them.

Interpretation of Findings

There was marked improvement in the performance in this section. Many candidates, however, still explained the pictorial representations and considered that to be interpretation. They failed to identify the trends and patterns as depicted and did not provide plausible explanations for their results.

Discussion of Findings

This section, 'Discussion of Findings', was the main area where the candidates underperformed. Some candidates submitted their interpretation of findings as discussion. They also failed to compare their results with those put forward by the experts cited in the Literature Review. Also, this is another area where candidates tended to introduce new literature not noted in the Literature Review.

Conclusion/Limitations/Recommendations

Conclusions were not as adequately stated as a number of candidates used bullets and numbering to identify their points. However a conclusion needs paragraphs with sentences that summarise the discussion of the project and point out key areas of concern. Where paragraphs were presented, they were often mere ramblings completely disconnected from the project. Also, they failed to provide a summary of the problem and findings.

Limitations

This area was generally well done. However, some candidates simply provided a list instead of fully describing the nature of the limitations.

Recommendations

There is need to focus on what more can be done in the area of research.

Bibliography

Candidates must closely follow the recommended format. This year no particular was followed by a number of candidates. Many sources were omitted and often the year of publication was not noted.

PAPER 03/2

ALTERNATIVE TO THE INTERNAL ASSESSMENT

OVERALL COMMENTS

This paper is offered as an option for those few candidates who do not submit a research paper. As per usual, a very small number of candidates attempted this paper. It was noted once again, that the knowledge base is weak as candidates seem unprepared for the range of topics to which they are to respond. Candidates preparing for this paper should read and study the topics and be prepared for this examination. They must also read all questions carefully and answer as instructed.

SECTION A

Module 1: Caribbean Society and Development

Question 1

This question asked candidates to describe how drought affects Caribbean society and culture. The emphasis was not on the topic 'drought', but on its impact. Responses ranging from the insufficient supply of water to the psychological impact of having to make arrangements for families to use small amounts of water for bathing and cooking could have been included.

Candidates could also refer to how drought affects crops and animals, which in turn affects the food supply and ultimately the livelihood of farmers. Basic infrastructure is also affected, such as schools, hotels and businesses. Overall, drought can affect development by slowing down or halting the construction industry, or by causing governments to divert foreign exchange funds for the importation of food stuffs which may result in costs that the governments had not budgeted for.

Question 2

In this question, candidates were required to describe the factors that are believed to determine and define how individuals and groups are viewed and or positioned in Caribbean society. Candidates needed to be aware of historical factors, such as the legacy of the plantation model for both the enslaved Africans and the indentured Asian peoples. They could also have written about the development of the middle class and elite and how such factors as race and colour and 'shadism' affected individuals and groups in Caribbean society. Other factors such as access to education, acquiring or developing businesses could also have been addressed.

SECTION B

Module 2- Issues In Caribbean Development

Question 3

In this question, candidates were required to demonstrate that they understood how globalisation may or may not affect development. Candidates could have described how transnational organisations and the World Trade Organisation are sometimes considered the agents of globalisation as key businesses dominate world markets. They could have written about tariffs and trade blocs and demonstrated how the world capital system facilitates globalisation but can also hinder development.

Good responses would also have included:

- Globalisation is the growth and intensification of a number of areas across and despite of international borders. These areas could be political, economic, social and cultural.
- Countries which are advanced in technology and are rich and powerful and who have high per capita incomes dominate the world system. These countries are, for example, the USA, Britain, Germany, France, Japan, Holland and Switzerland.
- Transnational organisations can determine where and how they want to invest and the extent they take risks to help developing countries without adversely affecting their economic and political welfare.
- In 1995 the World Trade Organisation was established in Geneva. Though in theory the WTO should facilitate trade and investment, in practice it has been accused of creating policies to benefit rich and influential countries while reducing the standard of living of developing and poor countries, such as those in the Caribbean.

Question 4

Discuss the ways in which the marginalisation of elderly people impacts on development in the Caribbean.

Marginalisation of elderly people, or what is sometimes called ageism, is seen as another form of discrimination in Caribbean society. This question asked candidates to discuss how this form of marginalisation impacts development.

Good responses could have included

- They are stereotypical views of the elderly which see them as unfit to contribute to society. They dismiss the elderly as being 'past their prime' and even as being a burden on society.
- Many individuals and families in the Caribbean have forgotten about the traditional respect accorded to elderly people and have opted for institutionalisation or abandonment of their elders. The society then loses key traditional values that helped it to grow and survive over the years.
- Health care personnel are often not trained to take care of the elderly and so this group may receive less preventative care and may not benefit from programmes introducing new medical treatments.
- Also, society places emphasis on youth - employers prefer to hire and promote younger people in the effort to improve efficiency as well as to reduce costs. What is lost is much wanted expertise and experience.
- Often well-qualified individuals are forced to retire because of their age, not because of their ability to do their job. Thus the talent and skills of productive citizens are removed from the society, and that directly affects development.

SECTION C

Module 3 – Investigating Human and Social Development in the Caribbean

This question was compulsory. Candidates were required to read the synopsis and answer the questions which followed. Knowledge of research techniques and analysis, which forms the basis of the independent study, was needed for candidates to perform well on this question. Again it is strongly recommended that candidates taking this paper must know how to conduct, analyse and present research if they are to do well on this question. This is especially needed in order to answer questions (b) through (e).

Question 5

The Ministry of Education in Country X is concerned about the number of female candidates who leave school before the age of sixteen. Officials believe that teenage pregnancy is the major contributing factor. The Ministry has asked you to investigate this concern.

In part (a), the research statement could be as follows:

- Female candidates under sixteen leave school because they are pregnant.
- Teenage pregnancy among girls under sixteen is prevalent in schools.
- Is teenage pregnancy of girls under sixteen the major contributing factor to the number of candidates leaving school?
- Pregnancy is causing a number of candidates to leave school before age sixteen.

In part (b) (i), the following methods of data collection could have been used: newspapers, probation reports, guidance counsellors' reports, interviews, structured questionnaires, unstructured questionnaires, Ministry of Health reports.

In part (b) (ii), the reports would allow access to data for the investigation. The interviews and/or questionnaires can be administered to teenagers.

In part (c), the data collected could be presented visually, eg: video tapes of interviews; or as a dramatic piece, as text, in tabular form, graphic form or a combination of the two.

In part (d), the report would be presented as

- Research Statement
- Survey of Literature or Literature review.
- Data Collection Sources
- Methodology
- Presentation of findings
- Interpretation of data
- Discussion
- Conclusion, Limitations, Recommendation

In part (e), the ethical issues to be considered are those regarding privacy and or confidentiality, the consent of research subjects and the transparency of the research process.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2008**

CARIBBEAN STUDIES

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CARIBBEAN STUDIES
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2008

PAPER 01

Overall comment

Students who performed well on this paper demonstrated that they understood key issues in Caribbean culture and could develop their arguments as the questions required. However, once again it was noted that where responses were inadequate or incomplete, candidates did not read the specific instructions in the question.

Candidates must read all questions carefully and pay close attention to such details as concepts and terms within the questions, as well as time periods or dates. They should always provide examples when asked to do so.

Module One – Caribbean Society and Culture

Question 1

Part (a) of this question required candidates to clearly indicate on a map of the Caribbean, those areas occupied by Tainos in ancient times, those territories settled by the Kalinagos and those territories in which large numbers of these Indigenous Peoples live today.

This part of the question was not well done because most candidates did not know Caribbean regional geography. Some candidates wrongly identified the various islands and land masses as ‘Taino’ centres (examples, Dominica, St. Vincent, Grenada, Martinique, Guadeloupe, Tobago and Barbados). Others made the similar error in relation to ‘Kalinago’ centres, identifying Belize, Cuba, Puerto Rico and the Bahamas as such. Still others were unclear where the descendants of these Indigenous People live today, with Barbados, Jamaica, Montserrat, Antigua and St. Lucia being wrongly highlighted as such centres.

This performance indicates that teachers and students must stress the basic geography of the region and emphasize the total history of these indigenous peoples. Many thousands of the Indigenous Peoples are alive today. Moreover, some groups in territories such as Dominica, Guyana and Belize are agitating for extension of all the rights of citizenship to themselves and other indigenous ethnic groups. Teachers and students need to take note of these developments and of the dynamic situation in recognising the contributions of indigenous populations to Caribbean traditions and heritage.

Part (b) of the question was only moderately done mainly because candidates were not generally able to grapple with the notion of “shaping our understanding of Caribbean identity”. Some speculative and inaccurate statements were made in answer to this question largely because candidates simply did not know the answer.

The better candidates were able to demonstrate that the indigenous peoples have:

- Provided a sense of history and belonging to the islands and territories known as the Caribbean that goes beyond European settlement
- Provided craft, basketry, the hammock, using materials found in the Caribbean

- Introduced and influenced many Caribbean foods such as pepperpot, cassareep, cassava
- Influenced ways of food preparation, such as barbecue, jerk
- Introduced the practice of rolling and smoking tobacco
- Given words such as hurricane, cassareep, hammock and canoe to Caribbean language:
- Provided place names such as Jamaica, Haiti, Wadadli, Chaguanas, Tunapuna, Guyana, Timehri, Iere, Ichirouganaim, Arima, Hewanorra, Heroun, Liamougia.

Question 2

The majority of candidates gave good responses to this question. There were, however, some instances in which the responses indicated that candidates were totally unprepared for this question.

Candidates giving good responses stressed that drought and flooding affect almost all Caribbean territories each year and that some of the more serious results of drought were the drowning of livestock, the extreme damage to crops and the stunting of new plants. Other effects were the reduction of minerals in the soil, the reduction of plant materials, as well as the abandonment of the land for farming.

Part (b) required candidates to state how droughts affect areas of life other than food production in the Caribbean.

There were mixed responses to this part of the question as many candidates scored full marks while others failed to score the minimum. These candidates were unaware of the problems other than food production which would be caused by drought.

Candidates who gave good responses stated that occurrences such as high unemployment, internal and external migration and the increase in praedial larceny could be among the effects of drought. They also referred to environmental effects in which the impact of drought could be the development of bush fires which endanger life, flora and fauna and destroy hillside vegetation.

Question 3

Overall this question had mixed responses from candidates. Many candidates could only answer either Part (a) which was based on Indo-Caribbean cultural traditions or Part (b) which was based on African-Caribbean traditions.

Very good responses came from candidates who could answer both Parts (a) and (b) and then provide an analysis at Part (c) of the impact on Caribbean culture. These candidates received full marks for this question and demonstrated a knowledge and understanding of the cultural practices of these groups.

It was noted that some candidates interpreted Indo-Caribbean to mean ‘Amerindian-Caribbean’ or the cultures of the Aztecs, Incas and Mayas. Students and teachers must place emphasis on researching and knowing the cultural practices of various ethnicities within the Caribbean as stipulated in the CXC syllabus.

Question 4

This question, which was set in three parts, challenged the candidates to reveal their knowledge and understanding of the evolution of Caribbean public education over the colonial and post-colonial periods.

In Part (a) candidates were required to explain the meaning of the term “colonial education”. Only a small number of candidates were able to define ‘colonial education’ as a form of instruction which

enabled students to absorb the learning, heritage, geography and literature of European imperial states.

In Part (b) most candidates were able to gain at least one mark by mentioning or identifying schools, churches, universities, the plantations, and other institutions of social control during the slave and colonial periods.

In Part (c) of the question, most candidates were less confident and or accurate in their responses. This question targeted knowledge of the Caribbean Examinations Council's contribution to education in the region but many candidates were confused in their responses. There was some understanding of what CXC means to the region.

Question 5

This was a three-part question focussing candidates' attention on festivals which have emerged in North America and Europe and which have been influenced by Caribbean culture.

For Part (a), most candidates identified at least one festival such as 'Notting Hill Carnival', 'Caribana' and 'Labour Day Carnival'. However, in Parts (b) and (c), candidates tended to flounder. They were generally able to outline some ways in which the named festivals assisted North American and Europeans to understand Caribbean culture, but the concept of "understand" Caribbean culture proved troublesome and some simplistic responses were given.

The same problem was evident at Part (c), where candidates had to apply their knowledge and writing skills to deal with the notion of "an impact" on the economics of countries of North America and Europe. Only a minority of candidates scored full marks on this section.

Teachers are encouraged to spend more time dealing with the history of these overseas Caribbean communities in terms of cultural practices in order to help students understand that these overseas groups of Caribbean artistes and festival planners have created their spaces in such countries. They have helped these metropolitan economies to grow, have established a distinct Caribbean consumer community and have encouraged Caribbean and other citizens to develop businesses which cater to Caribbean tastes, palates and senses.

Module 2 – Issues in Caribbean Development

Question 6

Candidates were required to explain what is meant by the term 'economic development'. The majority of candidates gained at least one mark for this part of the question. Those who gave a good definition saw economic development as being directly connected to the improvement in services, infrastructure, jobs and the creation of money in the economy.

For Part (b) candidates had to state one indicator of economic development. Candidates gave many other examples of economic development in addition to the classical indicators such as high standard of living, increased GDP and GNP, and increased per capita income. Most candidates answered this part of the question correctly.

For Part (c) candidates had to explain how the indicator of economic development stated at Part (b) influences sustainable development. This part of the question posed the greatest difficulty. Though most candidates had some idea of what constituted economic development, they were unsure of what constituted sustainable development and so answered the question as though it was one on economic development only. Teachers and candidates should pay closer attention to all issues relating to sustainable development.

Question 7

For this question, candidates were required to explain what is meant by the term 'ideology', name two political ideologies which have influenced Caribbean thought and explain how one of these ideologies have hindered or promoted development. Most candidates gave a reasonable to definition of the term.

In naming two political ideologies that have influenced Caribbean thought, the popular response from the majority of candidates was that the two political ideologies that influenced Caribbean thought were Capitalism and Marxism or Socialism. Candidates who gave the operational definition of Capitalism and Marxism as *market economy* and *planned economy* were credited with the marks. Some candidates made reference to other examples such as Imperialism, Neo-colonialism and Black Power.

Part (c) of the question posed some level of difficulty to candidates. Candidates found it difficult to articulate their responses as this question called for higher level thinking. Some examples of good responses by candidates who argued that ideology hinders development are that it:

- was too Eurocentric and can be seen to perpetuate a colonial mentality
- was too Afrocentric : for example, Black Power can create ethnic tensions in territories with multiethnic populations, such as Guyana and Trinidad and Tobago
- excluded women as an integral group
- led to coups, plots, revolutions and ethnic clashes
- failed to address issues of difference that is, race, colour, shade.

Some examples of good responses by candidates who argued that ideology promoted development were it

- produced cadres of informed leaders with definite goals
- reinvigorated such issues as liberating African colonies
- provided guidelines for social and economic development.
- sensitised the youth about political issues – these youth became the next generation of leaders.

Teachers can assist students to overcome these deficiencies by arranging class discussions around these topics thus forcing students to think their way through these concepts.

Question 8

Candidates for Part (a) of the question were asked to identify two regional institutions that were created before the 1958 Federation.

Most candidates were unable to identify institutions that were created before the 1958 Federation. Some candidates incorrectly wrote CARICOM as their answer. A number of candidates correctly named the West Indies cricket team, but could not mention a second institution that survived.

Part (b) required candidates to state TWO reasons for the formation of the 1958 West Indies Federation. Most candidates were able to answer this part of the question correctly and therefore were awarded full marks.

In Part (c), candidates had to name ONE institution that survived after the collapse of the 1958 West Indies Federation and give ONE reason for its survival. This question posed problems for most candidates. A significant number of them again named CARICOM for their answer when this was not an institution that survived the collapse of the West Indies Federation. It must be stressed that candidates read the questions carefully and note such stipulations as dates and time periods.

Question 9

The majority of students gained full marks for Part (a) of this question which required them to identify two sports in which Caribbean people had gained international recognition. Popular answers were cricket and athletics, namely track and field.

For Part (b), candidates were asked to explain how 'sports tourism' had contributed to Caribbean development. Many candidates seemed unfamiliar with the term and addressed the two elements independently.

Question 10

For Part (a) of this question, candidates were asked what is meant by the term negritude.

Many candidates did not respond to this question. Those who responded handled the question reasonably well. More emphasis should be placed on this concept by teachers. It appears as if some candidates interpret the term 'negritude' to mean Pan Africanism.

For Part (b) some candidates rightly named the founding fathers of the negritude movement. However there were a number of students who identified negritude with the civil rights movement and other forms of black protest movements.

Many candidates did not score maximum marks for Part (c) of the question because they did not know or did not have a clear understanding about the negritude movement. However, some candidates did manage to score marks because their responses spoke generally to concepts of an African heritage and black consciousness.

Module Three – Investigating Human and Social Development in the Caribbean

Overall the performance on this module this year was greatly improved over that of previous years. However, it must be stressed that students need to read the questions carefully and provide the response as instructed by the question.

Question 11

In Part (a) of this question, candidates were required to write a hypothesis based on the statement: 'You are requested to investigate the incidence of violence in Caribbean schools.' Most candidates gave good responses such as:

- There is no relationship between violence in schools and domestic violence.
- Boys are more likely than girls to commit violent acts in schools.
- More violent acts in school are committed by high achievers than by low achievers.
- There has been a marked increase in violence against teachers in schools.
- More acts of violence are committed on the playground than in the classroom.
- Flogging of students only produces more violence in schools.
- Violence in schools is indicative of violence in the wider society.

Part (b) of this question required candidates to outline one way in which a hypothesis differed from a problem statement. Some candidates demonstrated knowledge of either the hypothesis or the problem statement, while others were not clear on either of the two.

Candidates who received full marks emphasised that the hypothesis is a tentative prediction or an explanation on the relationship between two or more variables while the problem statement states what the researcher wants to discover by doing the research.

Question 12

Part (a) of the question received mixed responses from candidates as some could not identify two methods that are to be used to identify a research problem. Candidates who gave clear responses emphasised that they could:

- Read research previously conducted on the subject
- Be guided by the recommendations in the report
- Identify the research through observations
- Use an unscientific survey such a ‘guesstimate’

Candidates gave good responses to Part (b) of the question, explaining ways in which it could be ascertained whether a research problem had already been investigated.

Question 13

Candidates gave very good responses for this question. They were aware of the methods to be used when investigating coastal pollution and the data instruments to be used for the study.

Question 14

There were mixed responses to Part (a) of this question, as some candidates could not clearly explain why limitations should be included in the conclusion of the report. Candidates who gave good responses explained that

- Limitations indicate the challenges that the researcher encountered while doing the research. For example, challenges such as the inadequacy of the sample size, finding suitable instruments to analyse the data, the lack of or small amount of literature, or even access to respondents would have affected the overall outcome of the research.
- Limitations indicate the intended or unintended bias of the conclusions.
- Limitations indicate the validity of reliability of the findings.

Candidates gave good responses to Part (b) of the question as they noted the following as other elements to be included in the research:

- Findings in relation to the objectives
- Interesting and new findings
- Areas for further research
- Areas of contention in relation to the research objectives .

Question 15

In answering this question, it was important to read the statement carefully and note the following- that teenage girls were the subject of study, that it was a private secondary school in the Caribbean and that the study was based on health issues.

Many candidates did not read the question carefully and gave poor responses to the question. Candidates who performed well on this question paid close attention to the statement and provided answers based on the statement provided.

For Part (a) of the question which asked candidates to identify two ethical issues, good responses noted that:

- Consent of the parents must be obtained since the students are teenagers
- Consent of the school must also be obtained, especially because it was a private secondary school.
- Privacy was an ethical issue because the girls were underage.
- Confidentiality was an ethical issue since it was a health issue involving teenage girls.

Candidates who gave good responses to Part (b) of the question noted that:

- Since the girls are all under statutory age and are in a private school, all ethical issues must be considered.
- The matter of health is also a private and sensitive issue, which requires strictest confidence.
- Because the girls were teenagers, their identity must be protected.
- Researchers must be aware of the law – they can be indicted and even sued for complicity in breaching the child protection acts.

PAPER 02

Overall Comments

This paper is divided into four sections comprising a total of eight questions. Candidates are required to answer four questions, one from each section. Candidates must read the questions carefully, note the instructions and ensure that each essay directly answers the question.

Sections A and B contain questions which are worth 20 marks each (Type A questions) while Sections C and D contain questions that are worth 30 marks each (Type B questions). Type A questions test the knowledge of and the ability to explain key concepts. Type B questions require more in-depth responses which feature argument and a greater level of detail and analysis. Candidates must arrange their time accordingly and be very aware of the difference in the degree of difficulty as stipulated by these two types of questions.

SECTION A

Question 1

This question tested candidates' understanding of the key sociological terms 'cultural erasure,' 'cultural retention' and 'cultural renewal' in a Caribbean context. A popular question, it was attempted by many candidates who gave satisfactory responses.

Most students gave reasonable depictions of these concepts and it was interesting to note that candidates commented on the indigenous practices as well as African, African-Caribbean and East Indian traditional cultural practices. There was a pleasing tendency on the part of the candidates to highlight modern-day festivals, programmes, religious practices and everyday folkways in the various territories.

Candidates commented that these practices and traditions were under siege from North American and other First World cultures. Some expressed confidence that the Caribbean culture systems would survive, while others were less confident. Teachers should be encouraged to consolidate their improvisation techniques and other stimulus material in order to deepen the knowledge of the candidates in this area of the course.

Question 2

This was a generalized question testing the candidates' knowledge and understanding of the resistance of Caribbean people of all ethnicities to historical oppression mainly from the planter class in sugar colonies. Candidates exhibited some knowledge of cultural and physical resistance by the African Caribbean enslaved during the period 1627 – 1838. However, in many cases candidates could not take the narrative further into post-emancipation examples such as indentured immigration and the challenges faced by the East Indian, Chinese and other ethnicities.

Candidates who were more informed, tended to bring the story of “active resistance” through the later 19th century riots such as Morant Bay to the times of Marcus Garvey, the 1930s and the post-Independence period 1962 to 2000.

Some candidates tended to highlight the retention of folk practices, languages and festivals as well as the reach for education at all levels. There was also emphasis on the role of women of all ethnic groups in the search for self-actualisation at all stages of the historical resistance to oppression over the past 380 years.

SECTION BQuestion 3

Not many students earned very high marks for this question as only a small percentage of students offered a definition for the concept of sustainable development. The majority of students misinterpreted the question and presented details on ‘economic development’ and ‘integration’ rather than ‘sustainable development’.

It was also noted that though a number of students linked sustainable development to environmental preservation issues, the majority were unaware of the policies and laws instituted by Caribbean Governments to ensure the protection of the environment, and therefore discussion in this area was vague and lacked substance. Students who had knowledge of the policies, stated for example, that

- Caribbean governments had passed laws to protect the coastlines, beaches, forest resources and agricultural land. For example, Jamaica had passed a law instructing the Bauxite company to restore the land to its original productivity and rent out to farmers.
- The aim of the Guyana hydropower project at Mazaruni River is to construct a hydro electrical plant to transport electricity to as far north as the Dominican Republic and south to Venezuela. Plans exist for hydropower facilities in St. Vincent, Dominica, St. Kitts and St. Lucia.
- Governments had created incentives for alternative sources of energy, for example, for some territories solar water heaters can be imported duty free.
- Governments are paying attention to coastal management and are developing policies to protect vulnerable Caribbean coastlines.
- In countries such as Dominica, Trinidad and Tobago and Guyana, the Governments are developing eco-tourism sites for visitors to explore the environment without damaging the environment.
- Governments have implemented several policies for sustainable development such as water conservation measures; recycling; encouraging the use of biodegradable garbage bags; the use of natural fibres for shopping, for example, paper bags and boxes

Teachers need to teach ‘sustainable development’ and focus on the environmental, the economic, the political as well as the social issues which come to the fore. They must also demonstrate the linkages that should be forged between the sectors in the effort to achieve sustainable development as opposed to economic development.

Question 4

Most students gave an accurate definition of ‘globalisation’ and the majority of candidates understood the question. Students demonstrated the importance of the internet and how it facilitates globalization. Many students adequately dealt with communication and its importance in globalization. However, the following deficiencies were evident:

- Weak links between technology and globalization.
- Overemphasis on communication.
- Misunderstanding of the word ‘facilitates’.
- Weak discussion of online education and how technology transforms education.
- Failure to cite specific technological tools.
- Not much discussion on how technology facilitates globalization.

Teachers can assist students by looking at areas of technology other than the Internet and other electronic forms of communication.

SECTION C

Question 5

This question tested candidates’ knowledge and understanding of the role of either African-Caribbean culture or Indo-Caribbean culture in the formation of Caribbean identity.

The question proved challenging to most candidates, particularly those who attempted the latter option. The challenge was to correctly identify what was Indo-Caribbean culture and, as noted in comments for Paper 01, too many candidates interpreted this phrase to mean “Amerindian folk heritage” or even, the world of the Aztec, Maya and Inca empires.

In cases where candidates correctly identified the task as one of interpreting the role of what were formally called ‘East Indian’ cultural practices, most of the responses reached a satisfactory level of factual writing. They pointed to the strength and longevity of festivals such as Divali, Ramadan, Ramleela, and Phagwah in ensuring the survival of Indo-Caribbean communities. Some candidates also commented on the fact that such festivals as well as Hosay and the several Indian culinary specialties such as roti, channa and ‘Doubles’ are now part of the overall Caribbean rituals and culinary practices. The general conclusion was that such cultural practices have strengthened and diversified Caribbean culture.

With regard to African-Caribbean cultural practices, candidates were more equal to the challenge and wrote confidently about religious practices such as Obeah, Voodoo, Shango, Orisha and Kunina as well as drumming, calypso, several food practices and the wearing of African hairstyles and clothing styles.

Question 6

In this question, candidates were required to discourse on the positive and negative effect of the general group of natural disasters such as hurricanes, earthquakes, floods, volcanic eruption and drought. This was the most popular question on the paper and the responses generally reflected the fact that candidates were well prepared.

Responses tended to be extensive with candidates commenting on more than one particular natural disaster. Hurricanes such as Ivan, Gilbert, Dean and Janet were identified, volcanic eruptions in Montserrat were highlighted and the floods which savaged Jamaica as well as the droughts of Haiti were commented on. The better candidates discussed both the positive and negative effects of such disasters.

The analysis of these disasters was quite detailed, although the social effects tended to be given more weight and coverage than the economic effects. However, even in such cases candidates were able to identify a wide range of specific examples from across the Caribbean, from Belize to Guyana. The weaker candidates tended to define the basic concepts vaguely and to discuss the results of these natural phenomena in only moderate terms. They identified only negative impacts of these natural disasters.

Teachers are encouraged to assist students in balancing their responses for their questions, for example, between social and economic impacts. In addition, they must spend more time assisting students in understanding the basic concepts of disasters such as plate tectonics, the formation of hurricanes and the role of rivers and ravines (gullies) in the phenomenon of flooding.

SECTION D

Question 7

Overall, the responses to this question were weak. This question seemed to be avoided by most candidates as Question 8 was the question of choice for the majority of candidates.

Candidates seemed unsure of what “freedom of the press” meant. Candidates, who agreed with the statement, could not offer tangible reasons for their position. Candidates who provided clear statements about the press and the role of the press noted that:

- The concept ‘freedom of the press’ acknowledges that the press has the right to publish and or produce knowledge without fear of political intimidation, or government intervention. This aims to ensure that the press can freely choose their topics for discussion and present their understanding of political views and issues.
- When the press is censored in any way, this is a violation of the concept of ‘freedom of the press’. For examples, the press would be prevented from reporting events and presenting their findings and expressing their opinions on political issues.

It was also noted that in instances candidates discussed the issues but failed to balance the argument by advancing the negatives or drawbacks to the statement. As a Type B question, this question required an argumentative approach, in which the pros and cons of the question were cited. The overwhelming majority of responses argued the question in the affirmative only, and ignored the abuses that freedom of the press can orchestrate. Because of this one sidedness in the candidate’s arguments, very few gained maximum points for this question.

Question 8

This question was very popular with the candidates and the majority scored between fair to very good marks. Candidates were able to define the concepts correctly and demonstrated good analytical skills. Some students even related the Marxist perspective for the issue of class.

It was observed however, that the term ‘ethnicity’ presented some difficulty to a number of students. Some students could not make a distinction between the concept of class and ethnicity. A number of students also wrote generally instead of focusing on the three areas as required. Some candidates

misinterpreted the question and provided general responses on discrimination as well as responses which focussed on other forms of discrimination such as gender, HIV/AIDS and race.

Teachers need to focus on the term ‘ethnicity’ in their instructions, as this term posed problems for students.

PAPER 03/1

INTERNAL ASSESSMENT

Overall comments

This year, most schools included the CXC required sample list in their package of scripts, which made it easier to cross reference the submitted samples with the computer selected list. With regard to the scores, in many cases, teachers’ scores and moderators’ scores showed small variations. Where teachers were too lenient, severe or inconsistent, feedback was sent to the individual schools.

It was also noted that though there continues to be a marked improvement in the quality of writing, there were still some aspects of the Internal Assessment that need closer scrutiny, for example.:

(i) Selection of topics.

Though many interesting topics were selected, some of them were too broad in scope as they required candidates to survey and comment on the entire region, or to review and analyse several components within the topic. For example, it is quite a task for students to conduct a study which investigates the *negative and positive effects of tourism on the social, economic, political and cultural environment* of a group of territories or the entire Caribbean region.

(ii) Incomplete answers per section

There were many instances where greater attention was paid to some sections of the project than to others. Some sections, such as the ‘Introduction’, ‘Interpretation of Findings’ and ‘Conclusions, Recommendations and Limitations’, were often presented with very brief responses. The other sections of the project would contain more complete responses. A project which contains incomplete or inadequate responses cannot be awarded full or even substantial marks.

(iii) Marking of submissions

On some occasions, the moderators saw no evidence of sections being included, yet students were awarded the marks for them. There were instances where candidates were awarded full marks for their projects even though some sections were inadequately done or were missing.

(iv) Ethical issues

All candidates must follow the understood ethical practices of conducting and presenting research. Projects were received that included information of a sensitive nature, such as the names of victims, perpetrators and communities, which should not have been made part of the final product. This is especially important when conducting research on, for example, HIV/AIDS, sexual abuse, child abuse and drug use. We emphasise that interviewees and all subjects of research must be guaranteed privacy, anonymity, and confidentiality.

The following comments relate to on the components of the internal assessment.:

INTRODUCTION

Some candidates did not clearly outline their Problem Statements. There were instances when the moderators had to comb the entire project to find the Problem Statement. Most topics were appropriate, except in cases where candidates attempted to measure too many variables, or focused on the region, and not on a small community.

LITERATURE REVIEW

Overall, this section was fairly well done. There were, however, candidates who just listed quotations and did not provide an analysis for their selections. Some candidates failed to do this section in continuous prose, while quotations were improperly cited.

As stated in the guidelines, the APA format should be used when citing sources. Candidates should be encouraged to use at least three kinds of sources, for example, books, an expert (interview/ techniques of oral history) and the internet. A poor project is one that only uses the internet as the source for the Literature Review. Note also that the Literature Review follows the Introduction and not Data Collection Sources.

DATA COLLECTION SOURCES

Some schools are still instructing students to follow the format for Methodology. This needs to be addressed so that students present an Internal Assessment that is in keeping with the guidelines of the CXC syllabus.

Candidates who focused on Data Collection Sources adhered to CXC requirements. They identified the sources and justified their relevance by demonstrating how they provided ways of understanding the problems that were being researched.

PRESENTATION OF FINDINGS

This section continues to pose difficulties. For example, students included data showing age and gender, even though these were not relevant to the topics being researched. Some candidates provided graphs which were poorly labelled and therefore incomplete. Some findings referred to percentage values that were not indicated.

Students who use coloured graphs must ensure that they use distinct colours, especially when the areas are not labelled on the diagram. They should use distinct and contrasting colours for easier identification of data. They were instances in which students used three shades of blue in a pie chart without at least selecting contrasting blue shades to present their findings.

INTERPRETATION OF FINDINGS

There was some improvement in the performance of this section. Some students provided clearly stated and valid reasons for the results that they presented.

Many students, however, only explained the representations and considered that to be interpretation. Instead of explaining *why* those results were yielded, they simply stated the results. They also failed to identify the trends and patterns, and did not provide plausible explanations for the results that they had found.

DISCUSSION OF FINDINGS

This section was the main area in which students underperformed. Once again it was noted that some students submitted the analysis required in 'Interpretation of Findings' in this 'Discussion' section. Having done this, they then failed to compare their results with those put forward by the experts in the Literature Review. It was also noted that some students introduced new literature, not mentioned before in their Literature Review, in this section.

CONCLUSIONS/LIMITATIONS/RECOMMENDATIONS

This section is another one which continues to pose difficulties for students. **Once again it is emphasised that paragraphs must be used as students present their responses in this section.**

In many instances, the 'Conclusion' was not presented as required because a number of students used bullets and numbering to convey their points. Also, students did not seek to identify what they discovered from conducting the research. While the 'Limitations' were generally sound and related to the researchers' specific situations, the 'Recommendations' were not clearly expressed.

In many instances the Bibliography was not presented in the APA style of citation. Often students omitted sources that they had used in their projects and the year of publication was missing for some of the sources. Also many students only listed websites as their sources of information.

OVERALL PRESENTATION AND WRITING SKILLS

Students must proof read their work and make the necessary corrections before submitting the final draft. They must also pay attention to sentence structure as they ensure that their ideas are fully communicated. Many presentations contained sentences and paragraphs that were full of phrases and not fully thought out ideas. The grammatical errors were numerous in some samples as well.

Teachers must ensure that comments are noted in the margins or on the blank side of the page. There were instances where these comments were so numerous on the page and were written in such a manner as to detract from the overall quality of the work.

Students need to adhere to the word limit when writing their projects as they will be penalized according to CXC stipulations.

PAPER 03/2

ALTERNATIVE TO THE INTERNAL ASSESSMENT

Overall Comments

This year there was a marked increase in the number of candidates and the number of territories that opted to take this paper. Moreover, there was also a marked increase in the number of good responses provided by the candidate. In contrast to former years, a strong knowledge base was noted which allowed some candidates to provide coherent arguments that closely addressed the relevant issues.

It is emphasised that all candidates must conduct research on the topics and be very prepared for this paper as required by CXC. Moreover, they must read all questions carefully and answer as instructed.

SECTION A

Question 1

This question required candidates to describe four ways in which Rastafari culture influenced the culture or the way of life of individuals living in metropolitan countries. Most candidates who opted for this question answered it well by placing emphasis on key aspects of Rastafarian culture that are seen in countries such as England, Canada and the United States of America. For example they commented on:

- The perspective that Rastafari culture was practised in these countries by both Caribbean and non-Caribbean migrants.
- How it provided both a spiritual and religious context for migrants and enabled narratives of belonging to the Caribbean and Africa for 1st, 2nd, 3rd generations born in the metropole.
- The colours red, gold and green which have been used in, for example, tee shirts, winter scarfs and bandanas and are very popular in these territories,
- The dreadlock hairstyle which is a visible symbol of Rastafari worn by those who have adopted the Rastafarian culture as well as by those especially of African descent as a symbol of black identity. Dreadlocks also now form part of mainstream Hollywood culture.
- The concepts of calling the police ‘Babylon’ and using the culture of Rastafari as a symbol of resistance was clearly seen, for example, the Brixton riots of the 1970s.
- How it became a way to access ancestral ties, that is, the back-to-Africa movement.
- The overwhelming influence and legacy of Robert Nesta Marley and reggae music which has become part of mainstream Europe and America.
- The spread of the usage of marijuana in the metropole; the use of ‘ital foods’ with restaurants providing ital meals, the language of rastafari that has been adopted by individuals in these countries.

Question 2

Candidates who opted to answer this question placed emphasis on how the topography of the territories directly influenced settlement patterns. They argued that if the territory is mountainous, some groups, such as the Indigenous Peoples, settled on the coastal areas and were dependent on fishing. Mountainous terrain also led to leeward and windward settlements, though more peoples settled on the leeward side and placed their capitals there. The type of crop chosen for cultivation is also influenced by the topography, for example, peasant crops were ideal for areas in which sugar cane could not be grown.

Responses could also have noted the recent changes in settlement patterns as modern technology is allowing communities to build roads and houses where they could not before. Also, such factors as desiring scenery or ‘views’ have caused some tracts in the highland areas, or along the coast or beach, to become more expensive and be deemed as exclusive to certain groups.

SECTION B

Question 3

In answering this question, candidates needed to identify key regional educational institutions, such as the University of the West Indies, the Caribbean Examinations Council and the University of Guyana which have contributed to the social and economic development of the Caribbean.

For the economic contribution they could have, for example, argued that the University of the West Indies and the University of Guyana have produced skilled individuals who now run governments,

industries and businesses in the Caribbean. They could also argue that the Caribbean Examinations Council ensures that thousands of Caribbean youths focus on subjects critical to knowledge and development of the Caribbean which have fostered a sense of Caribbean identity. Subjects such as the CAPE subjects ensure that students develop the analytical skills needed for entry to the university.

For contribution towards the social development, candidates could argue that all universities create a cadre of teachers sensitised to the region's needs. The universities also establish research topics on key areas of life, such as health, tropical medicine, infant mortality and poverty alleviation. Certification by the CXC allows youths to go into the community and or the work force, or the university sensitised to historical narratives and developmental issues that have impacted the region.

Question 4

This question received good responses from candidates as they demonstrated a clear understanding of key ways in which labour contributed to the development of the Caribbean. They examined the contribution of the Indigenous Peoples, enslaved Africans and their descendents, and the indentured labourers (from India, China and Java) in the post-emancipation period.

Candidates could have also examined instances of child labour (for example, in Barbados) that continued past slavery into the early twentieth century, as well as the impact of peasant labour in the post-emancipation period and even the inter-Caribbean migrant labour from Barbados, the Eastern Caribbean and Jamaica to territories such as Cuba, the Dominican Republic, Bermuda, Trinidad and British Guiana.

SECTION C

Module 3 - Investigating Human and Social Development in the Caribbean

Question 5

This question was compulsory. Candidates were required to read the synopsis and answer the questions which followed. To perform well on this question candidates must know and understand the various research techniques as stipulated for the research project.

It is strongly recommended that candidates taking this paper have a clear understanding of how to conduct, analyse and present research.

- (a) The following are examples of research questions or statements:
- Workers are sexually harassed in the Caribbean work place.
 - Are Caribbean workers sexually harassed in the work place?
 - There is sexual harassment of workers in the Caribbean work place
 - Workers are afraid to report instances of sexual harassment in the workplace.
- (b) The following methods could have been used to collect the data: surveys, questionnaires, sampling of a target population, participant, observation, examining official records/reports of instances, face-to-face interviews and/or telephone interviews. Candidates were to ensure that they clearly described each method.
- (c) Most candidates gave clear explanations for their choice of methods.
- (d) For this question, candidates were to choose the appropriate form of presentation for this type of research. Candidates were to ensure that they gave responses which were directly related to the scenario presented. They could state that

- The researcher could choose to use a combination of both textual and graphical presentation.
 - Graphical presentations and tabular presentations can be used when there are many statistics or examples of quantitative analysis.
 - Textual analysis can be used for qualitative data.
 - Power point can be used.
 - The researcher can opt to dramatise the research by creating scenarios and plays.
- (e) Most candidates gave good responses to the question requiring sources from which information on sexual harassment could be obtained.
- (f) In identifying criteria, candidates could state that validity, accuracy and reliability would guide their choice of the source mentioned in (e). Other criteria would be its relevance, the issue of confidentiality, the extent to which the source can be deemed to be objective and or is available for use.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2009**

CARIBBEAN STUDIES

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CARIBBEAN STUDIES**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION****MAY/JUNE 2009****GENERAL COMMENTS**

The Caribbean Studies examination comprised three papers - Paper 01 consisted of 15 compulsory short-response questions, Paper 02 consisted of eight essay questions of which candidates answered four, and Paper 03 was the Internal Assessment component for which candidates conducted research and submitted a research paper. Paper 03B was the alternative paper to the Internal Assessment which was written by private candidates.

Paper 01 contributed 27 per cent to the candidates' overall grade, Paper 02 contributed 33 per cent, and Paper 03A and 03B each contributed 40 per cent to the candidates' overall grade.

Paper 01

Once again, candidates are reminded that they should read all questions carefully. They are to **note key elements of the question**, such as terms that are to be defined and concepts that are to be explained and/or analysed. They should note the limits within time periods in questions and should provide examples when asked to do so.

There are many examples where candidates did not read questions carefully and gave inadequate and/or poor responses. It is evident that candidates who performed well had not only **prepared the topics**, but had also **paid close attention to the requirements of the questions**.

Module OneQuestion 1

Part (a) of this question required candidates to explain what is meant by the term 'plural society'. The question was straightforward and one which could be answered by reference to set texts such as 'The Haralambos', and to Caribbean writers such as M.G. Smith and R.T. Smith.

However, this question provoked inadequate responses such as: 'Plural Society is the adaptation of more than one named Society. It is the creation of other Societies in one society.' Another response indicated that '... plural society is one in which they (sic) are 2 or more ethnic groups present ...'

Each of these responses was obviously lacking in substance and there were others that failed to satisfy the request for a full explanation of what was meant by the term. However, the stronger candidates scored well by establishing that a plural society was one in which there were several distinct ethnic/racial groups who interacted with each other, but where there were clear lines between them in certain fundamental areas.

Many candidates experienced difficulties in answering Part (b) of the question as the term 'Mestizo' was apparently unfamiliar. Some provided vague answers by stating that a 'Mestizo' was the product of a Mexican parent and an East Indian parent. Others wrote that they were people who were still living in the Caribbean such as the 'Caribs' in Trinidad. Some asserted that the term referred to 'American Indians' found in continental areas such as Belize and that they were 'a type of Carib' with their place of origin being St. Vincent.

Candidates who were awarded full marks stated that the term ‘Mestizo’ was the name given to individuals of European and Amerindian or indigenous parents. It can also be noted that historically, a ‘Mestizo’ was someone who was born of Spanish and indigenous parents. This working definition still holds true in Belize today.

In Part (c), the majority of candidates provided good explanations for the term ‘Douglu’ which historically refers to an individual who was an offspring of an Indian indentured labourer and an African enslaved or freed labourer.

Teachers and candidates need to take note of these points to deepen their understanding of such concepts. They should also debate and review such issues as the characteristics of Caribbean societies in Guyana, Belize and Trinidad in particular, and the Caribbean island societies in general.

Question 2

In Part (a) of this question, candidates were required to demonstrate their knowledge of the nature and causes of soil erosion. Stronger candidates highlighted the continuous removal of the top layer of soil from the surface of the land, whether by the action of the wind, water, gravity, earth movements and by mankind.

In Part (b), many candidates gave full responses which pointed out that landslides, flooding, hurricanes and extreme wave action were the usual causes of the worrying development of soil erosion in this region. Others indicated that deforestation in places such as Haiti could be a major cause of soil erosion, especially on mountainous terrain. Some candidates placed emphasis on such factors as urban development, including construction, as being responsible for the increased use of land in the urban areas as well as industrial development, such as the bauxite industry.

Question 3

Candidates provided good responses for Part (a) of this question.

In Part (b), the responses varied from impressive to poor as many candidates struggled to find two separate and distinct reasons for the coming of indentured labourers to the Caribbean.

There was some confusion evident, as many candidates wrote about ‘push’ and ‘pull’ factors including poverty, poor economic prospects and harsh geographical and economic conditions in the native territories/countries. The better responses highlighted, for example, the fact that as an imperial power, Britain had control of these far-off lands. They also noted the European search for the cheapest possible labour, the shortage or scarcity of labour in some colonies, the deliberate use of such indentured immigrants to frustrate the militant black formerly enslaved and the demands of planters in the region for these ‘exotic’ peoples who were totally alien to the region.

Question 4

In Part (a), candidates were asked to explain the concept of ‘the family as a social institution’. Many candidates gained full marks for their responses in which they stated that this referred to the primary social unit which socialised the infant and growing young person in the mores, values and practices of the basic human unit and the wider society or group.

In Part (b), several candidates encountered challenges in providing two reasons why many Caribbean family forms were considered ‘dysfunctional’ by colonial authorities. For many, some confusion was evident in the interpretation of ‘dysfunctional’ which was held to mean ‘not working on the plantations’, or ‘those who ran away from work’, or the ‘slaves (sic) who preferred to eat, sleep and make merry rather than work’.

Candidates who were awarded full marks argued that, for example,

- the ‘nuclear family’ was seen as the norm and the colonial authorities did not regard Caribbean families, such as those with single parents, or extended families, as ‘proper’ forms
- these families were matrifocal as in Africa and this offended the sense of male superiority held by colonial authorities and the belief in male supremacy in the European household
- Western Christian teachings were highly ethnocentric and idealised a sense of White European norms and values.

Question 5

Many candidates encountered challenges in answering Part (a) of this question. For example, some highlighted the fact that immigrants from outside the Caribbean worked in this region and sent remittances to their families, a point not required by the question. Others provided responses which emphasised the impact on the economies of the Caribbean and not on those of Europe and North America.

Candidates who were awarded full marks noted that

- the historical situation of Caribbean soldiers in Britain during World War II who served the ‘Mother Country’ in the army, navy and air forces was important
- Caribbean migrants were vital for the operation of essential services in Britain and that nurses kept Britain’s hospitals performing satisfactorily at a critical time
- Caribbean migrants contributed to various areas of metropolitan economies, particularly agriculture, transportation, entertainment, technology, food handling and processing of the service sector in which Caribbean migrants worked hard providing new services, skills and knowledge
- migrant labour provided these countries with relatively cheap labour, especially in the manual, menial jobs which the natives of European and North American countries did not wish to perform
- Caribbean migrants became consumers in the host economies and so further contributed to the economies
- several festivals such as the Notting Hill Carnival and Caribana, which were introduced into the metropolitan countries by Caribbean migrants, provided large amounts of revenue to their host countries every year.

Again, many candidates were challenged in answering Part (b) of this question. Those who provided full responses to this question of Cuban immigrants influencing policy in North America were usually focussed on the powerful Cuban lobby in Florida and other southern states of the USA. This lobby has, for example, had a direct impact on legislation regulating legal and illegal migration from Cuba to the U.S. It has also served as a powerful pressure group that has affected governance and voting in the U.S.

Module 2

Question 6

Part (a) of this question required candidates to define the term ‘per capita income’. Some candidates experienced difficulty in answering this question as they could not clearly define the term but instead gave vague answers such as ‘the income earned by a country in a year’, or ‘the amount of money gained by a business or person’.

However, the majority of candidates, who defined the term correctly, gave answers such as:

- Per capita income is the total income earned from goods and services produced by a country in one year divided by the total population for that country in that year.

Part (b) posed the greatest difficulty as the overwhelming majority of candidates were unable to score full marks. Although most candidates agreed that level of income was a better measure of development than per capita income, they could not articulate why this was so. They experienced difficulty in explaining the term ‘levels of income’. Some candidates were at a loss as to the definition of ‘per capita income’. Owing to these deficiencies, only a minority of candidates was able to gain full marks, while a large majority of the candidates could only score one or two marks.

The following are examples of key arguments which would have helped to provide a good response:

- **Level of income** is a better indicator of development because levels of income speaks to **categories of income** of a variety of individuals such as teachers, lawyers, construction workers, engineers, minimum wage workers. These categories/levels can be used to indicate the growth levels in an economy especially, for example, when these levels of income are rising.
- However, **per capita income** cannot be used in this way as this measure speaks to the **average income** of the population, and does not take into consideration the unemployed, old and retired individuals as well as children, who, in most cases, earn no income but are included in per capita income calculations.

It is strongly recommended that teachers and candidates pay closer attention to these issues within Module 2 of the syllabus.

Question 7

From candidates’ responses to Part (a), it appears that ‘popular movement’ was a much neglected area of Module 2 as the majority of candidates were unfamiliar with this concept.

The few candidates who gained full marks argued that a popular movement was one that was initiated by the ideas from the masses, or was developed for the masses. It could have local and/or international appeal.

Inasmuch as the majority of candidates gave incorrect answers for 7 (a), they were challenged to provide correct answers for 7 (b). Some candidates did not name the popular movement, thereby losing a mark. Others identified two different popular movements and gave one way each.

Candidates who gained full marks for this part of the question reflected on, for example, the contribution of Rastafarianism, the Black Power Movement, U.N.I.A., and Women’s movements such as WAND, CAFRA and Sistren Theatre.

Question 8

Part (a) is another example of a question that posed a significant challenge to the majority of candidates as many of them were only awarded one mark. They were required to explain the ‘mutual advantage’ concept of social justice. Answers which implied concepts of ‘equal rights’ or ‘equal justice’ were inadequate as they did not provide a full explanation. Candidates could have explained that

- the term ‘mutual advantage’ referred to the social contract that existed between the state and its citizens, whether written or unwritten. The state was expected to protect the rights of citizens in so far as the citizens were expected to obey the laws and statutes of the state
- the ‘mutual advantage’ concept of social justice meant that the citizens of a state were expected to uphold their side of the bargain or contract, while the state was expected to uphold theirs. It was therefore a social contract which was mutually advantageous to both sides, as both sides stood to benefit as long as the ‘contract’ was upheld.

In Part (b), the majority of candidates were able to accurately define the terms ‘prejudice’ and ‘discrimination’, but were unable to distinguish between the two. Some candidates offered similar definitions for both concepts. Candidates who gained full marks gave responses such as:

- Prejudice is born of emotion, it is an attitude, a strong belief that is personal and subjective. Discrimination is action oriented and involves action that is directed against an individual or group. Prejudice can eventually lead to discrimination, that is, persecution, whenever action is engaged. The difference between the two is that prejudice does not pass the realm of belief or feelings and therefore usually inflicts no physical harm on the person or group targeted, whereas discrimination usually inflicts harm and hurt on the individual or group targeted. Often, these acts of discrimination are institutionalised and become part of the arsenal of policy makers.

Question 9

Candidates gave very good responses to Part (a) of this question.

For Part (b) of the question, some candidates had difficulty in explaining how the Caribbean mass media hindered the promotion of Caribbean entertainment. It also appears that many candidates may have understood the question but were unable to articulate the explanation.

Full marks were awarded for responses such as:

- The mass media in the Caribbean engages in the broadcast and re-broadcast of foreign entertainment thereby promoting foreign values and therefore crowding out Caribbean entertainment.
- The mass media only portrays Caribbean artists when they are recognized by international music labels and media, for example, Shaggy, Rihanna.

In Part (c), the majority of candidates who gained full marks gave responses as follows:

- The mass media has assisted in the promotion of Caribbean entertainment by engaging in the promotion through advertising and the broadcast of live concerts and entertainment packages of Caribbean entertainment in both the regional and international media.

- The Internet has provided opportunities for Caribbean entertainers to gain access to the global market and portray their art forms.
- With the creation of *Tempo* Caribbean music, artists have the opportunity to be viewed by a global audience.

Question 10

Candidates gave very good responses for Part (a) of this question.

In Part (b), many candidates were unable to explain why some interests groups opposed Pan-Africanism. Again, some candidates had difficulty in expressing themselves in writing. The following represents a good response:

- The main interest group in the Caribbean who opposed Pan-Africanism was the White planter-merchant class who saw the education and enlightenment of the former-enslaved peoples as destructive to maintaining the enterprise of colonialism. They saw it as an attack on their ‘interest’.

The majority of candidates provided good responses to Part (c) of this question.

Module 3

Question 11

In this question, candidates were given the following statement: ‘Dancehall culture has contributed to the erosion of moral values in the Caribbean’.

Part (a) required candidates to state why the above statement could be classified as a hypothesis. Most candidates gave good responses such as the following:

‘The statement is a hypothesis because it seeks to identify variables which have a relationship.’

Part (b) required candidates to list three reasons for which an individual may want to research the hypothesis. Candidates who received full marks gave answers such as:

- To generate information on an area on which little data existed
- To generate information on an area that was not well understood
- To assist in problem solving
- For influencing policy development.

Question 12

Candidates gave good responses to this question as most of them were aware of the ways in which electronic mail could facilitate the conduct of research.

Question 13

Candidates gave very good responses for this question. They were aware of the data collection methods to be used for research projects on health and were able to state the ways in which the data could be presented, including the combination of graphic and tabular methods and using video and DVD technology.

Question 14

There were mixed responses to Part (a) of this question as some candidates could not clearly identify two advantages of using oral sources when conducting research.

Candidates who gave good responses explained that

- the data gathered was gained from the source.
- individuals could provide eye witness accounts for events.
- oral histories could be used to verify written texts and vice versa.
- cultural practices that may have gone from everyday experience could be recaptured through interviews and oral history techniques.

Candidates gave good responses for Part (b).

Question 15

In Part (a), full responses were provided by the majority of candidates.

In Part (b), some candidates were unable to provide two reasons why a bibliography should be included in a research study. Full responses explained that a bibliography

- provided verification of the data presented
- acknowledged the sources that were used in the study
- provided references for a reader who wanted to act on the research
- was essential for the integrity of the exercise.

Paper 02

This paper was divided into four sections containing a total of eight questions. Candidates were required to answer four questions, one from each section. Candidates are reminded to read the questions carefully, take note of the instructions and ensure that each paragraph **directly answers the question**.

Sections A and B contained questions that were worth twenty (20) marks each (Type A questions), while Sections C and D contained questions that were worth thirty (30) marks each (Type B questions). Type A questions tested the knowledge of, and the ability to, explain key concepts. Type B questions required more in-depth responses which included argument and a greater level of detail and analysis.

Candidates must organise their time accordingly and be aware of the difference in the degree of detail required by these two types of questions.

Section A

Module I – Caribbean Society and Culture

Question 1

This question was the more popular of the two questions in this section as the majority of candidates opted to provide responses on coral reefs. However, the question required candidates to concentrate on the **measures** implemented to minimise the danger of coral reefs. Some candidates did not do this and thus gave very general responses on the topic of coral reefs. Others made reference to possible measures without demonstrating how they would minimise the dangers posed to the reefs.

Candidates who gave good responses placed emphasis on the fact that coral reefs were an integral part of the ecology of the Caribbean and the identity of the region. They gave examples of the **dangers** such as siltation of the rivers that deposited soil on the reefs; the activities of water-sports individuals and divers that directly affected the ecological systems; the hunting and mining of fish by using explosive devices; and, the activities of fishermen and women whose pots could damage the reefs.

For possible measures that could minimise these dangers, candidates argued that

- educating individuals and groups such as fisherfolk, farmers, hoteliers, small craft operators, the inhabitants of the territories and even the tourists would be part of the effort to increase awareness about the importance of the reefs and to encourage all to protect them.
- governments have established, and should continue to establish marine-protected zones around important coastal regions inhabited by coral species and fish as the official stance or policy in the fight to guard the reefs. Such an official intervention and the creation of zones would require individuals to constantly patrol and notify authorities of any acts that could damage the reefs.
- laws should be passed to protect the shoreline and to establish activities that would be viewed as criminal and against the environment. Such laws would be against pollution of the seas and would guard against activities such as trawling, a method of fishing that can damage the reef and alter its environment.
- with legislation in place, beach rangers, marine officers, coastguards and police officers would be empowered to protect the shoreline and be watchful of cruise ships and pleasure crafts, such as large yachts, that have been noted to damage the reefs.
- governments could adopt a regional approach to the issue in the effort to provide a central policy for a critical aspect of the ecology that is so vital to the Caribbean. This would allow for a united stance against criminal and negligent activities that damage the reefs. Governments could share intelligence of the issue and benefit from a collective approach.

Question 2

This question required candidates to examine three ways in which the Justice System, as a social institution, has impacted on society and culture. In their responses, candidates tended to ignore the role of policy-makers in the system and placed their focus exclusively on the law, law courts and the prison system. This resulted in inadequate responses which only identified the negative aspects or features of the system.

For example, candidates could have referred to the occurrence of ‘unfair trials’, acts of discrimination based on race, gender, colour and age, as well as the loop-holes in the system which enabled wealthy persons to escape punishments which are meted out to others who are in the lower socio-economic brackets in Caribbean societies. In such cases, the candidates tended to produce a long list of complaints about abuse of police powers against unfortunate citizens, particularly those with dreadlocks and/or those who prefer the Rastafari faith.

Candidates who directly answered the question as asked gave substantial points about justice as they argued that the justice system had been put in place by the government to ensure that everyone enjoyed their civil and human rights. It also expected citizens to be law-abiding.

In such essays candidates

- identified the law courts as the seat of justice, with the CCJ at the apex of the system as the highest court of appeal in the Caribbean
- contended that the impact of the system in individual territories had been immense, positive and had brought about far-reaching benefits
- identified three ways of considerable impact as the weeding out of deviance through prisons; the settlement of disputes among citizens; and the establishment of laws by which everyone should live. In such cases, candidates provided an impressive list of examples of the justice system operating positively.
- went further to analyse both the positive and negative outreach of the justice system, identifying its challenges but also highlighting its efficacy and morally progressive thrust.

Section B

Question 3

This question asked candidates to describe the importance of economic, political and social development in the Caribbean. Candidates were to provide examples as they gave their responses. It was notable that many candidates were very familiar with the concept of economic development and were able to provide examples to support their arguments.

However, many candidates experienced difficulties demonstrating the importance of social and political development. Further, most candidates, having defined these concepts, failed to show the importance of each to Caribbean states.

Candidates were suitably awarded for full responses which argued the following:

- That **social development** placed emphasis on improving the social amenities of the people and on the delivery of social goods to improve their lives. Examples of these are such measures as establishing disposal plants, ensuring good and modern water facilities, modern road networks, tertiary education and good communication systems.
- That **political development** included respect for the rule of law and political institutions that fostered democracy, as well as respect for the outcome of general and local elections. Such aspects as upholding human rights within the state regardless of race, ethnicity, religion, class and national identity are also clear indicators of political development.

Question 4

This question asked candidates to describe three ways in which the discrimination of women hindered development in the region. In their answers, many candidates opted to place their focus on providing examples of acts of discrimination against women without providing the link between discrimination and development. Indeed, this element was missing in several responses.

Stronger candidates were able to demonstrate knowledge of the range of practices that discriminated against women and clearly link the practices to problems that the society experienced with development. They argued that the concept of development included the increase in productivity in society and therefore society must make full use of its female and male citizens. When women were prevented from taking part in the workforce, a key impact would be the reduction of productivity.

Other responses argued that gender discrimination leads to lack of leadership skills and lack of knowledge that would contribute to the advancement of society. They noted that international agencies researched the treatment of women in Caribbean societies and were vocal against acts of discrimination, sometimes not contributing to, or limiting funding for development.

Teachers and candidates are advised to pay close attention to the issues of development within this Module and to critically examine the debates that arise.

Section CQuestion 5

This question asked candidates to confront the contentious role that race, class and ethnic affiliation have played in Caribbean society and culture. Candidates fell into two large groups in relation to this question. One group argued that these factors were no longer part of our collective consciousness and that persons were now being evaluated on more reasonable criteria, such as educational attainment, profession or religion. The other group of candidates argued that race, colour and ethnicity continued to dominate interactions in Caribbean society as they had since the ‘creation’ of these tropical colonies as slave plantation societies.

Consequently, few candidates paid much attention to the task at hand which was to **account for the changing role that these factors were playing today**. Stronger candidates analysed the historical narratives that established the constructs of race, colour and ethnicity in plantation societies and the resulting rigid social stratification by caste and class. They also debated the changing role of these factors by examining contemporary instances and questioning the extent to which they influenced present-day realities.

For example, some candidates argued that with the coming of Independence, persons of European descent were no longer viewed as superior and so were no longer feared. Others pointed to, for example, the Trinidad and Tobago national anthem which claims ‘Here every creed and race finds an equal place ...’ as the unofficial motto by which Caribbean people are currently living their lives. In opposition, some candidates disagreed with this position pointing out the ethnic tensions that continued to exist in some territories and argued that these factors still played a role in contemporary societies.

Question 6

In this question, candidates were tested on the intriguing and contemporary topic, ‘There is no single Caribbean culture’. The question required them to provide arguments and examples in their answers.

With regard to those candidates who supported the topic, they argued that there were several islands and territories in the region and that each one formed a separate socio-cultural entity with, often, all other Caribbean people being regarded as ‘foreigners’. Such candidates wrote about many Caribbean cultures which were really ‘copies’ of European cultural heritages; thus they claimed that these Caribbean societies would always be different one from another.

They also pointed to stark racial and ethnic differences between Indians, Chinese, Indigenous peoples and Africans in former plantation colonies. Their point was that there were strong similarities which the territories shared, but that there was also an equal set of differences such as vernacular languages and accents, cuisine, names of animals and physical features, in addition to which, there were products and clothing, habits of mind and leisure practices which assumed immense importance when Caribbean people were apart from each other. Such candidates contended that it was only when Caribbean people came together outside of the region that they operated as though there was a single Caribbean culture, but that this was for promotional, political and convenience reasons.

In contrast, the proponents of a notion of a single Caribbean culture wrote at length to establish the matrices of the region’s cultural heritage, namely Africa, Asia and Europe and to submit the argument that this region was unique because of the meeting between those cultures and an indigenous one. The result, they argued, was a rich blend which was evident in each territory, large or small, whether on the mainland or in the island spaces. They pointed to cricket, calypso, reggae, dancehall, African-Caribbean and Indo-Caribbean cuisine, Creole languages and Indo-Caribbean heritage. Both sides of the argument were well represented and there was a healthy debate in some of the better-written scripts.

Section D

Question 7

Few candidates offered responses to this question. Those who attempted it gave reasonable responses. However, some of these candidates had some level of difficulty in explaining such concepts as C.S.M.E., C.C.J., and single government. In some cases, there was a clear lack of knowledge of these concepts as candidates could not demonstrate how a single CARICOM government would help or hinder development.

Candidates who gave full responses discussed all the pertinent issues such as political union, integration, C.S.M.E., C.C.J., R.S.S., single currency, and therefore scored high marks.

Question 8

This question was very popular, with the overwhelming majority of candidates opting to answer this question in this section. Candidates were able to define the concepts correctly and demonstrated good analytical skills. Some candidates even related the Marxist perspective in relation to the issue of class and the question of development. Others cited examples and analysed key factors as they presented arguments for both sides of the question. Candidates were apparently well prepared for questions on tourism and development.

DETAILED COMMENTS

Paper 03/1

Internal Assessment

This year it was noted that there were **very few samples** of the Internal Assessment (IA) that were not submitted mainly because both candidates and teachers **paid close attention to what was required by the syllabus**. Consequently, such sections as Presentation of Findings, Discussion of Findings and Interpretation of Findings, as well as Conclusions, Recommendations and Limitations were properly completed enabling candidates to be awarded high grades for their work.

We also noted the following:

- The **Moderation Forms were missing** from the samples of many schools and, as a result, the section grades were often placed throughout the students' projects. This hindered the speed with which the projects were moderated and hampered the grading process. **Teachers are again advised to provide all required paperwork for the IA.**
- There were instances in which there was **a discrepancy in the grades on the Internal Assessment assignment and the grades recorded on the Record Sheet**. There were also instances in which the IA that was submitted by the teacher was not the one requested by CXC. Teachers are to exercise great care when transferring grades and submitting samples for the moderation process.
- **Several projects contained sections that were incomplete and/or missing**. There were also sections which did not follow the CXC guidelines of the syllabus. **Yet, in some instances, teachers still awarded grades for those sections that were missing**. For example, there were instances in which sections were completely missing, but the candidates were awarded full marks. We strongly advise teachers to closely follow the CXC mark scheme, as outlined in the syllabus, when grading the projects.
- **There were various cases in which teachers were either too lenient, too severe or were inconsistent in their marking.**

With specific reference to the Internal Assessment the following observations have been made:

Introduction

Three key issues should be noted:

- Some candidates did not include a Problem Statement in their Introduction. There were also examples of candidates who did include the Problem Statement, but who failed to clearly present and structure it.
- Many candidates failed to indicate their topic in the project. There were several instances in which the only reference to the topic of the project was found on the CARS-3 form, and only as a general theme.
- Some topics were too wide and contained too many variables. Thus, in following through the analysis, candidates often neglected most of the variables, or presented a project in which the required research was incomplete.

Candidates are asked to clearly present the topics on their projects, both on the covers and inside the text. They are also to include a clearly written Problem Statement.

Literature Review

Many candidates presented a Literature Review that was well structured and analysed. Many of them also made use of the required number of sources, for example, books, an expert in the field and a reputable website.

However, there were also several candidates who only included quotations and/or newspaper articles, without the required analysis of the literature. Indeed, there were candidates who committed acts of plagiarism by lifting sections of articles from the texts and the Internet without citation and without using quotation marks. One candidate presented the Internet article in its entirety, including the Copyright clause: *“Not to be reproduced in any form without permission from the newspaper agency”!* Further, this Copyright clause was reproduced at the bottom of several pages of their Literature Review!

In the effort to avoid committing acts of plagiarism, candidates must always cite their sources, use quotation marks when quoting passages of texts and/or must paraphrase relevant sections of the text. It is also important to integrate the research within the argument and not just present several large chunks of research as the Literature Review.

Data Collection Sources

Some candidates continued to use the format for Methodology though it has been a number of years since this format was replaced. It is to be re-emphasized that all candidates should comply with CAPE Caribbean Studies regulations and follow the guidelines for the use of the Data Collection Sources in their Internal Assessment.

Most candidates who focused on presenting Data Collection Sources, adhered to the requirements. They identified the sources, justified their relevance and presented ways in which the sources would contribute to the outcome of their research.

Presentation of Findings

Once again, there were many instances in which graphs were poorly labelled, percentage values were not indicated and similar colours – such as several shades of the same colour – were used in the presentation. With the emphasis on clearly presenting the findings, it is vital that all graphs and tables should be clearly labelled and that distinct colours be chosen for the presentation.

Interpretation of Finding

In this section, candidates were required to analyse and interpret their findings and give reasons why these results were the outcome of their research. However, many candidates narrated the findings without the required analysis, and simply stated what they were. They also failed to identify the trends and patterns, and did not provide plausible explanations for the kinds of results they had produced.

Discussion of Findings

Following on from the previous comment, several candidates attempted to provide what was required for Interpretation within this section. Yet the purpose of this section was to discuss and compare the findings with that of the experts – those scholars who have been cited in the Literature Review.

To enable this, candidates must have cited in the Literature Review all the literature that was used within the project. However, many candidates introduced new literature, not cited in the Literature Review, in the Discussion of Findings. This not only affected the flow of their argument for this section, but also affected the presentation of their Literature Review.

Conclusions/Limitations/Recommendations

It is important to note that up to fifteen (15) marks can be awarded for this section. It is expected that candidates would strive to be awarded full marks by carefully presenting well-structured and well-analysed responses in this section.

However, candidates continued to show scant regard for the section as they presented hastily-written, poorly structured and poorly written comments. Some opted to present the section as a series of brief sentences without any attempt to present analyses. Often, bullet points were used with brief phrases and not full sentences. Many did not present Recommendations, or when they did, presented an inadequate commentary which was often not relevant to the research undertaken.

Candidates and teachers must pay close attention to this section and ensure that complete and well analysed responses are provided.

Overall Presentation and Writing Skills

Four key issues were noted:

- Several samples were replete with grammatical errors, and as stated earlier, incomplete and missing sections. Candidates are strongly advised to proof-read and edit their work before submission.
- Candidates are to adhere to the word limit when writing their projects as they will be penalized according to the stipulations prescribed by CXC.
- Candidates are to use the APA format for their bibliography and when citing references.
- Teachers are advised to take care when writing their comments on the projects. There were instances in which it was difficult to read the project because the comments of the teacher were written over the work of the candidate, making it indecipherable. Some teachers also wrote lengthy comments on the CAR-3 form.

DETAILED COMMENTS

Paper 03/2

Alternative to the Internal Assessment

Once again there was a marked increase in the number of candidates who wrote this paper and the number of territories represented in the candidate entries. Moreover, **there was also a marked increase in the number of good responses provided by the candidates.** A strong knowledge base was evident which allowed some candidates to provide coherent arguments that closely addressed the relevant issues.

However, once again, it must be emphasised that **all candidates must conduct research on the topics and be prepared for this paper as required by CXC. Moreover, they must read all questions carefully and answer as instructed.**

Section A

Question 1

In this question, candidates were required to provide explanations of each of the following concepts of culture – popular culture, non-material culture and Internet culture.

Candidates who provided full responses argued that culture was a way of life and that these concepts outlined key aspects of contemporary culture. *Popular culture* was seen as the way of life of the masses as it appealed to a broad section of the populace, especially the youth. *Non-material culture* referred to the intangible aspects of the way of life such as beliefs, ideas and values and was integral to understanding the identity of the community. *Internet culture*, or the culture of cyberspace referred to the way of life of several members of the community who lived virtual realities as they ‘surfed’ the ‘net’ and chatted in cyber communities.

Question 2

This question required candidates to describe four ways in which Caribbean society and culture impacted the societies of the extra-regional countries. Candidates had to establish examples of non-regional countries, such as Canada, the United Kingdom and the United States of America to which Caribbean individuals migrated to over the centuries.

In arguing the ways in which these migrants and migration affected these countries, the stronger candidates made reference to instances where, for example,

- migrants became integral in the workforce of the country, whether as bus and train drivers, nurses, farm labourers or artisans.
- migrants also brought their cultural practices and influenced changes in the usage of food items, language, music and dance.
- Caribbean spiritual practices such as Rastafarianism and Vodun were now integral in these societies as a direct result of migration.
- carnivals, such as Notting Hill carnival, Caribana and the West Indian Day Parade held on Eastern Parkway in New York now formed part of the calendar of these territories.
- politically, the Cuban migrants have also had a great impact on the development of US foreign and domestic policy.

Section B

Question 3

The candidates were asked to examine four ways in which the IMF had hindered development in the Caribbean.

This question was eminently topical because at the time of the examination, Jamaica had indicated that it would be returning to the International Monetary Fund to rescue its ailing and failing economy. The question was, nonetheless, the single least popular one on the examination paper largely, one supposes, because it required exact knowledge of economic terms, models, issues and developments. This meant that candidates would have had to be well grounded in the subject.

As it turned out, the performance was fair and several of the responses contained creditable information and competent analyses. Many of the candidates correctly identified the negative consequences of Caribbean involvement with the IMF as the following:

- Devaluation of the national currency
- A high debt burden on the economy
- Low levels of investment in capital projects
- A freeze on wages throughout the private and public sector
- Sizeable lay-offs in the public service
- A hold on training for teachers and other candidates for higher education
- A flight of private capital
- An astronomical rise in the price of consumer goods.

The candidates tended to lament the long involvement of these countries with the IMF and commented with some specific knowledge on how the IMF relationship had hindered economic, social and political development in these named territories. Some even offered recommendations for avoiding the “web of the IMF”.

Question 4

This question was the more popular of the two in this section. Candidates were asked to discuss four challenges faced by Caribbean governments in their efforts to use sports to facilitate development. Many candidates sought to define “development” indicating that it meant the harmonious linkages established between various sections of the society and economy. The challenges of using sport to facilitate development were identified as the following:

- Lack of funds to promote sports development
- A heavy emphasis in schools on academic pursuits at the expense of sports
- The popular view of sports as merely leisure time activity not requiring brains or organisation
- The absence of university training programmes to develop sports management specialists
- Competing demand from other sectors on the national budget
- Lack of several different sports stadia for training and international competitions
- Gender (anti-female) discrimination in the allocation of time, resources, and facilities to certain (women’s) sports
- Management of sports facilities and personnel.

Many candidates were able to list some of these points, but the stronger candidates went on to show the linkages between sports and tourism, sports and culture, sports and wellness, sports and technology, and sports and gender development, in order to demonstrate that Caribbean governments were not ready to invest heavily in sports culture to develop the society overall.

Section C

Question 5

This question was compulsory. Candidates were required to read a synopsis presented and answer the questions that followed. To perform well on this question candidates had to be aware of and understand the various research techniques as stipulated for the independent study.

Once again, it is strongly recommended that candidates taking this paper have a clear understanding of how to conduct, analyse and present research.

For Part (a), the following are examples of research statements for the investigation of Caribbean music videos:

- Sexually explicit lyrics and violence are not the main features of Caribbean music videos.
- Caribbean music videos contain eighty per cent sexually explicit lyrics and references to violence.
- The 12 – 15 age group is not the main audience for Caribbean music videos.
- The 12 – 15 age group is the main audience for Caribbean music videos.

In Part (b), most candidates identified two reasons why they would conduct the research. They explained that it was an area in which not much research had been conducted; that such research could influence policy makers; and that new knowledge would be produced that may help to reduce the potential for crime and delinquency.

Most candidates gave good responses for Part (c) of this question.

For Part (d), candidates who gave full responses identified such ethical issues as: gaining the consent of those taking part in the research; ensuring that all data collected was confidential; ensuring the transparency of the research process; and providing safeguards to protect and not contaminate the data collected.

Most candidates gave good responses for Part (e) of the question.

For Part (f), most candidates gave good responses as they were able to indicate several limitations encountered in the conduct of research including the sample size and the paucity of literature on the subject of the research.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2010**

CARIBBEAN STUDIES

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GENERAL COMMENTS

The Caribbean Studies examination comprised three papers — Paper 01 consisted of 15 compulsory short-response questions, Paper 02 consisted of eight essay questions of which candidates were required to answer four, and Paper 03 was the Internal Assessment component for which candidates conducted research and submitted a research paper. Paper 03/1, the alternative to the Internal Assessment, was written by private candidates.

Paper 01 contributed 27 per cent to candidates' overall grade, Paper 02 contributed 33 per cent, and Papers 03/1 and 03/2 each contributed 40 per cent to candidates' overall grade.

DETAILED COMMENTS

Paper 01 – Short-Response Questions

Once again candidates are required to read all questions carefully. They are to **note key elements of questions**, such as terms that are to be defined, concepts which are to be explained and/or analysed. Also, candidates should note the limits within time periods and always provide examples when asked to do so.

Candidates who performed well on their responses had not only **prepared the topics**, but also **paid close attention to the requirements of the questions**.

Module 1 – Caribbean Society and Culture

Question 1

This question tested candidates' knowledge of the basic geography of the Caribbean area and included three specific questions.

In Part (a), candidates were required to outline one advantage of defining the Caribbean in geographical terms; they produced a variety of responses, not all of which were accurate. The stronger candidates wrote succinct answers which included references to the chain of islands at the archipelago and the central place of the Caribbean Sea. There was also mention of features such as the nearness to the mainlands of North and South America, the practical matter of longitude and latitude, the route of annual hurricanes coming from the African coast and the site of several islands which are former volcanoes. There were also references to the trade winds, the Caribbean Plate and the ocean currents.

For Part (b), candidates cited as one disadvantage of using a geological basis for defining the Caribbean the fact that geology was the study of rock forms and that there was no single consistent rock type which typified the Caribbean. Consequently, countries varied considerably in their physical profiles. Other points included the fact that countries which are not normally regarded as Caribbean, for example, Guyana and the Bahamas, would be excluded from such a definition and the opposite groups which include Panama and Nicaragua would be included. These responses indicated that candidates were well prepared for the question. Weaker candidates confined themselves to vague and generalized responses which did not highlight the critical features of the Caribbean region.

Part (c) required candidates to provide a rationale for describing Mexico as ‘Caribbean’. The most creditable responses emphasized Mexico’s closeness to the Caribbean islands, the shared profile of being impacted by Caribbean hurricanes, the common history of colonialism, and the fact of close, modern travel connections. Weaker candidates suggested that Mexico was “washed by the Caribbean Sea”, which was, of course, inaccurate.

Question 2

This question required candidates to focus on the issue of volcanic systems in the Caribbean.

In Part (a), which required a definition of the term ‘plate tectonics’, candidates were generally able to score a mark by referring to the fact that the earth’s crust consisted of ‘plates’ or large masses of rock, some of which were constantly moving. However, candidates who contended that such movement took place above rather than below the earth’s surface could not gain any marks. Several candidates used the opportunity to produce extensive descriptions on how the various plates connected to one another.

In Part (b), candidates were generally able to comment knowledgeably on the most important ways in which volcanic activity influenced Caribbean society and culture over time. Candidates included references to the Montserrat disaster of 1995, which caused forced migration, both internal and external, the destruction of the agricultural sector, severe climate changes, the high incidence of sickness and respiratory ailments and the disruption of travel and tourism. Other candidates noted that volcanoes can bring some positive results, the main one being the subsequent creation of highly fertile soil and future abundant yields of crops. This question was generally well handled by candidates who appeared to have been adequately prepared to discourse on the destructive effects on the agricultural and export sectors and the disruption of the way of life of affected groups of inhabitants.

Question 3

In this question, candidates were required firstly, to define the term ‘resistance’ and then to describe ways in which the Haitian Revolution impacted Caribbean society and culture.

In Part (a), the responses of some candidates were vague indicating that they did not understand that ‘resistance’ meant forceful opposition to actions, rules, policies and ideas and that those reacting usually react when they regard such developments as threatening.

However, in the stronger responses, candidates gave historical examples of culturally significant actions which could be regarded as ‘resistance’, including significantly, the responses of the enslaved on Caribbean plantations. Some candidates utilized the now unfashionable terms such as ‘active’ and ‘passive’ to describe such forceful responses, while others gained credit for mentioning marriage, music, mimicry and satire, armed rebellions and wars as pertinent examples of such ‘subversive’ action.

In Part (b), candidates tended to write expansively on the cause and impact of the Haitian Revolution of 1791 — 1804. They identified the gaining of Independence as a signal triumph and went on to note that the new state of Haiti impacted positively on other ‘resistance movements’ among the enslaved in the wider Caribbean region. Among the many, and for the most part, accurate claims about the significant effects of this revolution, were contentions that it stimulated the drive for emancipation of the enslaved throughout the Americas, particularly in the islands, that it influenced mainland movements for Independence in Spanish colonies and also

motivated those suffering the oppression of Indentureship to protest against that system. While these could generally be accepted, the assertion from some candidates that the Revolution assisted in the drive for Independence of British Caribbean islands was fanciful and could not garner marks for those less knowledgeable candidates.

Question 4

This was a three-part question which required candidates to reflect on the plantation as a cultural system and to comment on the ways in which education contributed to the undermining of that Caribbean society formed essentially by the plantation.

In Part (a), candidates were required to define 'Plantation society' and there were several definitions of reasonable accuracy and relevance. The term 'Plantation society' incorporates sugar, cocoa, coffee and tobacco production and export with sugar being the most dominant. The concept also referred to the hierarchical social system on these estates featuring Europeans in hegemonic positions while African enslaved persons occupied the lowest ranks, had to work hard under pain of lashes and were a species of property under the laws of these societies. The societies were capitalist and exploitative with oppressive laws restricting the enslaved.

Those candidates who were able to include some or all of these features in their responses were able to gain creditable marks while candidates who wrote vague and speculative responses scored low marks.

Part (b) of the question dealt with the ways in which plantation society contributed to social stratification. In their responses, candidates tended to stress segregation, anti-Black racism, the rigid segmenting of persons in terms of housing, jobs, education and the right to vote, offer oneself for elections and membership of the legislature. There was the issue of the European versus the African, the emergence of mixed race groups such as mulattoes, and the restriction of the religious rights of the enslaved. Most candidates were able to cite one of these ways in which the plantation influenced social stratification in the Caribbean.

In Part (c), candidates were asked to address the role of education in 'class formation'. Responses emphasized the upsurge in primary education following the end of slavery and the slow but gradual access to secondary education by the former enslaved and their descendants. The emphasis was on education providing a conduit for persons, mainly males from the underclass to gain upward social mobility through jobs in towns and in the 'learned' professions of law, medicine, science, teaching, engineering and accounting. Candidates who pointed to the easier access to education and the rise of a new social class in these traditional plantation societies gained the maximum marks, while those who were not able to point to the emergence of talented persons from the underprivileged social class did not gain any marks.

Question 5

This was a three-part question which required an examination of food practices in the Caribbean over time as well as the ways in which the indigenous peoples who dwelled in the Caribbean before the arrival of Columbus and the Indo-Caribbean peoples, who were indentured in the Caribbean after emancipation, have impacted Caribbean culture.

For Part (a), candidates were required to define the term 'culinary practices' and it became obvious from several responses that candidates were unfamiliar with the term 'culinary' as some confused it with 'cultural' and therefore lost the opportunity to score two marks.

Full responses defined culinary practices, for example, as the consumption and preparation of various foods that are distinct to cultural or ethnic groups.

For Part (b), candidates were required to identify two practices that have been inherited from the indigenous peoples of the Caribbean. In some responses, candidates attached to the Tainos and Kalinagos responsibility for foods such as breadfruit, which came from the Pacific, yam which came from Africa and the pineapple which came from Asia. The better-prepared candidates also mentioned corn beer from cassava, the art of cooking wild meat, (both barbecued and ‘jerked’), the making of pepperpot soup, the use of roots and tubers, of cassareep and the making of bread, also from cassava. Some candidates’ submissions were based on speculation and not knowledge.

In Part (c), candidates were asked to describe the ways in which the Indo-Caribbean peoples have influenced Caribbean culinary practices. Some candidates also indulged in speculation and attributed to the Eastern peoples several dishes and relishes which were products of other continents. Thus the preparation of all sauces, the use of beef and pork products were all attributed to Hindus and Muslims for whom these meats are prohibited.

However, there were other responses which indicated that the Indian heritage and culinary tradition which the Caribbean now enjoys is well known. The better responses identified lentils, peas, spices, curry, roti, pelourie and dhalpourie as the relevant dishes and condiments and produced lengthy comments on how Indo-Caribbean culinary practices have enriched Caribbean culture. It was noted that Indo-Caribbean culinary practices have made Caribbean culture more diverse and have come to dominate some territories, for example, Trinidad and Tobago.

Module 2 – Issues in Caribbean Development

Question 6

In Part (a) candidates were asked to explain why the Gross National Product, or GNP, is not an accurate indicator of development. Some candidates fully understood the concept, as demonstrated in their responses. However, many candidates failed to get full marks because of a lack of knowledge of the concept and how it could be used as an indicator of development.

Full responses noted that, for example:

- The GNP is only a measure of economic growth and does not include such factors as non-market activities, such as pollution, resource depletion and environmental degradation.
- An increase in the GNP does not mean that all citizens have experienced an increase/improvement in their standard of living as GNP does not demonstrate how equitably a country’s income is distributed.
- The GNP does not account for other sources of income such as the shadow economy, the black market or domestic work.
- Wealthy citizens have been known to lodge their profits outside of the country. As a result, their income is not fully captured in the GNP.

Part (b) asked candidates to explain how the environment could be used as an indicator of development. Many candidates failed to differentiate between environmental indicators and other forms of indicators of development. In instances where candidates correctly gave environmental indicators, such as air and water quality, solar energy, proper solid waste management and wind farms, they did not explain how these indicators could be used as a measure of development.

Many candidates scored full marks in Part (c) which asked for one way in which tourism contributed to development. However, some candidates wrote about actions and strategies that can increase tourism while ignoring the ways in which tourism can increase its contribution to development in the Caribbean.

Question 7

In Part (a), many candidates had problems defining the term ‘transnational corporation’. Some gave incorrect examples such as CARICOM and the IMF as explanations for the term. Candidates who fully understood and correctly defined the term gave responses such as

- The term ‘transnational corporation’ refers to any corporation that is registered and operates in more than one country at a time; it is also called a multinational corporation.

Overall, Part (b) was poorly done as some candidates repeated their definition of the term, or gave examples of the concept while clearly ignoring the characteristics.

Candidates who received full marks for the question gave responses as follows:

- Transnational corporations are capitalist enterprises, usually privately owned. Their headquarters are located in metropolitan or developed countries such as the United States of America, United Kingdom, France, Germany or China.
- These organizations are fully integrated in controlling finance, markets and technology.
- A defining characteristic of transnational corporations is that they are usually technology driven.
- Transitional corporations rely heavily on economies of scale.
- These organizations are attracted to countries with cheap labour and marketable raw materials.

Question 8

Part (a) required candidates to name the individual who created the policy known as ‘industrialization by invitation’. A variety of names were provided, including Fidel Castro, Frantz Fanon and President Barack Obama. However, many candidates correctly stated that it was Sir William Arthur Lewis who created the policy.

Part (b) was generally well done as candidates knowledgeably outlined one objective of the policy.

In Part (c), candidates who were prepared for this topic gained full marks as they clearly explained two disadvantages of the policy. However, many candidates did not do well on this part of the question as they lacked the knowledge to discuss the disadvantages.

Full marks were awarded for responses such as the following:

- The policy did not create the anticipated high level of employment in the region as large percentages of the labour force still remained unemployed. Some Caribbean governments spent large sums of money investing in the programme and did not recover the projected bounty.
- Many multinational corporations accepted the government concessions with little return; for example, tax holidays proved to be very attractive but when they expired, corporations would leave the territories. Critical foreign exchange was also lost to these governments because of these tax and other concessions.
- Women made up a large percentage of the labour force, which led to the establishment of free zone industrial practices and the continuation of gender discrimination policies such as low wages, sexual harassment in the work place and non-application of labour laws.
- Environmental problems evolved due to the operations of some of the firms. For example, there are instances in which chemical and pharmaceutical products have polluted the soil with toxic waste.

Question 9

This question required candidates to choose two regional institutions and discuss their role in the development of the Caribbean. Candidates submitted well-developed responses on institutions such as the Caribbean Examinations Council, the University of the West Indies, the West Indies Cricket Board of Control, the Caribbean Tourism Organization and CARICOM. Some candidates also wrote on the Caribbean Development Bank and the Organisation of Eastern Caribbean States.

Some candidates chose to write on one or both of the institutions originally listed on the examination paper, the Regional Security System and the Caribbean Court of Justice. Again, many responses were fully developed and analysed. However, some answers indicated some misunderstanding or lack of knowledge of the Regional Security System.

Students who gave full responses explained that the Regional Security System

- ensures a collective regional approach to issues of defense and security;
- facilitates the use of the armed forces of Caribbean territories when boundaries and territories are perceived to be under threat, for example, in 1981 during the attempted coup in Dominica, in the 1983 Grenada intervention and the 1990 coup in Trinidad and Tobago;

- intervenes in domestic upheavals that may threaten national security as in the case of the 1994 prison uprising in St. Kitts and Nevis and the 2005 Barbados prison uprising;
- is equipped to intervene in production and trafficking of drugs as in the 1998 Operation Weedeater in St. Vincent in 1998 — the destruction of marijuana plants;
- carries out drug operations in the Eastern Caribbean in association with the United States Joint Interagency Task Force East working together with British, French, Dutch and US military aircraft patrolling the area;
- participates in post-hurricane rescue operations and the resettlement of citizens as in the case of Hurricane Hugo in Antigua and Montserrat in 1989 and Hurricane Ivan in Grenada in 2004.

Question 10

In this question, most candidates correctly identified the breaches of social justice but did not elaborate on how it affected the quality of life of society. Overall, candidates were more prepared to respond to questions on this topic than had been the case in the past.

Module 3 – Investigating Human and Social Development in the Caribbean

Question 11

(a) This question required candidates to identify the variables in the following statement:

‘Facebook creates an elite global cyber culture in Caribbean communities.’

Many candidates ably identified the variables. However, some candidates simply rewrote the hypothesis as stated in the question or gave responses such as ‘independent’ and ‘dependent variables’ rather than actually stating the variable.

For Part (a) the majority of candidates identified an appropriate method of investigation such as

- structured interviews;
- questionnaires;
- questionnaires with written responses of a sample group;
- surveys: email and face-to-face; and
- participant observation.

For Part (b), candidates needed to clearly state the advantages of the particular method they opted to use for the investigation. Candidates who provided full answers noted that

- structured interviews can direct questions to focus on issues pertaining to the task;

- questionnaires can address a range of issues and gather opinions because of the neutrality of questionnaire format;
- questionnaires with written responses can elicit opinions;
- surveys can focus on key areas of questions and target particular groups; and
- participant observation can facilitate covert participation.

Question 12

Overall, candidates did not perform well on this question as they were unclear as to the meaning and purpose of a tabular and textual format and of the differences between the two. Many candidates gave vague responses such as both formats allow for easy understanding and simple presentation and did not pay attention to the specific advantages that each format can provide in presenting data.

For Part (a), candidates who gave full responses to why a tabular format would be a useful way to present the data wrote, for example, that the tabular format

- allows for the presentation of data in a quantitative form;
- allows for the capturing of data to effectively show the findings of the research, for example hours of traffic, numbers of cars;
- easily summarizes the information to immediately project the patterns that exist, as well as trends;
- allows for data to be more organized and precise in tables: statistical presentation allows for selection of relevant data.

For Part (b), candidates who gave full responses to why a textual format would be a useful way to present the data wrote, for example, that the textual presentation

- allows for a qualitative approach;
- allows the presentation of data in the form of explanation, exposition and analysis;
- can provide quotations of responses of those interviewed.

Question 13

There was some misunderstanding as to the nature and purpose of an archive and why it would prove to be a good source of information.

Responses that provided sound arguments emphasized that archives housed primary resources such as manuscripts, newspapers and official records, items that were invaluable to a researcher. Archives also housed rare and out-of-date publications and were the official and/or recognized

source for the storage of documents, especially of a nation. Many archives are easily accessible and are organized to allow the researcher to explore the research according to time period, event or issue.

Question 14

Overall, candidates seemed to have had a good grasp of the requirements of the question.

For Part (a), the most frequent response to the reasons for respecting the confidentiality of interviewees was ‘to protect the identity of the teenagers’ and ‘moral responsibility towards welfare of the teenagers’.

For Part (b), which dealt with measures that would ensure said confidentiality, the most frequent response was ‘withholding names and addresses’.

Question 15

For Part (a), most candidates understood the importance of citing references in research. Some candidates provided vague responses such as ‘reliability and validity’. Candidates needed to state how references contributed to the validity and reliability of the research.

In Part (b), many candidates understood the importance of using new findings in the research, while some provided vague responses.

Candidates who gave full answers wrote, for example, that including new and interesting findings in a research study

- fulfils the purpose of the research;
- encourages others to continue to research on an area of interest;
- adds to the body of knowledge or creates new knowledge;
- creates public awareness of an issue; and
- allows for strategic planning to remedy matters of interest.

Paper 02 – Essay Questions

This paper was divided into four sections containing a total of eight questions. Candidates were required to answer four questions, one from each section. Candidates are reminded to read the questions carefully, to take note of the instructions and ensure that each paragraph directly answers the question.

Sections A and B contained questions that were worth 20 marks each (Type A questions), while Sections C and D contained questions that were worth 30 marks each (Type B questions). Type A questions tested candidates’ knowledge of, and ability to explain key concepts. Type B questions required more in-depth responses which included argument and a greater level of detail and analysis.

Candidates are reminded to organize their time accordingly and be aware of the differences in the degree of detail required by these two types of questions.

Section A

Module 1 – Caribbean Society and Culture

Question 1

This question received few responses as the majority of candidates answered Question 2.

The question required candidates to show an understanding of the colonial agenda in the Caribbean and to describe three ways in which education enabled the implementation of that agenda. Many candidates were unfamiliar with the term ‘colonial agenda’ and were unable to fully address the question. Many responses related to the benefits and value of education on the whole, and did not directly answer the question.

Candidates who gave good responses clearly stated that education in the colonial period placed emphasis on teaching students the way of life or culture of the Empire with regard to all subjects including history, geography and literature. Education became an agent or tool of socialization (according to the views of Marx and Durkheim). It was designed to facilitate conformity to the norms and values of the imperial enterprise. In this way, education played a central role in facilitating the colonial agenda. The following points have also been argued:

- The Church became an agent of social control. As a main resource in providing education, it placed emphasis on the teaching of the Bible and select passages which instilled a sense of duty to those in authority and the promise of a better life after death once the required colonial labour was carried out on earth.
- In many Anglophone countries, Church and State worked together to create a joint approach for the advancement of the colonial agenda through education. The Church also established primary and secondary schools which often maintained the status quo and worked closely with the ideals of the colonial powers.
- The quality of education reflected the emphasis, as designed by the colonial agenda, on creating a labour force for the sugar industry and the service industries. The majority of enslaved peoples did not have access to education. With emancipation, many Caribbean citizens, especially the indentured labouring classes and formerly enslaved, were denied education. Some British territories only provided primary education before sending children from age ten to the workforce.
- Stratification continued as the race, colour and class of the wealthier classes continued to play a role in the educational system. Certification was needed for many white collar jobs which led to only those members of the middle and elite classes being employed in these jobs. Only the elite were able to afford extra lessons and resources to help their children achieve academic credentials.
- The colonial project emphasized the advancement of boys and men over girls and women. Consequently, educational opportunities were provided for males over females. Higher education was deemed the right of males as a route to becoming the leaders in Caribbean society, which was also deemed to be a male privilege.

Question 2

Candidates were to select examples of migratory movements into the Caribbean that they considered to be major migrations in relation to their impact on society and culture. This question proved to be overwhelmingly popular with candidates as the vast majority opted to answer it.

The majority of candidates selected migrations such as the Taino and Kalinago migrations into the region, prior to the arrival of Columbus. Other migrations discussed were the European intervention and settlement, the forced migration of enslaved Africans and the indentureship of Asians after emancipation. Full responses discussed the ways in which each migration impacted on the region, with many tracing the impact into the present day.

Many candidates concentrated on the histories of the migrations without discussing the ways in which they impacted on Caribbean society and culture. On the other hand, several candidates only spoke to the impact of key migrations without describing the migration process. A few candidates demonstrated a clear lack of knowledge and provided vague responses, often with irrelevant information.

Section B

Module 2 - Issues in Caribbean Development

Question 3

Candidates were asked to explain the ways in which the process of globalization impacted on the organization of labour and trade in the Caribbean.

Full responses explained that globalization was a process which allowed goods that were produced in the metropole to enter the Caribbean in large quantities and at reduced prices. It also allowed transnational corporations (TNCs) and/or multinational corporations (MNCs) to establish businesses in the Caribbean, such as hotel and food chains. Employment was increased over short and medium terms, but rarely over the long term and local goods were displaced.

Full responses also spoke to such issues of labour mobility in which the TNC and MNC located labour wherever it was needed. Often this led to the exploitation of the labour market with poor hiring practices, as seen in free zones and female workers. There was also little emphasis on unionization and protection of workers' rights. Technology usually replaced all but skilled workers, putting many labourers out of jobs. Skilled labour also migrated to where their labour would be properly compensated, leading to a loss of labour on the local market.

However, many of the candidates failed to adequately define the key concepts in the question. Some candidates placed emphasis on discussing, for example, the history of globalization and the evolution of the World Trade Organization and failed to directly speak to the issue of impact. A number of candidates discussed the impact of regionalism (with an emphasis on CARICOM and CSME) on trade and labour within the Caribbean. They, however, did not make a definitive attempt to focus on the impact of globalization itself or on trade and labour.

Question 4

This question asked candidates to examine how development in the Caribbean has been hindered by the ways in which wealth was distributed. Many candidates selected this question.

The best responses were those that examined the term ‘development’ and showed how inequity in the distribution of wealth hindered development. These candidates argued that a key feature of Caribbean societies was the unequal distribution of wealth and income among citizens. Some citizens, especially the elite, lived in luxurious conditions, while other citizens lived in poverty and abject poverty, as those in Haiti.

The highly stratified social system that existed in many Caribbean territories, in which the income and resources of the territories were in the hands of the capitalist classes, especially hindered development. Further, some countries failed to adopt a policy of sustainable development which aimed to provide social and economic equalization for all citizens. Failure to pursue sustainable development hindered development in the region.

However, many candidates failed to make the link between distribution of wealth and development. They spoke solely to factors that contributed to the distribution of wealth. Some candidates focused on the distribution of wealth *between* Caribbean territories and did not also address examples within specified territories. In some instances, responses were too general in describing the evidence of unequal distribution of wealth without any reference to how this hindered development in the region.

Section C**Module 1 – Caribbean Society and Culture**Question 5

This question focused on the various ways in which Rastafari (Rastafarian) culture impacted on the metropolitan societies of those countries in which Anglophone Caribbean peoples migrated in the mid-twentieth century.

This was a relatively popular question and the performance by those who attempted it was reasonably satisfactory. Several candidates identified the ‘positive’ influences generated by the iconic Robert Nesta ‘Bob’ Marley, as well as the religious beliefs and practices of this movement’s members, individually and collectively. Other strong points discussed included the unique and highly expressive language used by Rastafari devotees, particularly the ‘I and I’ language, the vegetarian diet, the African-oriented ideology, dress, coiffeur, particularly the ‘dreadlocks’, the music, and the role of Rastafarians as ‘cultural ambassadors’.

Several candidates included the fact that Jamaica benefited from tourist arrivals as metropolitan nationals flocked to that island to experience the ‘Rasta’ lifestyle in its natural habitat. The ‘negative’ influences included some persecution of Rastafarians and the influence of the movement’s members on the pervasive habit in these countries of ingesting the illicit ‘marijuana’ drug. There was also mention of police harassment, crime among ‘Rastas’ and even social profiling on the part of metropolitan citizens.

The stronger candidates gained marks by addressing both the ‘negative’ and ‘positive’ aspects of the impact and by in-depth and insightful comments on this interesting topic. Weaker responses just spoke to the cultural practice of Rastafari as seen in the Caribbean and did not discuss the impact on the metropole.

Question 6

This question tested candidates’ knowledge of the nature and impact of one of the Caribbean’s most dreaded environmental hazards, flooding. The stimulus was a statement which focused on the roles of man-made and natural factors in triggering flooding.

Candidates tended to utilize the stimulus to discourse at length on the *causes* and *consequences* of this environmental hazard which is common to all Caribbean territories, including the mainland ones, Guyana and Belize, as well as islands such as Antigua and Barbados which do not have high annual rainfall levels.

Several candidates also wrote all they knew about the impact of flooding on the social as well as the physical landscape. Thus they spent considerable time describing the destruction of the environment and the disruption of the lives of Caribbean people. This approach garnered for such candidates reasonably satisfactory marks, but not enough for top scores.

Some candidates addressed the issue of prevention of flooding and the steps taken by regional governments and the CARICOM disaster planning agencies in reducing the incidence and calamitous effects of this environmental hazard. Other issues such as deforestation, poor drainage, imperfect canalization and careless garbage disposal were contrasted with flash flooding, excessive rainfall, the erosion of river banks and the administrative neglect of dykes, seawalls and major ponds or lakes in rendering flooding a major hazard.

The higher scores were gained by those candidates who not only distinguished between the two sets of factors in explaining the incidence of flooding, but also discussed the issue of flooding as either a major or minor environmental problem in the Caribbean.

Section D

Module 2 - Issues in Caribbean Development

Question 7

This question asked candidates to discuss how sports can support human development in a named country. It was extremely popular as it was answered by the majority of candidates.

In the excellent to very good responses, candidates were clearly able to identify areas in which the governments were able to contribute to sports for human development. Candidates made points such as the ways in which governments contributed to various sporting activities and organizations, provided scholarships and organized competitions. They also discussed the contribution made by sports to regional integration.

Excellent responses also connected these factors to the pillars of human development such as equity, empowerment and productivity. In presenting a balanced response, some candidates also

examined areas where governments in the Caribbean could do more to improve their contributions.

Some of the moderate responses by candidates centred on private sector contributions rather than those by government. Some candidates also wrote autobiographies of sporting personalities or discussed different sporting events and the development of the particular sports. These candidates failed to connect the points made to human development.

Question 8

This question required candidates to provide arguments for and against a statement which spoke to the role of the mass media in the Caribbean. The statement accused the media of placing its emphasis on sensationalism and not on key developmental issues.

Candidates who provided full responses defined the mass media as both the print and electronic media. Such a definition allowed them to speak to a range of printed texts such as newspapers, magazines and billboards, as well as images such as television, films and those on the Internet. They saw sensational news as news which depended on excess and the extreme and which captured public attention such as rape, gruesome murders and celebrity lifestyles.

Candidates then debated the value of 'prime time' for radio and television, or the front and back pages in newspapers as they determined what was deemed as necessary for the day-to-day reporting of the news, as against what was required for the long-term goals of development. They weighed in on the role of government agencies to ensure that the mass media kept the public informed about education and developmental issues. Some responses debated the underuse of the Internet by government officials to engage the public in discussions regarding developmental concerns, while arguing that capitalist enterprises were more savvy on Internet usage and were able to push their agenda.

Weak responses showed that candidates were unclear about the meaning of 'mass media'. Also, instead of arguing the extent to which the mass media was preoccupied with sensational news reporting, candidates wrote about the roles and frustrations of the mass media and what suggestions they had as to the type of programmes the mass media should broadcast. Weak responses also failed to discuss developmental issues and make the link between mass media and development.

Paper 03/1 - Internal Assessment

This year there was a vast improvement in the overall quality of the projects. This suggests that there was a greater level of understanding of the CAPE requirements for the Internal Assessment and a more rigid adherence to the syllabus requirements. The section on Presentation, Interpretation and Discussion of Findings were, for the most part, handled very well and many students gained scores in the upper range of the allotted scores. There were many moderately outstanding samples, mainly because sections mentioned above, in addition to the Presentation of Findings, Conclusions, Recommendations and Limitations were properly completed.

There were a few projects which fell below the required standard. These showed a lack of effort on the part of students.

The following were noted:

- Once again, the **CARS-3 forms were missing** for many schools and as a result the section grades were often placed throughout students' projects. This has been an issue for the past three years and it seems to indicate that these schools have not had access to the forms or that schools are not taking the necessary steps to acquire the forms. The missing forms hindered the speed with which the projects were moderated and hampered the grading process. *Teachers are again advised to provide all required paperwork for the IA.*
- One worrying trend that we have noted is the practice by some students of simply photocopying sections of their projects and sharing them with peers. In some cases, the same projects were submitted. In one case, a candidate submitted an Internal Assessment project that appeared to have been used for another CAPE subject area.
- There were instances where the teachers' scores and moderators' scores showed wide variations. In some instances, teachers had awarded full marks for sections that had not been done. This irregularity has been noted previously and again attention is being drawn to it.
- There were also cases where the teacher had awarded the project full marks and the moderators were hard-pressed to find scores that were even within the mid-range. Such leniencies and inconsistencies were addressed as the schools were provided with feedback in their reports, which included recommendations about the problem areas. This irregularity was also noted in the 2009 report quoted below:

Several projects contained sections that were incomplete and/or missing. There were also sections which did not follow the CXC guidelines of the syllabus. **Yet teachers still awarded grades despite the lack of evidence for them.** For example, there were instances in which sections were completely missing, but the students were awarded full marks. Teachers are strongly urged to closely follow the CXC mark scheme, as outlined in the syllabus, when grading the projects.

The following guidelines are intended to assist teachers and students in the preparation and marking of the Internal Assessment projects.

Introduction

To complete this section, students are required to address four sub-sections:

Purpose of the Research: students should give reasons for their interest in the topic, with salient points to support their concerns.

Statement of the Problem: students should simply state their research topics, include their research questions and provide background information about the topic.

Educational Value: students should note the entities which will benefit from their research and state how these entities will be able to utilize the research.

Definition of Key Terms: this is where the technical terms that relate to the topic are defined within the confines of the research.

Overall, there still seems to be some confusion about the requirements for this section. There were instances in which the problem statement was not mentioned at all. Rather, the only reference to the topic was found on the moderation form, and then only as a general theme. Also, there were some instances when the Problem Statement was not clearly stated.

Students are still not narrowing the focus of their research. Topics such as Global Warming, Caribbean Identity and Crime are too broad in scope for students to ably tackle in the Internal Assessment. Specific aspects should be identified and examined. There were also instances where the topics had too many variables to measure and in attempting to do the research, students neglected two or more variables.

One other area of weakness was in the definition of key terms. Students generally gave dictionary definitions and so failed to define other terms related to their topics. Whenever students combined the four sections, some of them failed to address each properly and confused sections like Purpose of the Research with Educational Value.

Literature Review

This is an analysis of previous literature created on the topic. The information should provide a balanced view about the topic being studied. It must link to the topic, be current and relevant to the issues being addressed. At least three types of sources (books, magazines, newspaper articles, journals, websites, case studies, periodicals) should be included.

Students are still not using the variety of sources recommended in the Caribbean Studies syllabus. Instead, they used several examples of one source. There were a few instances where the quotations were too long and were simply placed in the body of the research, with no discussion presented. There were other instances where students simply placed the quotes in the section, and presented it as their Literature Review.

Data Collection Sources

This section required students to provide a critique of the sources from which they gathered information for the research. Here the researcher was expected to highlight the primary and secondary sources, and justify how these sources contributed to the topic studied. Students will not be credited for providing generalized information about the sources.

Students continued to identify and describe the instrument (questionnaire) instead of identifying the sources and showing their relevance to the particular study. Students need to describe the primary and secondary sources and explain their relevance to the topics being studied.

Presentation of Findings

In this section, students were expected to present their findings in the form of text, graphs, charts, tables, pictures, pictograms, samples and other appropriate forms of graphic organization. As long as they used at least four types of the varieties to present their findings, and they were relevant to the topic, students gained optimal points for the section.

This year, students continued to present graphs and charts for every occasion. Only findings that are relevant to the topic should be presented. There were cases where between twenty-five and

thirty pages of Presentation of Findings were included, much being irrelevant to the study. Students also used line graphs to present information not suited for such information.

Students often used this section to explain the graphs. This meant that there was the absence of any form of interpretation drawn from the presentations.

Interpretation of Findings

This section required more than a statement of what the data presented. Students were required to give plausible reasons for the findings that had been derived and presented, indicate what the findings implied and highlight how the data connected to the topic under consideration. Trends and patterns that were implicit in the presentation should have been presented and interpreted as well.

Discussion of Findings

This section required a comparative analysis of the findings against the information that was presented in the Literature Review. When comparing the findings with those positions put forward in the previous literature, students **should not** be introducing new literature.

It was noted that students did not refer to the Literature Review and compare it with the findings. They also introduced new literature in the Discussion.

Conclusions/Limitations/Recommendations

This section was often badly handled because students failed to complete all of the required sections, that is, conclusions, limitations and recommendations. It is expected that students would strive to gain full marks by carefully presenting well structured and well analysed responses in this section.

It is also important that students continue to present the information in prose form, and not use bulleted points. Students who use bulleted points usually do not adequately address the subsections. This presents a major problem especially when students do not properly present their conclusions and recommendations. The recommendations must also address the problems found in the research.

Overall Presentation and Writing Skills

Once again the following recommendations are being made:

- Students are strongly advised to proofread and edit their work before submission. Several samples were again replete with grammatical errors, and as stated earlier, there were incomplete and missing sections.
- Students are to adhere to the word limit when preparing their projects as they will be penalized according to the stipulations contained in the syllabus.
- Students are to use APA style for their bibliography and when citing references.

Paper 03/2 - Alternative to the Internal Assessment

There was a marked increase in the number of candidates and the number of territories who opted to take this paper. Moreover, there was also a marked increase in the number of good responses provided by the candidates. A strong knowledge base was evident which allowed some candidates to provide coherent arguments that closely addressed the relevant issues.

However, once again, it is being emphasized that all candidates must conduct research on the topics and be very prepared for this paper as required by CXC. Candidates must read all questions carefully and answer them as instructed.

Section A

Module 1 – Caribbean Society and Culture

Question 1

This question required candidates to discuss the ways in which culture has been defined by using examples from the Caribbean.

Overall, candidates provided good responses to this question, with the majority providing three definitions of culture. Many candidates argued that culture was the way of life of a people as learnt through the process of socialization into the values and norms of a society. Culture is also shared meanings and shared understanding of the meanings of symbols, expressions, beliefs and ideas. Some responses spoke to the manifestation of culture as seen in artistic expressions such as popular music, art, festivals, traditions, dance and rituals. Others emphasized that culture was also the material and non-material products of a society or family.

Other ways of defining culture are in terms of such concepts as popular culture, cyberculture, youth culture and dominant or elite culture versus subculture. Culture as lived experience emphasizes that culture is of the everyday and is ordinary. When a particular value is attached to the cultural form or practice, this results in, for example, notions of high culture or high art or the culture of the elite, as against what is termed as working class culture, and/or folk culture. Many folk forms have informed narratives of Caribbean culture, such as carnivals and other festivals, while examples of high art in the Caribbean can be found in museums and art galleries.

Question 2

This question tested candidates' knowledge of the ways in which tourism has impacted the lives of Caribbean nationals.

Candidates performed only moderately on this question, particularly as they could not come to grips with the concept of 'patterns of behaviour' which they interpreted as single instances of reaction, rather than a lifestyle which has been influenced by the presence of tourists and the opportunity to earn a living from close interaction with tourists and the hotel sector.

Thus, candidates tended *not* to mention the obvious point of securing employment as one of the four areas of tourism's influence among Caribbean nationals. Instead, there was considerable emphasis on how locals attempted to adopt (usually) North Americans' way of dress, language, loud manner of speaking and even their sports such as baseball and American football.

However, the stronger candidates proffered more acceptable answers including the stimulus for Caribbean people to develop ‘tourist’ sites such as beaches, parks, hotels, stadia, mountains (for example, the Pitons in Saint Lucia), museums, port cities (for example, Port Royal, Kingston, Bridgetown) and hills (for example, Brimstone Hill, St Kitts).

Candidates also mentioned the issue of inhabitants responding positively to tourism opportunities by building villas, guesthouses, hostels and apartments to house long-stay tourists. Further, Caribbean nationals have developed heritage trails, ‘slave routes’, historic plantations and church yards to attract particular types of tourists. Also mentioned were taxi drivers, sea sports operators and other entrepreneurs. In addition to those, there is the fact that tour guiding, whether by buses, hiking or cycling, provides Caribbean locals with opportunities to orient their lifestyle to entertaining and educating the visitors to their islands or other homelands.

The negative side of tourism contact was highlighted, with the stronger candidates pointing to illegal drugs, gambling, prostitution and other crimes/vices. These candidates indicated that tourism has created in these countries a group of persons who live, move and ‘work’ on the beaches, around casinos and wherever else tourists congregate, and gaining either work, ‘handouts’ or other forms of satisfaction from this continual contact. Overall, these responses showed the large extent to which tourism has become ‘the reason for living’ for several categories of Caribbean nationals.

Section B

Module 2 – Issues in Caribbean Development

Question 3

Using as a stimulus a statement that sustainable achievement is achievable in the Caribbean, this question required candidates to take a position on this contention and argue a case for or against it.

Most candidates tended to agree with the contention, with several arguing that there were regulatory systems in place to prevent the excesses caused by ‘unbridled’ capitalism in the form of huge polluting factories, ‘free zone’ industrial estates and the import-export agencies which ‘dump’ extra-regional products on Caribbean people. Such candidates pointed to efforts at import substitution or replacement, the ‘green’ movement and the introduction of laws in all territories to control pioneer industries. These were the stronger candidates in this category and they gained creditable marks accordingly for the strength of their arguments and the illustrations and graphic references which they adduced. Weaker candidates could only repeat the stimulus statement and give scattered references and suggestions in extremely generalized terms.

With regard to those who contended that sustainable development was not achievable, the responses were of variable quality. Weaker candidates tended not to have much objective and rational evidence and simply offered an uninformed opinion. The stronger candidates brought to the issue evidence about collusion between governments and the industries relative to abuse of the environment, of the human resources, of the laws. Reference was also made to closure of factories after five or ten years, or (as in the case of bauxite companies) after the soil has been exhausted.

These candidates engaged in vigorous debate about economic development as the process and end result of linkages between agriculture, tourism, services, mining and commerce, compared with sustainable development which means harmonizing the various areas of human activity to provide a better life for people in the host territory. Unfortunately, there were not many such responses and the bulk of responses to this question tended to waffle about a few examples such as care of the environment, the land and rivers, and pollution of the air. These candidates did not score highly as they demonstrated a severe lack of knowledge and preparation for such specific ‘technical’ questions.

Question 4

Candidates were required to examine the given statement on the role of technology in advancing globalization in the region. Reference was to be made to a specific territory.

Full responses argued that globalization is the use of technology to facilitate, across geographical and national boundaries, the transfer and marketing of food, services, technology and skills in an efficient manner. Candidates discussed the ways in which globalization removed barriers — trade, communication, ideology, culture, religion, transportation. As a result, such concepts as the world becoming a ‘global village’ with the removal of national boundaries were emphasized.

Other responses argued, for example, that only first-world countries benefited from the theory and practice of globalization, as they were the ones who were strong proponents of it. New technologies have changed the landscape of manufacturing in the Caribbean resulting in the creation of new industries, but in most cases, for the benefit of the metropole. They have also shrunk and eliminated other local industries and jobs associated with them.

The overall performance on this essay was moderate to poor and only a few candidates did a fair job. Many candidates failed to define the terms ‘technology’ and ‘globalization’ and the technological devices which were important to the discussion. Some responses were short in length and the points were poorly developed. Some candidates failed to be specific in naming a particular territory as was required in the question.

Section C

Module 3 – Investigating Human and Social Development in the Caribbean

Question 5

The majority of candidates gave very good responses to this question which was compulsory.

For Part (a), most candidates ably supplied two reasons for conducting the research. They argued that, for example, the research would allow for the development of new crime-fighting strategies. It would also provide further information on the topic. Such an investigation would also raise public awareness and make individuals more vigilant.

The majority of candidates scored full marks for Part (b) which required them to develop a research statement.

In Part (c), most candidates identified two of the following data collection instruments: interviews, sampling, surveys, covert operations through participant observation and document analysis.

For Part (d), most candidates identified the ethical concerns that could have arisen in the context of the research and gave a full explanation for each of the two concerns presented.

In Part (e), some candidates had difficulty making a distinction between planning and implementation to effect policy. Only a few candidates scored full marks as they were unable to state plans and give suggestions for the implementation of these plans.

Candidates who gained full marks argued that data can be

- channelled to relevant institutions through which policy development can be advanced;
- used to develop intervention strategies that are implemented by government at the community level;
- used by the relevant institutions such as the church, school, police departments, penal and judicial system to bring increased awareness about perpetrators of crime and crime prevention; and
- channelled to the youth themselves through community projects in order to sensitize them about the negative effects of crime on the community and the nation.

Part (f) required candidates to suggest factors that could be linked to the increase in crime among the 18–21 age group. Responses were generally satisfactory; some candidates were able to draw on their own experiences in responding to this part of the question.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
ADVANCED PROFICIENCY EXAMINATION**

MAY/JUNE 2011

CARIBBEAN STUDIES

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GENERAL COMMENTS

The Caribbean Studies examination comprised three papers — Paper 01 consisted of 15 compulsory short-response questions, Paper 02 consisted of eight essay questions of which candidates were required to answer four, and Paper 031 was the School-Based Assessment (SBA) component for which candidates conducted research and submitted a research paper. Paper 032, the alternative to the SBA, was written by private candidates.

Paper 01 contributed 27 per cent to candidates' overall grade, Paper 02 contributed 33 per cent, and Papers 031 and 032 each contributed 40 per cent to candidates' overall grade.

DETAILED COMMENTS

Paper 01 – Short-Response Questions

Three modules are tested in this paper: Modules 1, 2 and 3. For candidates to perform well, they must be prepared to fulfil the requirements of the three modules.

A pattern has emerged regarding the performance of candidates that continues to be of concern. In the main, candidates appear to be prepared for Module 01 — Caribbean Society and Culture and Module 03 — Investigating Human and Social Development in the Caribbean.

However, performance on Module 2 — Issues in Caribbean Development — continues to be problematic as many candidates struggle with the requirements of the module. In response, the examiners, in past reports, have highlighted their concern with statements such as the one below:

We strongly recommend that teachers and candidates pay closer attention to the issues within Module 2 of the syllabus.

Candidates are again advised that Module 2 should be given particular attention as it is a critical component of the examination. As such, performance of candidates on Module 2 impacts on the grade to be awarded.

Finally, we emphasize that it is of critical importance for candidates to read the questions carefully and note the instructions. Candidates who performed well on their responses had not only prepared the topics, but also paid close attention to the requirements of the questions.

Module 1 – Caribbean Society and Culture

Question 1

Part (a) of the question required candidates to define the term *Commonwealth Caribbean*. The majority of candidates understood that the term referred to a group of countries that were formerly colonies of Britain and have a shared history of British imperialism, enslavement, indentureship and independence. These countries are sometimes called the Anglophone Caribbean, and are part of the larger group of countries known as the Commonwealth.

For Part (b), the overwhelming majority of candidates provided good responses.

Part (c) asked candidates to name two territories that are located in the Caribbean but are not determined to be part of the political Caribbean.

Candidates who were awarded full marks noted that Guadeloupe, Martinique and French Guiana are Departments of France. This is a status which requires them to be officially part of France, and not part of the political Caribbean, even though they are geographically located in the region.

A few candidates also noted the political events of 2010 in which Bonaire, Saba and St. Eustatius experienced a change in their political status. Though presently in the process of being determined, what has resulted is a much closer political union with the Netherlands for these territories than for the other former Dutch colonies in the region.

Question 2

In Part (a), candidates were required to define the term *human ecology*. Candidates who gave full responses referred to the relationship between people and their environment, or habitat, and the ways in which their perceptions, values and beliefs guide that relationship. This relationship is also known as the man-land relationship.

For Part (b), the overwhelming majority of candidates gave full responses. For the indigenous peoples/Amerindians they argued that these groups viewed nature as sacred, and so demonstrated great respect in their usage of it. They contrasted this to the Europeans who viewed nature as an entity to be exploited, as a source for the mass production of crops and extraction of minerals for economic gain.

Question 3

In Part (a), focus was placed on the term *environmental hazard*. Candidates who took special note of the meaning of *hazard* in their definition of the term were awarded full marks for their responses. They emphasized that hazards are risks that have the potential to develop into disasters. Environmental hazards are entities in the physical environment that are harmful to humans.

In Part (b), the majority of candidates gave good responses. Those who gained full marks emphasized that geographical hazards are risks that are generated on the surface of the earth such as rockfalls, floods and hurricanes. Geological hazards are generated within the core or crust of the earth such as volcanic eruptions and earthquakes.

Question 4

This question, with Parts (a), (b) and (c), was based on the term *adult suffrage*. Unfortunately, it posed great difficulty for many candidates as the majority were unable to score full marks. Performance clearly demonstrated that many candidates had gaps in their knowledge base about this critical topic.

In Part (a), candidates who gained full marks stated that adult suffrage was the term that evolved to mean that all adults over 18 years of age, have the right to vote, regardless of their race, ethnicity, gender, class, colour or capital. Some wrote that the term granted those adults the right to contest parliamentary seats in the general elections.

In Part (b), candidates who gave full responses for their reasons for the agitation for adult suffrage in the Caribbean during the early twentieth century wrote the following:

- In most territories, only the white oligarchy — planter class, merchants — could vote and be members of the House of Assembly. Access to parliament via elections was based on land ownership as against citizenship.
- The Labour riots of the 1930s revealed that labourers were dissatisfied with labour conditions which they saw as directly linked to a lack of representation in colonial government.
- The development of trade unions led to colonial governments having to negotiate with representatives of labour on matters of representation and the right to vote.
- Living and working conditions for the majority of the population were poor and it was felt that if the masses could vote they would obtain better conditions by electing to government persons empathetic to their cause.

Part (c) required candidates to note one consequence of the introduction of adult suffrage in the Caribbean. Full responses noted that members of the House of Assembly were elected by the voice of the majority, and/or by majority of the citizens or local populace of the country.

Question 5

Part (a) tested candidates' knowledge of syncretic religions in the Caribbean and the majority of candidates provided good responses to it.

In Part (b), many candidates were able to gain some marks for their responses. Candidates who gained full marks argued that such features as recognizing the *Imperial Majesty* as divine, their forms of worship, for example, Nyabingi and their adoption of the Old Testament for guidance in such practices as not eating pork or *unclean* food, or taking the Nazarite vow, helped to identify Rastafari as a religion. Other candidates referred to their rituals such as the use of incense for meditation, and/or their belief in the notion of hell and heaven, of Babylon versus Zion, as other identifying features.

Module 2 – Issues in Caribbean Development

Question 6

Part (a) required a definition of *sustainable development*. Most candidates received full marks for their responses. Those who did not gain full marks defined *development*, as against the term *sustainable development*.

In Part (b), the overwhelming majority of candidates were able to list two indicators of development.

In Part (c), the majority of candidates were able to score at least one mark as they outlined a challenge to development in the Caribbean, but failed to complete the argument. Candidates who gained full marks noted the following challenges:

- The challenge is the region's dependence on foreign imports. This causes a drain on foreign resources.
- Depending on foreign imports can also have a negative impact on economic development.
- Dependence on imports of technology can cause citizens not to be as inventive and innovative as they could be.

Question 7

For Part (a), most candidates experienced great difficulty as they were unable to define the term *gender*. Many candidates gave incorrect responses such as the term was biologically determined and that it referred to being born as a boy or girl.

Candidates who gave correct responses provided the following definitions of gender:

- Gender refers to cultural practices that are manifested in the relations between men and women.
- It is a sociological term used to differentiate between the activities of men and women, for example, gendered division of labour and gendered relations in religious institutions.
- It is used to express the subordination of female to male — a patriarchal order.
- It refers to the relegation of activities of men and women to two spheres — men to the public realm and women to the private realm or the domestic space.

Part (b) tested candidates' knowledge of gender discrimination in the workplace. The overwhelming majority of candidates gave full responses to this part of the question.

For Part (c), most candidates showed some knowledge of the work of feminist groups in advancing the cause of women in the society. Those who gave full responses could explain the way in which the groups facilitated, for example, public discussion, the publications of papers, and have influenced, often directly, a change in state policy.

Question 8

Part (a) required an understanding of the 1958 West Indies Federation. A range of responses were submitted for this part of the question as many candidates were unfamiliar with the topic. Thus, some responses were vague and inaccurate, while others were tentative. Candidates who were awarded full marks argued the following:

- There was a desire to create a political union that would eventually become independent of Britain (as one state).
- There was a desire to strengthen internal and regional development by establishing federal institutions and supporting regional structures.

- Federation was among the measures by the British government for better administration of the colonies and saving costs of administration.
- There was also the hope of independence by individual territories who feared that they could gain this status only through the collective approach — as a group.

Part (b) required candidates to outline the differences between the 1958 West Indies Federation and CARICOM; a range of responses were submitted. Some candidates, on the one hand, correctly addressed CARICOM while on the other, were unable to speak to the West Indies Federation. Those who could explain the differences fully were awarded appropriately.

Question 9

Part (a) required candidates to define the term *popular movement*. Candidates who gave good responses emphasized that a popular movement is one developed for the masses or is dictated by the ideas from the masses. It can become a part of a momentum that serves as a pressure group or even a revolutionary force.

For Part (b), the majority of candidates demonstrated knowledge of Garveyism and were able to argue the ways in which it was a popular movement.

Question 10

The question asked candidates to describe three ways in which Indo-Caribbean people have contributed to the development of Caribbean society and culture. Once again, some responses showed that many candidates misinterpreted the term *Indo-Caribbean* to refer to the indigenous Caribbean, that is, Tainos and Kalinagos. Consequently, they provided inaccurate examples such as hammocks, cassava and canoes.

Candidates who gained full marks wrote of the individuals and groups who came to the region as indentured immigrants after emancipation to settle in territories such as Guyana, Trinidad and Tobago and Jamaica. They noted a range of contributions, including providing labour for the sugar plantations and the rice industry; introducing new religions—Hinduism, festivals — Divali and Hosay; musical instruments — the sitar; and the work of outstanding Caribbean scholars such as Samuel Selvon and David Dabydeen.

Module 3 – Investigating Human and Social Development in the Caribbean

Question 11

In this question candidates were given the following hypothesis: *Access to health care is determined by the cost of the service.*

Part (a) required candidates to list two reasons why a researcher would want to investigate the hypothesis. The majority of candidates demonstrated that they understood why the statement was a hypothesis and argued that its purpose was, for example:

- To determine the validity of the statement
- To understand the relationship between high cost of health care and the access to health care
- To determine what other factors might affect access to health care
- To highlight that there was a lack of knowledge in the area and that research was needed

For Part (b), the majority of candidates gave the appropriate data collection methods for the research.

Question 12

Part (a) required an explanation of the term *literature review*. A minority of candidates presumed that the literature review was the same as the bibliography. However, the majority of candidates ably answered the question, providing a variation of the following definition:

A literature review is a discussion of what the researcher has read or what was previously written on the issue. It indicates the main findings of the issue and provides insight to the lacunae or gaps in the knowledge base.

For Part (b), the majority of candidates ably cited the reasons for the inclusion of the literature review in the research.

Question 13

In Part (a), candidates were required to develop a research statement based on a given scenario. Candidates gave very good responses for this question. Examples of the research statement are as follows:

- Carnival is adversely affected by increased violence in the society.
- The increased incidence of violence negatively impacts on carnival in Trinidad and Tobago.

Part (b) required two appropriate ways in which the data could be presented. The majority of candidates scored full marks. However, some candidates gave both answers as textual or graphical. There were instances where candidates confused collection of data with presentation of data.

Question 14

In Part (a), most candidates ably defined the term *oral source*.

In Part (b), the majority of candidates were able to provide appropriate benefits of using an oral source in a research study.

Question 15

Candidates were well prepared for Part (a) and gave good reasons for the need to gain permission to conduct the research.

In Part (b), some candidates repeated the answers they gave in Part (a). The question asked for two ethical issues, *other than that of obtaining permission*.

Responses awarded full marks were those which identified any two of the following ethical issues:

- Respect for privacy as the research is based on the sensitive issue of teenage pregnancy
- Confidentiality of the information gathered
- Integrity of the research
- Transparency of the research process

Paper 02 – Essay Questions

This paper was divided into four sections containing a total of eight questions. Candidates were required to answer four questions, one from each section.

Two modules are examined in the paper: Modules 1 and 2. The comments for Paper 01, regarding the inconsistent performance of Module 2 — Issues in Caribbean Development — pertain as well to Paper 02. Candidates must work on their knowledge base for this module.

Once again, candidates are reminded to carefully observe the differences between the questions asked in this paper.

Sections A and B contained questions that were worth 20 marks each (Type A questions), while Sections C and D contained questions that were worth 30 marks each (Type B questions). Type A questions tested candidates' knowledge of, and ability to explain key concepts. Type B questions required more in-depth responses which included argument and a greater level of detail and analysis.

The instructions on the examination paper stated the following:

EACH question in Sections A and B is worth 20 marks. You are advised to spend no more than 35 minutes on any one of these questions.

EACH question in Sections C and D is worth 30 marks. You are advised to spend no more than 55 minutes on any one of these questions.

Consequently, time management is key for a good performance on this paper. Candidates are once again advised to closely follow the instructions issued and manage the time allocated for

answering the questions on the paper. Also, they must be very clear on the degree of difficulty and the requirement of each type of question.

Section A

Module 1 – Caribbean Society and Culture

Question 1

For this question, candidates were required to show knowledge of the terms *culture* and *society*. They were to use examples as they reflected on the relationship between the two.

Many candidates ably demonstrated knowledge of the two terms, with the required examples. What some responses omitted to provide were arguments that showed how the two interacted, or how one affected the other.

Candidates who gave full responses about the relationship between culture and society provided arguments such as the following:

- The ways in which the terms *culture* and *society* were related and revolved around the discussion that societies are comprised of groups and institutions that are built on a foundation of ideas, values and behaviours conditioned by these.
- Social institutions do not exist without guiding principles, ideas or beliefs. From these intangibles (values, beliefs, ideas) tangible organizations were created as well as tangible material products.
- A society and its culture are rooted in the same values. It is difficult to separate the concept of society from the values and beliefs in which culture is embedded. The sociologists' understanding of society involves values and beliefs.
- In some groups different values take precedence as importance is placed on such entities as religion, historical experiences, preservation of the natural environment, and the maintenance of family and friendships.
- There is also value placed on the importance of celebrations in Caribbean life, foreign or metropolitan lifestyles, as well as truthfulness and loyalty.

Question 2

With the focus on the patterns of settlement in the Caribbean, this question required candidates to examine the role played by the physical landscape in these patterns of settlement. They were to provide three ways that demonstrated this.

The majority of candidates understood what was required by the question. They aptly chose to look, for example, at settlements along the coastal areas which enabled fishing for the indigenous peoples and easy access to rivers and the sea, as well as settlements on fertile areas for the

planting of crops and cash crops. Settlements in mountainous areas were for the purposes of camouflage and retreat, as practised by the Maroons in Jamaica, British Guiana and Suriname.

Some candidates examined patterns of settlement adopted by the plantations such as the building of great houses, factories, the establishment of 'Negro Yard' for enslaved cemeteries and the use of ponds for everyday existence. Other candidates examined such entities as the rice industry which required spaces with water such as in British Guiana with swamps. The indentured Indians practised rice farming.

Section B

Module 2 - Issues in Caribbean Development

Question 3

Candidates were asked to examine three similarities and three differences between *sustainable development* and *economic development*. Many candidates did not clearly define the two and some presented the definition of economic development as the meaning of sustainable development.

Again, for their discussions, some candidates could ably define one of the two concepts, but could not address both. The concept that they understood, whether it was sustainable development or economic development, they argued well, but they tended to do a better job arguing the differences rather than the similarities. In some cases, they completely ignored either similarities and/or differences or completely ignored differences and discussed only similarities.

Candidates who gave full responses showed that they understood the difference between economic and sustainable development and could argue the similarities and the differences between the two concepts. Some of their responses included the following:

Similarities

- Both seek to increase income/wealth
- Both seek to invest in the economic and social sector
- Both pursue productivity (but in different ways)
- Both see as their major goal the improvement in the standard of living in the country

Differences

- Sustainable development takes a grassroots approach to issues and directly involves people in a process of dialogue while economic development takes a macro perspective and usually comes in the form of policies and programmes.
- Sustainable development recommends consultation about the best ways to proceed to both exploit the environment and provide a continuing resource for the future; economic development monitors progress through measurements using indices of economic growth.

- Sustainable development incorporates a holistic approach to the question of development. All sectors of society are included — educational, governmental, health, for example. Economic development places emphasis on economic growth and sporadic development for capital gain.
- Sustainable development creates linkages between sectors, for example, the agricultural sector, manufacturing sector, construction, commerce. This creates sustainability, a trickling-down effect, thus perpetuating development. Economic development does not emphasize linkages.

Question 4

With the premise that Caribbean governments look to Sports as one of the ways to facilitate development, candidates were asked to discuss four challenges that the governments faced when they sought to do this.

In responding to the question, some candidates did not define the concepts *sports* or *development*. Others rushed to argue how sports can facilitate development and did not focus on the issue of challenges, as the question required. Further, some candidates identified the challenges faced by Caribbean governments, but failed to argue the rationale for the challenges and so could not develop the discussion.

Candidates who gained good grades for this question noted such issues as the lack of capital, the lack of investors for sports, poor sporting facilities, and the lack of support by some sports which showed no interest in national development, though financially able. They referred to instances where the country may want to invest in sports, but limited funds cause them to select other areas for the sparse capital. They discussed the ways in which talented sports men and women often have no choice but to opt for training in foreign universities and clubs who may demand that they compete for that university/country. They even examined the ways in which West Indies Cricket, as a sport, had dominated the attention of some governments, at the expense of other sports.

Teachers and candidates are advised to pay close attention to the issues of development within this module and to critically examine the debates that arise.

Section C

Module 1 – Caribbean Society and Culture

Question 5

This question asked candidates to determine the extent to which genocide and revolution are central themes in Caribbean history. Responses varied, as several candidates demonstrated great difficulty in defining the key term *revolution*.

Many candidates related the example of the genocide of the Tainos under Spanish rule as a central theme in Caribbean history. They paid special attention to the working and living conditions, the harsh cultural and spiritual environments that the Spaniards provided and the ultimate impact of smallpox on Taino societies.

However, with reference to the examples of revolution, many candidates struggled to identify key instances in the Caribbean context. Riots, revolts of enslaved peoples, as well as occasional

uprisings were identified as revolutions. Consequently, candidates who provided these as examples were unable to demonstrate how their outcome led to complete or total transformations. A revolt of the enslaved may lead to a revolution, as it did in St. Domingue, but the society, economy and political institutions experienced drastic reforms as a result. That is why the series of events has been called the *Haitian Revolution*.

Other revolutions identified by candidates who performed well on this question were the *Sugar Revolution* which resulted in the complete transformation of the use of land, labour and capital. There was also the *Cuban Revolution*, with the introduction of communism, integral relations with the Soviet Union, the establishment of the Cold War in the Caribbean with the Soviet Missile crisis and sustained hostility with the USA. A few candidates also argued for the *Grenada Revolution*, led by Maurice Bishop and much influenced by the continuous revolution in Cuba.

A number of candidates challenged the statement of what formed the central theme in Caribbean history and extended the perspective. They argued that other examples were central such as the impact of maroonage on enslaved societies, indentureship with the arrival of the Asian labourers in the post-emancipation period and the role of independence for several countries.

Question 6

Candidates were asked to debate the extent to which European cultural institutions continue to have an impact on Caribbean society and culture in the independence period. This was the more popular question in the section, and many candidates gave good responses.

However, some candidates were unclear as to the definition of *European* as against *American* cultural institutions. They gave examples of American fast food enterprises such as McDonalds and KFC, (transnational companies, but their homebase is the USA), US brand name clothing, US television shows and Hollywood influences. As a result, candidates could not fully articulate the ways in which old European colonial institutions and mores continue to influence present day society.

Candidates who gave full responses gave examples of European cultural institutions such as the legal and judicial systems and the British parliamentary systems — Westminster — that continue to be used by Caribbean governments. They also spoke of the establishment of the Roman Catholic Church and the Anglican Church, the practice of bestowing British Knighthoods as the highest national awards, membership in the Commonwealth and even the use of English and other European languages as the standard language of communication.

With reference to the extent to which European institutions continue to have an impact on the Caribbean, some candidates argued that other, more indigenous cultural practices had evolved. They cited the existence of creole languages, African-Caribbean masquerade forms and syncretic religions which demonstrate the creolization process in the Caribbean. Some also argued that the education system had undergone great change with the establishment of the Caribbean Examinations Council and the setting of Caribbean exams based on syllabi and texts produced in the Caribbean.

Section D

Module 2 – Issues in Caribbean Development

Question 7

The question required candidates to address the topic of regional integration and look specifically at the issue of freedom of movement. Candidates were to discuss the view that freedom of movement was the key factor hindering integration. Consequently, candidates were expected to show knowledge of the issues related to regional integration. They were also expected to weigh and debate the impact that freedom of movement had on preventing integration.

Some candidates argued this question from the general perspective of globalization and not necessarily the Caribbean region. Others did not speak to the topic of regional integration and concentrated on listing the examples of freedom of movement.

Candidates who gave full responses referred to the following, for example:

- Free movement of individuals — removing the need for national passports or travel documents.
- Freedom of movement — of people, labour-skilled individuals, would be allowed to travel and work in the region without work permits. This is presently limited to a few.
- For the 1958 West Indian Federation, freedom of movement of labour was a key factor as some countries did not agree to join the federation because of it.
- CARICOM and CSME are facing similar problems. There is the fear of a mass migration of citizens to countries that are politically and economically stable. The result would be political, economic and social problems for the receiving countries as they would be forced to accommodate these Caribbean citizens.
- The fear of the impact of CSME, is an example of parochialism as regional leaders first ensure the survival and development of their individual territories over and above regional development by either encouraging or discouraging freedom of movement.
- Free movement of capital — investors can move their profits and investments to preferred countries and economies. In this way, capital is more easily accessed and protected by some countries.

A number of candidates also argued that other factors were critical in hindering the integration process. They discussed such issues as parochialism, lack of public awareness about integration, individual governments' fear of losing their autonomy and the problems of establishing a free trade area.

Question 8

This question was based on the topic of social justice. It specifically asked candidates to debate the ways in which breaches of social justice, through age and class, perpetuate inequality in Caribbean society.

This was the more popular question in the section. However, some candidates opted not to write (or did not read carefully) about breaches of social justice with reference to *age* and *class*, but wrote instead about race and/or gender, or addressed only one of the required categories. Also, some candidates who did write about both, failed to show in their arguments how these perpetuated inequality in Caribbean societies.

Candidates who gave full responses on age referred to discrimination against both the elderly and youth under the age of sixteen. They wrote of ageism and forced retirement for those 60–65 years, without regard to their mental and physical abilities and the ability to continue to contribute to society. They also wrote of the discrimination faced by youth for jobs and education. Some wrote of legal requirements that youth must be above 16 or 18 years of age to be eligible for certain jobs in society.

Candidates who gave full responses on class referred to the hierarchical distinction made between individuals, groups or cultures and how many people are categorized according to their income, education, social prestige and/or land ownership. They wrote of instances where a lived address, or place of education, could lead to a denial of some jobs even where the individual is capable of pursuing the task.

Paper 031 – School-Based Assessment (SBA)

In the interest of quality assurance, schools should ensure that the marking of the SBA is consistent. During the marking exercise, it was observed that schools with two or more teachers submitting samples often observed varying standards of assessment. What resulted was that the distribution of marks varied over the same tasks, with some teachers, within the same school, being more lenient than others.

Schools are strongly advised that where several teachers teach the subject, they should conduct internal standardization exercises. They could also engage in marking scripts across teacher-groups to ensure consistency and satisfy quality assurance requirements.

The following recommendations are made regarding the conduct of the key areas of the SBA:

CARS – 5 form

The cover sheets for recording SBA scores were not done for some samples. Each SBA must be submitted with a completed cover sheet.

Selection of Topics

Topics chosen were relevant to the content of the unit and most submissions were appropriate for the level of the students. However, for some, the geographical area of study was far too wide, making it difficult for the student to research and analyse. Students can opt to limit their review to a particular community.

Some topics were too broad in scope as they required students to survey and comment on a vast number of issues within the topic such as health, tourism or crime. Again, students can select a key issue to pursue, as the limit of 2,500 words must be observed.

Awarding of marks

The guidelines provided by CXC for the marking of the SBA were not strictly adhered to. Some teachers awarded marks for tasks that were not done. For example, some students were awarded perfect scores for a section with some sub-sections missing. We strongly advise teachers to closely follow the CXC guidelines for the grading of projects.

Presentation of School-Based Assessment

Teachers should ensure that the SBAs are adequately secured. They can, for example, encourage students to utilize the paper-backed folders with the punched holes to fasten the document together.

The following comments relate to the components of the SBA:

Introduction

There are still some students who neglect to write on all aspects of the Introduction. For example, many students did an introduction without a problem statement. Students should note that the introduction must include:

1. Purpose of the study
2. Problem statement
3. Educational value
4. Definition of key terms
5. Background to the problem

Marks are allocated for each component of the introduction, so if any section is missing, the student automatically loses a minimum of two marks and a maximum of four marks depending on the value of the missing section.

Literature Review

Most students presented an adequate literature review this year. Those students who experienced difficulties did not seek out sources that were relevant to the problem statement and the purpose of the research. When this happens it is almost impossible for students to provide a discussion of the problem that focuses on the aims of the research, since they would have gone off course from the initial stages of the study.

We advise that at least **FOUR** types of relevant sources must be cited in the literature review, for example, books, journals, newspapers, magazines and Internet articles.

Many students presented a literature review that was well structured and analysed. Many of them also made use of the required number of sources, for example, books, an expert in the field and a reputable website.

Data Collection Sources

This section continues to present difficulties for students. The examiners found that even in instances where the SBAs were fairly well done, this section was not well presented. Students

placed emphasis on informing the examiners of the tedious tasks they endured issuing questionnaires to, and receiving questionnaires from, the population. While this can be included in the section, it must not be the main focus.

The purpose of the section is to inform the examiners of the reasons for choosing the methods. The primary sources, the instrument and the sample must be described adequately. An explanation of how the sources contributed to the understanding of the research problem must also be provided.

Students should also include the reasons for which they chose the secondary sources used for their projects and outline their relevance in fulfilling the purpose/aims of the research. They must be clear in their explanations, and not just number and list the sources and methods.

Presentation of Findings

Students must ensure that they include a variety of ways to present the data collected. We note the continued use of only graphs and charts as the main means of presenting data when the requirements state that they should utilize at least four methods.

Students can, for example, include a map (if it is relevant) in this section. Bar graphs, pictures, histograms and line graphs are also useful. These must be accurate, appropriate and adequately labelled. The data presented must also be relevant to the topic being investigated thus reflecting causes, effects and solutions to the problem.

Interpretation of Findings

Most students seem to be under the misconception that presenting the data collected in text form constitutes an interpretation of the data. Students must examine the data collected and show trends, patterns, and anomalies or discrepancies that may arise. Moreover, the data that is interpreted must be relevant to the research — the students must emphasize this and not just write arbitrarily about the section.

Students must note that their analyses and arguments in this section of interpretation will be used to inform the conclusions. Such aspects as research aims and purpose will be directly affected by the analysis and this will ultimately address the issues that arise from the problem statement.

Discussion of Findings

Most students did well in this section as they presented well analysed reflections for this section. We note that students are finally making the required comparisons and contrasts with primary data and the secondary data collected from the literature review.

However, some students lost sight of the aims and purpose of the research in this segment and so presented an incomplete analysis. As a result, a lot of information was reviewed that had no relevance to the problem being examined.

Conclusions/Limitations/Recommendations

Students need to remember that in the conclusion, the problems examined, the aims and the purposes of the research must be addressed. The examiners observed that many students discovered while writing their conclusion that what was concluded did not correspond to the

stated aims and purposes of the research. When the conclusion became apparent, some students had done a completely different study than what they had set out to do.

In some instances, students realized, when writing the conclusion, that they had attempted to pursue too many issues in the research. Hence upon concluding, few, if any, of the aims were addressed.

It is also important for students to note that up to fifteen marks can be awarded for this section. It is expected that students would strive to be awarded full marks by carefully presenting well-structured and well analysed responses in this section.

Overall Presentation and Writing Skills

Students are reminded to adhere to the word limit when writing their project reports as they will be penalized according to the stipulations laid down by CXC. They are also strongly advised to edit their work before submission, to ensure that all sections are completed and to correct any grammatical errors.

Paper 032 – Alternative to School-Based Assessment

There was a marked increase in the number of candidates and the number of territories who opted to take this paper this year. We were also pleased to note that there continued to be a marked increase in the number of good responses provided by candidates.

The paper examines three modules: 1, 2 and 3. Candidates taking this paper must ensure that they have a sound knowledge base in order to perform well.

Candidates must pay special attention to Section C which is based on Module 03 — Investigating Human and Social Development in the Caribbean. This question is compulsory. Candidates are required to read the synopsis and answer the questions on methodology that arise out of the synopsis. To perform well on this question, candidates must understand the various research techniques as stipulated for the independent study.

Section A

Module 1 – Caribbean Society and Culture

Question 1

In this question, candidates were required to discuss four ways in which peasant groups have contributed to the development of the Caribbean. Candidates who gave full responses referred to the establishment of crops such as bananas, arrowroot, ginger, cocoa, pimento, citrus and spices. These crops diversified the economies of their countries by providing alternatives to the monocrop culture of sugar cane. They also greatly contributed to the economic, social and political growth of the Caribbean.

Among other points of focus in the candidates' responses were the development of Sunday markets, the establishment of freeholds and free villages and the establishment of friendly societies, village schools and syncretic forms of worship.

Question 2

With its emphasis on the topic of social mobility, this question asked candidates to discuss two factors that facilitate and hinder its development. Such aspects as the access to education, regardless of race, colour or ethnicity was a popular response by candidates. They also noted instances where the plantation model of development was still adhered to, thus limiting social mobility to the privileged few.

However, the provision of education also facilitates social mobility. The poor and peasant classes, can, through education, challenge traditional structures and experience upward mobility. New educated classes can and have been created as a result. The route of small business development can also lead to social mobility as well as political favour and patronage.

Section B**Module 2 – Issues in Caribbean Development**Question 3

Candidates were required to examine four ways in which regional educational institutions have contributed to the development of the region. Hence, candidates could include the role of some of the following institutions: the University of the West Indies (UWI), the University of Guyana (UG), the Caribbean Institute of Media and Communication (CARIMAC) and the Caribbean Examinations Council (CXC).

Full responses examined the role of the regional institutions for both economic and social development. Some looked at political development as well, and noted that many of the region's leaders are graduates of, for example, UWI. They reviewed the contribution of providing a cadre of scholars trained in the region, using syllabi of the region and of pursuing research in science and technology. The aim of the various institutions has been to improve the economies of the region with the use of new technologies. Other research programmes, such as those designed for poverty alleviation in the region, were also acknowledged.

Question 4

This question asked candidates to discuss four ways in which freedom of the press is essential in the Caribbean.

Full responses noted that the press includes the print media, such as magazines and newspapers; the electronic media such as the Internet and television. Many print media produce their own Internet editions of, for example, their newspaper articles.

Candidates presented some of the following arguments:

- Freedom of the press is essential in ensuring that journalists can investigate and report their findings without fear of political intimidation, or intervention by the ruling government of the day.
- When censorship occurs, the democratic process is hindered, as the variety of voices and issues are not allowed to be heard.

- Journalists should not fear reprisals for reporting their stories. They nevertheless have the responsibility to present fair and accurate readings of the events of the day.
- With regard to sports, the broadcasting rights of the West Indies cricket are now owned by Sky Sports, an international television company. In this instance, the press may be at the mercy of the mogul empire with regard to reporting issues which arise, or may not even gain access to the broadcast.
- Talk shows and call-in programmes in which members of the public are asked to call the studio/programme and give their opinions on a variety of subjects are important. They are allowed to speak freely — some may argue only to the extent that the studio deems it so.
- The press can play a pivotal role in setting the agenda for government action/national agenda, for example, when the press covers an incident in a school/society which they bring to the public's attention.

Section C

Module 3 – Investigating Human and Social Development in the Caribbean

Question 5

Part (a) required two sources from which information may have been obtained for research and these were:

Primary sources such as

- National crime statistics
- Archives of the judicial system or courts
- Police records

Secondary sources such as

- Existing literature/ books and papers written on the subject.

Part (b) required two ethical issues that may have arisen and these include:

- The consent of research subjects of whom the majority were within the 16–25 age group
- Privacy and confidentiality around information gained from research subjects based on the convictions
- Invasion of privacy
- Contamination of data
- Researcher bias

- Knowledge of the outcome of the research and use of data gathered
- Transparency of the research process

Part (c) dealt with limitations of the research. Some candidates failed to present tangible limitations in their responses. Candidates who did provide limitations noted the following:

- Lack of literature on the subject area and the specific variables in the Caribbean based on no previous research in the area.
- Access to prisons for interviews with women offenders which could be made challenging by the lack of permission granted by the authorities to access the prisons and to do interviews or administer questionnaires.
- The sample size may reduce the ability to generalize from the data collected about other territories or the entire region, coupled with the fact that each territory's experience with drug trafficking might be different.

Part (d) addressed methods of data collection. Most candidates gave good responses for this part of the question.

For Part (e), most candidates gave good responses.

Part (f) required reasons why the study would be important to CARICOM governments. Many candidates did not adequately respond to this question, which distinctly spoke to CARICOM governments. Many candidates gave general or irrelevant responses.

Candidates who received full marks for this question noted that the research would be important to CARICOM governments because drug trafficking is a problem in the region. They referred to international efforts through such entities as the FBI and Interpol to reduce the trafficking of drugs in the region. CARICOM had also signed international agreements and drug trafficking in the region directly impacts on other countries who are also signatories to the agreements. They also noted the gender issue as there were implications for making policy regarding prisons for women.

Part (g) required possible recommendations from the study and these included:

- Development of a regional institution or system for monitoring the increase in drug-related crimes viewed as a viable means to make quick money.
- The implementation of programmes to educate women about the consequences of arrest and the need to find meaningful employment.
- Improvements in processes that ensure reform for women who are arrested for drug-related offences.
- Follow-up studies to investigate why there is an increase in criminal activity among women, particularly in drug-related crimes.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2012

CARIBBEAN STUDIES

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GENERAL COMMENTS

The Caribbean Studies examination comprised the following papers: Paper 01 which consisted of 15 compulsory short response questions; Paper 02 which consisted of eight essay questions of which candidates were required to answer four questions; Paper 031, the School Based Assessment (SBA), for which candidates conducted research and submitted a research paper. Paper 032, the alternative to the SBA, was written by private candidates.

DETAILED COMMENTS

Paper 01 – Short-Response Questions

This paper consisted of three modules — 1, 2 and 3. Both Modules 1 and 2 consisted of five questions and were each marked out of 30. Module 3 consisted of five questions and was marked out of 20.

Module 1 focused on Caribbean Society and Culture, Module 2 on Issues in Caribbean Development and Module 3, Investigating Human and Social Development in the Caribbean.

Over the years it has been observed that candidates score high marks in Modules 1 and 3, but have challenges scoring highly in Module 2. This trend was again observed in 2012 and therefore teachers are being encouraged to pay closer attention to the requirements of Module 2.

Module 1 – Caribbean Society and Culture

Question 1

Candidates were given a map of the Caribbean and asked to identify countries where (a) Chinese indentured labourers worked after emancipation; (b) where large numbers of Indian indentured labourers worked after emancipation; and (c) where Javanese indentured labourers worked after emancipation.

Most candidates were able to score at least one or two marks from this question. Part (a) posed the greatest challenge as most candidates were not able to identify where Javanese indentured labourers worked after emancipation. The Javanese indentured workers served in Suriname and also in Aruba, Bonaire and Curacao.

Part (b) was generally poorly done. In most cases, candidates scored one mark with a minority scoring two marks. Not many candidates scored the full three marks for this question, mainly because of confusion over the words *stipulated* and *contracts*.

Question 2

In Part (a), most candidates were able to offer a credible definition of the term *hurricane*.

Part (b) attracted a wide range of answers with the majority of candidates scoring at least one mark. Candidates were able to cite adverse effects of hurricanes such as *destruction of housing and stock, loss of life, disruption of school programmes and business activity, devastation of agriculture and social dislocation*. Those who had informed expressions were able to score full marks.

For Part (c), candidates offered a variety of interesting responses including *the provision of insurance for property, expansion of hurricane shelters, advance warning facilities and closer monitoring of tropical depression and waves*. This part of the question posed the greatest challenge to those candidates who had difficulty expressing themselves fluently. However, some candidates were able to express themselves appropriately and earned full marks for this part of the question.

Question 3

Part (a) was poorly done by most candidates. It appeared that a significant number of candidates did not understand the meaning of the term *peasantry* and therefore could not answer this part of the question.

Similarly, in Part (b), candidates were unable to respond appropriately because of their seeming unfamiliarity with the term *peasantry*.

However, candidates who understood the term scored highly on all the parts of the question. Some candidates mistakenly wrote about plantation tenants who were tied to the estates by the Masters and Servants Acts.

Part (c) also posed problems for candidates who did poorly on Parts (a) and (b). A level of confusion was evident because candidates did not seem to understand that the question dealt with the emergence of a new class of small agricultural businessmen who created villages as a response to the oppressive plantation society.

Question 4

In Part (a) the term ‘colonial education’ posed some difficulty for a minority of the candidates; however, the majority understood the meaning of the term and were able to score at least one mark for this part of the question. Candidates who gained high marks focused their answers on British, French, Spanish and Dutch Imperialism, which was taught in the education system.

Most candidates understood Part (b) but had some level of difficulty in expressing themselves. Many of them scored at least one mark for this part of the question. Those who gained full marks highlighted the wide range of subjects offered by CXC at both CSEC and CAPE levels and also indicated that the regional examining body had stimulated scholarly research and writing on several aspects of Caribbean life and society.

For Part (c), most candidates were able to identify two ways in which UWI was a leader in tertiary education in the Caribbean. They highlighted UWI’s role in replacing Oxford and Cambridge universities in training professionals in several disciplines such as medicine, law, engineering and teacher education. Additionally, they pointed out that UWI conducted research into social issues and provided expert consultants to governments, business leaders, welfare agencies and churches.

Question 5

This question called for special scrutiny as it asked for how the Indigenous, African–Caribbean and Indo–Caribbean peoples have influenced culinary practices in the Caribbean. The responses were varied and came with a plethora of examples. The majority of candidates were not able to score high marks on this question. Some candidates confused Indo–Caribbean with Indigenous peoples, while others gave examples for Indo–Caribbean people which were in fact examples of African–Caribbean peoples. Some candidates confused culinary practices with cultural practices. A large number of candidates did not respond to this question.

Module 2 – Issues in Caribbean Development

Question 6

For Part (a), some candidates were not sure of what comprised economic development, while others thought that sustainable development was the same as economic development. These candidates could not distinguish between the two concepts. Also, a minority of candidates equated financial development with economic development. However, most candidates were able to score at least one mark for this part of the question.

Part (b) was poorly answered as candidates could not explain how the growth of population is an indicator of economic development. Some candidates linked population growth to an increase in labour supply; however, they failed to articulate how this increased labour supply could be an indicator of development.

For Part (c), there were some poorly articulated responses by some candidates who could not demonstrate why economic growth could only provide a limited indicator of development.

Question 7

Part (a) was fairly well done, in that candidates gave examples of what constituted natural disasters and by virtue of this most of them gained at least one mark.

A minority of candidates gained full marks for Part (b). Most candidates gained one or two marks because they struggled to show the ways in which natural disasters hindered development. It was obvious that some candidates were not sure what the word 'hindered' meant.

Question 8

Most candidates understood the concept of multi-national corporations (MNCs) and were able to gain full marks. A minority of candidates had difficulty giving an accurate definition of the concept.

While candidates did better on Part (a), the majority struggled to state two characteristics of multi-national corporations. A significant number of candidates gave examples that were best suited for a standard company and not an MNC.

Question 9

For Part (a), the overwhelming majority of candidates could not correctly state who wrote the Communist Manifesto. Many candidates wrote Fidel Castro, Stokely Carmichael, Marcus Garvey and other prominent international figures. Apparently this topic was rarely taught.

Most candidates correctly gave Cuba as the answer for Part (b). A minority of candidates gave Jamaica, Grenada and Guyana as their answers. This part of the question was therefore fairly well done.

Part (c) posed some difficulty to candidates. Some candidates gave reasonable answers and gained marks; however, some answers had no connection to social change. Those who gave Cuba as the answer to Part (b) gave more accurate responses than those candidates who gave Jamaica or other Caribbean countries.

Question 10

This question required more specific knowledge and many candidates were not aware that the negritude movement actually began in France. For Part (a), most of the respondents wrote Martinique or some other Francophone Caribbean territory.

Having little knowledge of what constituted the negritude movement candidates had much difficulty in answering Part (b). Only a small number of candidates answered correctly.

This part of the question posed much difficulty to most candidates. Candidates were however more adept at answering Part (c) which asked for a twentieth-century movement influenced by the negritude movement. A large number of candidates did not respond to this part of the question.

Module 3 – Investigating Human and Social Development in the Caribbean

Question 11

Most candidates performed satisfactorily with regard to this question. However, in some instances, candidates confused the hypothesis with the problem statement in Part (a). Generally, for Part (b), candidates were able to provide justifiable reasons why the study would be important.

Question 12

The majority of candidates were able to identify the independent variables in Part (a). Only a few candidates did not respond to this question.

Part (b) was very well handled by a majority of the candidates.

Those candidates who scored full marks for Part (b) also scored full marks for Part (c).

Question 13

Generally, candidates performed very well on this question. Most candidates scored full marks on both parts of the question.

Question 14

Candidates gave similar answers for Parts (a) and (b) of the question. The responses revealed that many of them were not exposed to the research content of the syllabus.

Candidates did not have a clear understanding of the terms *quantitative* and *qualitative* as they were misused in many of the answers provided.

More time must be allotted to expose students to the research section of the syllabus within each academic year. Teachers are advised to teach Modules 1 and 3 concurrently in the first semester of each academic year to ensure that adequate time is allocated to Module 3.

Question 15

Candidates explained measures to guarantee confidentiality instead of validity in Part (a) and vice versa in Part (b).

There were far too many candidates who did not respond to this question.

Some candidates' responses revealed that they did not have a clear understanding of the term *validity*.

Paper 02 – Essay Questions

This paper consisted of four (4) sections — A, B, C and D. Section A focused on Module 1, Caribbean Society and Culture, and contained two questions. Candidates were required to choose one question from this Section. Section B, which focused on Module 2, Issues in Caribbean development, had two questions. Candidates were required to do one question from this Section. Section C, which focused on Module 1, Caribbean Society and Culture, had two questions. Candidates were required to do one question from this section. Section D, which focused on Module 2, Issues in Caribbean Development, had two questions. Candidates were required to do one question from section.

Sections A and B were marked out of 20 and were descriptive essays. Sections C and D were argumentative essays and were marked out of 30. Paper 02 was worth 100 marks.

Section A

Module 1 – Caribbean Society and Culture

Question 1

Most candidates emphasized the social role of the family such as nurturing, caring, providing food and shelter but ignored the wider role of the family and failed to acknowledge the other functions of the family. Also, candidates failed to acknowledge the changes in the family and how this impacts society and culture. Candidates mentioned the popular family types but failed to mention same-sex families as an emerging family type. Some candidates had knowledge of families but could have deepened the discussion by citing examples to bring out the arguments, such as the incidence of crime and illegal drug use within the nuclear and extended families. Some full responses were produced on Hindu and Moslem families, particularly in Trinidad, Guyana and Jamaica. A reasonable number of candidates who understood the question scored high marks.

Question 2

On the whole, this question was fairly well done. Most candidates scored over 10 marks on this question by citing three well-known measures that can be taken to diminish the devastation which earthquakes can cause in the region. These measures included *the relocation of houses and factories away from banks and hillsides*. Other suggestions included *educating the populace about the nature of earthquakes, the provision of shelters for persons living in endangered areas*.

Candidates showed good knowledge and use of knowledge on this topic. Some candidates gave more than three measures to lessen the effects of earthquakes. Candidates demonstrated their knowledge on this topic by citing relevant examples and expanding on the topic. However, very few candidates scored highly on this question.

Section B

Module 2 – Issues in Caribbean Development

Question 3

Candidates scored well on the knowledge concepts and also adequately developed that knowledge into well structured essays. However, most of the focus was on how technology has advanced development from an economic standpoint and less on human and sustainable development.

Question 4

A number of candidates relegated productivity to an increase in production, paying little attention to the other concepts such as the efficient use of resources, human development and sustainable development. Most candidates did not make the link between productivity and efficiency, and could have improved their presentation by arguing that improved education and health services were contributing factors in the overall improvement in productivity. A few candidates showed that improved technology contributed to an increase in productivity and showed how this was achieved.

Section C

Module 1 – Caribbean Society and Culture

Question 5

This question was fairly well done by the majority of candidates. The majority received high marks, however some candidates received borderline grades and/or low marks. Those candidates who scored poorly did not make the link between the term *key feature* and the historical development of Caribbean societies; rather, they wrote about the enduring features of social stratification such as race, class, shade and religious affiliation.

Some candidates mentioned status symbols such as consumer items, that is, cars, houses, property and jobs, while a few identified education as the main determinant of social stratification today. Very few candidates disagreed with the topic sentence. There were indications that candidates who scored highly were knowledgeable about the topic and this was demonstrated in the presentation of their arguments.

Question 6

The question encouraged a high level of analytical and interpretative skill. The question also required candidates to have a good knowledge of Caribbean culture. Where candidates were knowledgeable of Caribbean culture and gave excellent examples, they sometimes failed to *capture* the essence of the question by linking these to the concepts of *erasure* and *transformation*.

Overall, performance on this question was average. Those candidates who understood the question and offered developed arguments scored highly; however, these were in the minority. The candidates who performed well mentioned Indo-Caribbean cultural practices and those of Jews, Latin Americans, French creoles and Indigenous peoples.

Section D

Module 2 – Issues in Caribbean Development

Question 7

This was the more popular question in this section. Candidates opted to agree or disagree that it is feasible for the Caribbean to practise sustainable tourism. Many candidates seemed not be cognizant of the fact that sustainable tourism concerns an approach to tourism which ensures that all policies, activities and programmes for tourism are environmentally, socio-culturally and economically sustainable. They discussed how the Caribbean can sustain tourism ensuring that the numbers of visitors increase every year. Also, some candidates looked at sustainability instead of sustainable tourism, and focused on the economic benefits of tourism rather than sustainable tourism.

Candidates who scored highly were able to examine the feasibility of sustainable tourism and advanced points such as *the expansion of ecotourism and the use of education*.

Question 8

This was the least popular of all eight questions. Some candidates were fairly knowledgeable about some of the concepts and institutions associated with CARICOM but they were unable to give detailed discussions stating the extent to which they agreed with the statement that CARICOM would not last another five years in view of the challenges it faced. Many candidates focused solely on the challenges CARICOM faced and only a few discussed

the areas in which CARICOM has been successfully promoting and providing avenues for social and economic integration. This question was poorly done by the majority of candidates.

Paper 031 – School-Based Assessment (SBA)

Reminders to Students

There were still some students who neglected to develop aspects of the introduction. Many of them did an introduction without the problem statement. Students should note that the introduction must include:

1. Purpose of the Study
2. Problem Statement
3. Educational Value
4. Definition of Key Terms
5. Background to the Problem

Marks are allocated for each component of the introduction, so if any section is missing, students automatically lose a minimum of two marks and a maximum of four marks, depending on the value of the missing section.

Most students presented a fair literature review this year. The weak ones lacked sources that were relevant to the problem statement and the purpose of the research. When this happens it is almost impossible for students to provide a discussion of the problem that focuses on the aims of the research, since they would have gone off tangent from the initial stages of the study.

Examiners found that even the SBAs that were fairly well done had a poor showing in the data collection sources. Students continued to inform the examiners of the tedious tasks they endured issuing and receiving questionnaires to the population. While this can be included in the data collection source, students must inform examiners in this area about why they chose to use the methods they utilized to collect information for their projects. Students should also include the reasons they chose the secondary sources used for their project and state/outline their relevance in fulfilling the purpose/aims of the research. Students must be mindful that merely describing the sources and stating how many were issued is not enough; they must also state the relevance of the sources and the methods used to collect the information.

Students need to ensure that they include a variety of ways to present the data collected. They continue to use graphs and charts as the main means of presenting data when the requirements state that they should utilize at least four methods. Students should note that they can include a map (if it is relevant) in this section. The students also need to ensure that the data being presented is relevant in executing the aims and purposes of the study. Bar graphs, pictures, histograms and line graphs are useful.

Most students seem to be under the misconception that presenting the data collected in text form constitutes an interpretation. Students must examine the data collected and show trends, patterns, and anomalies or discrepancies that may arise. The data that is interpreted must be relevant to the research; students should not just ramble on about the data in this section. It is important to note that it is from the interpretation that the students will form conclusions about the research aims, purposes and ultimately address the issues that arise from the problem statement.

This year most students did a fairly good job in the discussion of findings. They are finally making the required comparison and contrast with the primary and secondary data collected from the literature review. The main problem found with the discussion was that many students lost sight of the aims and purpose of the research in this segment. Hence, some of the information that was dissected had no relevance to the problem being examined.

The main problem the examiners found with the conclusion was that, very often, what was concluded was not coherent with the aims and purposes of the research. When the conclusion became apparent, it was discovered that students did a completely different study than what they had set out to do. Quite frequently this was as a result of having a problem statement that attempted to examine too many issues. Hence, upon concluding, few if any of the aims were addressed. Students need to remember that the problems being examined, the aims and purposes of the research must be addressed in the conclusion.

Reminders to Teachers

Guidelines for marking were not strictly adhered to; marks were awarded for tasks not done, for example, students being given perfect scores (15/15) while subsections of a task were missing.

The cover sheets for recording SBA scores were not done for some samples. Each SBA must be submitted with a completed cover sheet (**CARS – 5 FORM**).

The geographical area of some studies was too wide and not limited to a particular community.

The sub-sections for some SBAs were highlighted in the introduction which included

- Background to the Study
- Statement of the Question or Problem to be Researched
- The Educational Value of Research
- The Purpose of the Research
- The Definition of all Technical Terms.

At least four types of relevant sources must be cited in the literature review; for example, books, journals, newspapers, magazines and internet articles. Some students wrote an essay on their topic for the literature review.

In the data collection section, the sources, the instrument and the sample must be described adequately. An explanation of how the sources contributed to an understanding of the research problem must also be done. Both primary and secondary sources must be included.

Data must be presented using at least six diagrams. A minimum of at least three methods of data presentation must be used, (graphs, line bars, pie charts, histograms, text, tables, maps, pictures). These must be accurate, appropriate and adequately labelled. Data presented should be relevant to the topic being investigated thus reflecting causes, effects, and solutions to the problem.

In Section E, many students continued to give the textual presentation of data. For this section, the research findings must be explained, trends and patterns described and meanings arrived at.

In Section F, many students discussed their research findings but failed to state the implications and compare/contrast them with those presented in the literature review.

In the interest of quality assurance, schools should ensure that the marking of the SBAs is consistent. During the marking exercise, it was observed that schools with two or more teachers submitting samples often had inconsistent marks, that is, the distribution of marks varied over the same task. This can impact on the result for schools which fall within this category. Schools with several teachers teaching the subject should be encouraged to conduct an internal standardization or engage in cross-marking to aid in consistency and quality assurance.

Teachers should ensure that the SBAs are adequately secured, for instance, utilizing the paper backed folders with punched holes to fasten the document together.

Teachers should ensure that recommendations made by the students are based on the conclusions drawn from the study.

NB. There was high evidence of plagiarism this year. Too many candidates produced SBAs that were similar in parts.

Paper 032 – Alternative to School-Based Assessment

This paper consists of three sections: A, B and C. Section A focused on Caribbean Society and Culture and had two questions from which candidates were required to do one. Section B, which focused on Issues in Caribbean Development, had two questions. Candidates were required to do one.

Section C, which focused on Investigating Human and Social Development in the Caribbean, had one compulsory question.

Section A

Module 1 – Caribbean Society and Culture

Question 1

The majority of candidates answered the question by discussing measures such as restriction of tourist activity, prohibiting fishermen from using dynamite in fishing, removal of coral from the reefs and disposing of waste from homes and hotels into the sea. However, they did not develop their arguments or examine the implications of the measures they discussed.

Question 2

Many candidates focused on the topic *migration* rather than discussing the historical migratory movements into the Caribbean and its impact. Most candidates identified East Indians, Chinese and Europeans as having the most impact; however, their discussions were restricted to a few examples, and where examples were given, their arguments were not in depth.

Section B

Module 2 – Issues in Caribbean Development

Question 3

Candidates performed moderately on this question, which focused attention on the negative impact of the International Monetary Fund (IMF) on Caribbean societies. However, the responses were generalized and lacked specific evidence of IMF disruption of economic development in the Caribbean. The better informed candidates cited structural adjustments and conditionalities imposed by the IMF as impediments to economic growth and development.

Question 4

This question was also moderately handled by candidates, mainly because most of them tended to write about the characteristics of growing old and the refusal of businesses to employ the elderly. Also, candidates wrote that growing old was seen as a handicap; however, they did not show how these issues impacted development in the Caribbean.

Section C**Module 3 – Investigating Human and Social Development in the Caribbean**Question 5

This question focused on research methodologies and contained six parts all focusing on research. Most candidates scored a passing grade on this question; however, some of them got scores below 50 per cent, mainly because of their inability to handle technical questions about collection and presentation of data.

CARIBBEAN EXAMINATIONS COUNCIL

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The Caribbean Studies examination comprised the following three papers: Paper 01 which consisted of 15 compulsory short-response questions; Paper 02 which consisted of eight essay questions of which candidates were required to answer four; Paper 031, the School-Based Assessment (SBA) for which candidates conducted research and submitted a research paper; and Paper 032, the Alternative to the SBA, which was written by private candidates.

DETAILED COMMENTS

Paper 01 – Short-Response Questions

This paper consisted of three modules; both Modules 1 and 2 consisted of five questions and were each marked out of 30; Module 3 consisted of five questions and was marked out of 20.

Module 1 focused on Caribbean Society and Culture, Module 2 on Issues in Caribbean Development and Module 3 on Investigating Human and Social Development in the Caribbean.

This year, performance on both Modules 2 and 3 demonstrated that some candidates were not fully prepared for some of the topics and issues posed in the examination. Candidates who excelled on this paper provided full and accurate responses for all modules. It is recommended that candidates read all questions carefully and note the key elements of the question. For example, they are to take note of the instructions and determine whether the terms/concepts are to be defined and/or analysed, or whether they are being asked to provide examples, or to give responses that reflect a time period and/or a specific group.

This year again, instances were noted where many candidates did not read the questions carefully and gave inadequate and/or poor responses. It was also noted that candidates who performed well had not only prepared the topics, but also paid close attention to the requirements of the questions and provided the requisite responses.

Module 1: Caribbean Society and Culture

Question 1

Part (a) required candidates to provide a definition for the term *diaspora*. Candidates who did well provided acceptable responses such as:

- *Individuals and/or groups who migrated from their country of birth to another country or region, but who still see and treat the original country or region as 'home'.*
- *Descendants of individuals and/or groups, (for example first, second and third generations, etc.) who were born in another country or region, but who construct their identity/identities based on the identity of the first generation and on what they see as their point of origin, for example, the Caribbean region.*
- *Individuals and groups who have also maintained strong collective identities to their point of origin and who have defined themselves as diasporas, though they were neither active agents nor passive victims of persecution.*

Part (b) required candidates to provide ways in which the Caribbean diaspora contributes to the region. Candidates who gave good responses ensured that they demonstrated the ways in which the activities of individuals and/or groups in the diaspora contributed to the Caribbean region. They noted, for example:

- *Sending monetary contributions (remittances) which directly contribute to the economies of the region*
- *Sending barrels/trunks/latest technology to family members/friends to provide for them what may be unavailable in the region or what they could not afford; contributes to society and economy*
- *Raising funds for national projects regarding health, education, care of the elderly, support for rebuilding after a natural disaster*
- *Creating/providing accommodation when groups/families/friends visit the metropolitan space*
- *Sponsoring activities such as festivals that serve to advertise the region and encourage those resident in the metropole to visit the region/promote tourism*
- *Providing opportunities for Caribbean artists to travel and perform in the diaspora space.*

Question 2

This question gave focus to the movements/steps taken towards independence.

Part (a) focused on the contribution of the Adult Suffrage Movement. Many candidates were unclear as to the meaning of *adult suffrage*. Some mistook the meaning of *suffrage* (the right to vote in general and other elections) as ‘suffering’ or ‘sufferation’, both of which refer to a condition of bodily hurt. Weaker candidates tended to present an unintelligible collection of words that included some vague reference to the civil right of choosing a government, but they were unable to produce enough solid information to be awarded full marks.

Candidates who received full marks argued that *adult suffrage enabled all adults over 21 years, regardless of their class, race, ethnicity, gender or creed, to vote, which in turn greatly increased the number of voters in the society. Consequently, the majority of the adult population had the right and opportunity to elect candidates who would vote against colonial rule.*

Part (b) focused on the contribution of internal self-government. The majority of candidates were able to adequately explain the contribution of internal self-government to independence.

Question 3

This question required candidates to define three terms used in the subject area: *caste*, *dougl* and *mestizo*. The majority of candidates noted that *the term caste referred to a system of stratification*. Those who received full marks argued that *it was a closed system in which membership was obtained through birth and maintained traditionally until death and one in which individuals are expected to marry within the caste.*

The majority of candidates accurately defined both *dougl* and *mestizo*.

Question 4

This question assessed candidates’ knowledge of the effects of drought on the environment. The overwhelming majority of candidates was able to accurately describe three such effects.

Question 5

This question assessed candidates' knowledge of different celebrations in the Caribbean region. Many of them named a Hindu or Islamic celebration and explained two ways in which the festival or celebration impacted on Caribbean society.

Part (a) required candidates to describe the impact of religious celebrations on society.

Part (b) required candidates to give ways in which carnivals contribute to the economies of the region. The majority of candidates provided full responses on how *carnival activities result in an increase in the flow of foreign exchange to the region, employment and the creation of small businesses.*

Module 2: Issues in Caribbean Development

Question 6

This question required candidates to demonstrate their understanding of some economic issues in the Caribbean.

Part (a) required them to explain how good governance is an indicator of development. Several candidates were aware of the issues regarding governance, but failed to establish the link to development, with some pointing to economic development only. Specific areas such as the rule of law, equity and/or effectiveness were not adequately dealt with. Some candidates placed emphasis on the absence of good governance instead of directly answering the question.

Part (b) required candidates to differentiate between gross domestic product (GDP) and gross national product (GNP). Many candidates demonstrated a lack of knowledge of the two concepts. Others defined GDP as GNP and vice versa. Additionally, several responses answered only a part of the question and did not address the difference between the two terms. A full response would be as follows:

The difference between GDP and GNP is that GDP is the market value of goods and services produced within a country's borders by residents over a specified time period while GNP is the market value of goods and services produced by a country's citizens wherever they live.

Question 7

This question gave focus to the ways in which groups in society have been impacted by the unequal distribution of wealth.

For Part (i), many candidates were aware of the general issues relating to indigenous peoples, though they could not provide details in their responses.

Candidates who gave full responses explained, for example, that:

- *Indigenous peoples live on lands that are rich in minerals, but because they do not have the resources, they are unable to extract the wealth of available minerals.*
- *Lack of resources also prevents them from politically and economically representing their interests especially on issues of basic living conditions, sanitation and infrastructure.*
- *Traditionally they are marginalized, having been denied access to education — an integral factor for upward social mobility.*
- *Commercial and other interests continue to exploit their intellectual property and utilize them as units of labour, thus perpetuating their marginalized state.*

For Part (ii), candidates gave good responses and were aware of the issues that confront women as a whole. Issues such as *discrimination, breaking/not breaking the glass ceiling* etc. were especially highlighted.

For Part (iii), candidates gave a variety of responses. Many were unaware of the definition of the term *elite*. Several could not explain how this group was affected by the unequal distribution of wealth in the Caribbean.

Question 8

This question required an explanation of ways in which the Caribbean Tourism Organization (CTO) promotes development in the region. This is another example where many candidates did not directly answer the question. Several focused on tourism as a whole, rather than the specific work of the CTO. Many overlooked the ways in which the CTO contributes to the development of the region. Quite a significant number of responses accorded the work of the CTO with that of regional governments, in the provision of infrastructure etc.

Question 9

This question asked candidates to outline three aims of the economic partnership agreement (EPA). Many candidates wrote general or vague responses and could not provide details of the aims. Candidates who gave good responses made special note of the purpose of the agreement which was to change the preferential nature of previous arrangements between the Caribbean region and the European Union.

Question 10

This question required candidates to explain the role of some institutions in the development of the Caribbean region. For Part (i), candidates were generally able to identify some of the critical functions of the Caribbean Development Bank (CDB) and how these functions relate to development. They argued that it was mainly through the provision of loans for various projects. However, quite a few confused the role of the CDB with that of a regional central bank.

For Part (ii), the majority of candidates gave good responses regarding the contribution of the West Indies Cricket Board (WICB) to the development of the region. Many pointed out the role of the WICB in the development of regional identity as well as the economic and even social impact on the region's development.

Module 3: Investigating Human and Social Development in the Caribbean

Question 11

In this question, candidates were given the following statement: *Countries with democratic political systems do not go to war with other like-minded countries.* Part (a) required candidates to give two reasons why the statement could be considered a hypothesis. The majority of candidates demonstrated that they knew the definition of the term *hypothesis*. The most popular reasons given were that:

- It has to be proven.
- The variable can be quantified.
- It relies on statistical analysis.

For Part (b), candidates were required to identify two variables in the hypothesis. There was a clear lack of knowledge among many candidates regarding the concept of a *variable*, resulting in their inability to correctly identify two.

Question 12

For this question, candidates were given a scenario from which to justify sources of data and ways of establishing the reliability of data collecting instruments which could be used in the research.

For Part (a), candidates were asked to state the advantages of using primary sources in gathering the data. Many candidates demonstrated a lack of knowledge of the definition of *a primary source*. Several were unable to state the advantages of using primary sources in research. A number of candidates gave focus to the pepper sauce and did not answer the question as asked.

Candidates who gave full responses emphasized that *primary sources are the original documents of the case. The investigators would have easier and more immediate access to the evidence, without intervening voices.*

For Part (b), many candidates demonstrated a lack of knowledge of the concept of reliability. Many who understood the meaning of the term *reliability* gave responses that reflected the reliability of the data and not the instrument used to collect the data.

Candidates who gave good responses noted, for example, that the data collected by any of the instruments must be interpreted in the same way by both sides/countries. Some also argued that the consistency of the data collecting instrument must be observed.

Question 13

For this question, candidates were required to differentiate between qualitative and quantitative research.

Many candidates demonstrated a lack of knowledge of the definition of *quantitative* and *qualitative methods*. Several could not provide accurate responses to this question. Some defined quantitative research as qualitative research and vice versa. Many could not describe the difference between the two. Those who gave accurate responses stated, for example, that *quantitative research presents findings in text, tables and statistical diagrams whilst qualitative research uses verbatim language of the participants, authorial prose etc.;* and *quantitative research depends heavily on survey methods, for example, questionnaires and structured interviews whereas qualitative research relies on observation and conversational interviews over a long period.*

Question 14

This question focused on the conclusion of a research study.

For Part (a), candidates were required to give two reasons why research objectives should be referred to in the conclusion of the study. The majority of candidates was able to provide one correct reason, but several failed to provide two reasons in their response.

For Part (b), the majority of candidates gave full responses regarding the importance of including new or interesting findings of research.

Question 15

This question focused on candidates' understanding of *plagiarism*; Part (a) required candidates to define the term.

Most candidates demonstrated that they had a good understanding of what constitutes plagiarism and responded accordingly.

Part (b) required candidates to give a reason why plagiarism is unacceptable in research.

Most candidates gave very good reasons while some were very vague on the issue. Candidates who were well prepared for the topic gave answers such as:

- Plagiarism is a criminal act.
- It is unethical.
- Findings from plagiarized research would be deemed invalid and unreliable.

For Part (c), most candidates were aware of measures a researcher can take to avoid plagiarism. Some of the responses they gave included:

- Use quotation marks when citing the work.
- Ensure that citations are provided for all work cited.
- List references at the end of the study in a bibliography.
- Include footnotes and/or endnotes when using in-text citations.

Paper 02 – Essay Questions

This paper consisted of four sections — A, B, C and D. Section A focused on Module 1, Caribbean Society and Culture, and contained two questions. Candidates were required to choose one question from this section. Section B, which focused on Module 2 — Issues in Caribbean development — had two questions. Candidates were required to do one question from this section. Section C, which focused on Module 1 — Caribbean Society and Culture — had two questions. Candidates were required to do one question from this section. Section D, which focused on Module 2 — Issues in Caribbean Development — had two questions. Candidates were required to do one question from this section.

Sections A and B were descriptive essays and were marked out of 20. Sections C and D were argumentative essays and were marked out of 30. Paper 02 was worth 100 marks.

Section A

Module 1: Caribbean Society and Culture

Question 1

In this question, candidates were required to examine four factors which have caused coral reefs in the Caribbean to be threatened with extinction. This was an extremely popular question and most candidates wrote long and informed responses.

Most candidates were able to accurately identify factors. For example, they wrote of the

damage afflicted by cruise ships and large commercial vessels which pass through Caribbean waters, such as Korean and Japanese vessels; the oil spills and pollution which reduce the oxygen supply for organisms that create coral reefs; the unconscionable actions of divers and other water sports exponents in walking on the reefs or breaking off the coral; as well as natural disasters such as global warming and hurricanes.

Some of the candidates wrote extensively on other *problems such as those caused by fisherfolk, by hotels and guest house operators, by siltation in rivers and by humans using inordinate amounts of chemicals near these reefs.* Even the weaker candidates were able to procure some marks by simply listing the problems which have threatened reefs such as Buccoo Reef in Tobago and the reef off the coast of Belize.

Question 2

This question, which required candidates to describe four ways in which Rastafarian culture has impacted the societies of metropolitan countries, was challenging for many candidates.

Several of the candidates regarded the question as an opportunity to tell all that they knew about the impact of Rastafari on Caribbean societies rather than on those of Britain, the USA, Canada and Europe.

Many candidates gained credit for highlighting the Pan-African ideology of the Brethren of Rastafari, as well as the doctrine which they espouse, their distinctive dress, hairstyle, cuisine, language and cultural skills. Further credit was also gained for mention of the influence of the iconic Robert Nesta 'Bob' Marley on these extra-regional societies.

The negative impact of marijuana trafficking was also stressed by some candidates. However, there were too many instances in which candidates misunderstood the thrust of the question and wrote long responses about the movement in Jamaica where it originated, and throughout the Caribbean region. Although candidates could gain marks for reference to Haile Selassie, Marcus Garvey and the circumstances in which the movement was born, too many committed errors of fact by including false information on this early history. One example of such glaring misinformation is that the movement was founded by Emperor Haile Selassie of Ethiopia on the occasion of his visit to Jamaica in the mid-1960s.

Section B

Module 2: Issues in Caribbean Development

Question 3

Candidates were asked to explain two ways in which the World Bank and the World Trade Organization (WTO) facilitated development in the Caribbean. Many candidates answered this question and grades ranged from weak to moderate, with some candidates receiving good grades.

With reference to the World Bank in Part (a), it was noted that some candidates presumed that the bank was the International Monetary Fund (IMF) and, unfortunately, wrote responses to suit. The World Bank issues loans and credit options, trust funds and grants,

provides analytical and advisory services and assists with capacity building. Candidates who fully addressed two of these elements were awarded the better grades.

In Part (b), a significant number of candidates were able to provide two ways in which the WTO facilitates development in the Caribbean; for example, *in the development of infrastructure* as well as its efforts *in poverty reduction/eradication*. It was noted, however, that the generic issue of trade was associated with this organization. The WTO is noted for its work in trade, but candidates needed to clearly demonstrate the ways in which it facilitates development.

Question 4

This question asked candidates to describe four ways in which the empowerment of women could promote Caribbean development.

A careful reading of the question would reveal three issues that needed to be addressed — empowerment, women, and development. This was a popular question; some candidates provided only partial responses; they focused on the issue of women and emphasized the strides that women have made in recent decades. For example, they wrote of the ‘glass ceiling’, increased educational opportunities and attempts to address the marginalization of pregnant female students in schools and in the society.

The issue of empowerment and development is also a critical element that needed to be addressed in the response. Candidates could have mentioned that empowerment is a pillar in the human development paradigm, one that places emphasis on gender equity and the empowerment of women. Reference could also have been made to the UN Human Development Report on Gender Empowerment which included the gender empowerment measure (GEM), an index used for monitoring the progress of the elimination of gender gaps. In other words, candidates needed to ensure that they clearly demonstrated the ways in which development in the Caribbean could be and has been advanced through the empowerment of women in the society.

Candidates who provided responses that addressed the three issues were awarded the better grades. They noted, for example, that

with increased educational opportunities, the knowledge base of the region would increase as both females and males would be the beneficiaries. This would lead to an increase in the skills base, as women would have the opportunity to realize their full potential. In turn, there would be an increase in productivity that would advance development. Further, an increase in the knowledge base for women would also assist in

challenging and removing the ‘glass ceiling’, resulting in more women in leadership and managerial positions and greater participation in policy making — a factor that directly affects development.

With regard to income equality, women would be paid equal wages as men for doing the same tasks, which would have a direct impact on the economy (GDP) and end discrimination. Further, many international lending agencies especially insist on gender equity as a provision for engaging their assistance. By empowering women, many Caribbean countries would be able to actively develop their societies as they would secure the necessary funding for national projects, enabling them to do so.

Section C

Module 1: Caribbean Society and Culture

Question 5

With the aid of a quotation as a stimulus, this question gave focus to the higher order task of how to describe the Caribbean. The two options suggested — political and historical — were intended to remind candidates that the *Caribbean* is an elusive concept which cannot be reduced simply to these categories because they might not be the most accurate or inclusive.

This question was moderately handled by candidates, some of whom concentrated only on the historical and geographical definitions. Such candidates made strong references to chattel slavery, colonialism, indentureship and the legacy of exploitation by Europeans. They also wrote long passages about Christianity, European cultural norms and practices and the political systems which have been the main historical legacy of Spaniards, Dutch, French and British colonial empires in this region.

Those who emphasized geographical factors commented on the incongruities of Guyana, Barbados, Belize and Bahamas being included in the definition. They also pointed out those elements of volcanoes, hurricane, the Caribbean Plate and the other weather issues which impact all the territories mentioned above as well as those which are undeniably located in the Caribbean Sea.

Unfortunately, many candidates were not able to expound their responses to include an analysis of the Caribbean Diaspora, CARICOM and other collateral aspects of the Caribbean reality. Stronger candidates concluded that there is no ideal definition, but included reference to these and other concepts.

Question 6

This question required candidates to assess ways in which colonial education impacted the formation of Caribbean society and culture. Candidates performed only moderately in most cases.

In several instances, candidates spent a considerable amount of time defining and discoursing on Caribbean colonial society, almost to the exclusion of any mention of how the education system impacted the formation of these societies. Such limited interpretation of the question did not gain substantial marks. The opportunity was there for candidates to expatiate on the overall purpose of that peculiar institution, namely to mould Caribbean colonials in the likeness of the imperial citizens and to create Afro-Saxon, Afro-French, Afro-Dutch and Afro-Spanish subjects who would venerate all aspects of European culture, while remaining subservient at all times.

Candidates had difficulty identifying the starting point for the introduction of colonial education. Some candidates located the origin in the enslaved societies of the region before 1838, while others sought to establish this date as the beginning of a programme of educational indoctrination of people in the British Caribbean. Other candidates brought the analysis down to the twenty-first century in order to illustrate the pervasive influence of the British colonial system on the education of pre as well as post-independence ideas about the role of education in creating the New Caribbean man/woman.

Generally, these responses contained some of the required information and candidates were able to make reference to the establishment of primary, secondary and tertiary educational institutions, the role of European missionaries and church groups in the teaching of Caribbean colonials, the system of certification and curriculum development, the mimicry of European norms and values and the emphasis on rote learning in order to help mould the blacks and indentured immigrants into being obedient, unambitious working classes. Weaker candidates were those who mentioned only a few of these points. Stronger candidates were those who identified the *hidden curriculum* which taught Caribbean boys and girls to be good colonials, the privileging of boys over girls in the education system in each colony, the strong presence of European teachers and education models in these colonies and the virtual exclusion of any positive references to African, India or to indigenous people and their heritage.

Other facets of the system which helped to form Caribbean society in the present included the predominance of European uniforms of all kinds (cadets, scouts, guides), badges, ties, suits, gowns, robes, the heavy impress of European music, languages and

art, as well as the role of colonial seminaries and university colleges. Candidates who were able to include these in their analyses gained high marks.

Section D

Module 2: Issues in Caribbean Development

Question 7

This question required candidates to discuss the extent to which sports has contributed to the development of Caribbean identity regionally and in the Diaspora. This was a markedly popular question and some candidates were able to score heavily in their responses, displaying a breadth of basic knowledge about sports in general and certainly about cricket, soccer and athletics in particular.

Most candidates were able to gain some marks by tracing the history of cricket in the British Caribbean and by identifying this game as the Anglophone Caribbean's national sport. Some candidates could only mention cricket and athletics in their essays and it was clear that their knowledge of Caribbean sports did not include basketball, netball, squash, badminton, tennis of both varieties, boxing, water sports, mind games such as chess, bridge and draughts, along with martial arts, all of which have made considerable strides in the Caribbean and in the Diaspora in the past 40 years. In many cases candidates were only able to mention Usain Bolt in athletics and a few cricket stars. Even in those cases where candidates were able to list or describe a number of sportsmen and sports, they were unable to develop an analysis of what is development in the Caribbean and in the Diaspora in North America, Britain and Europe. This certainly limited their scores, particularly as they were unable or unwilling to identify a Caribbean identity distinct from other people of the hemisphere or to discourse on the Caribbean Diaspora as an extension of Caribbean cultural practices.

Stronger candidates demonstrated their full grasp of the question by analysing the CARIFTA games, the investment of regional governments in cricket stadia, and the triumphs of athletes such as Kirani James, Keshorn Walcott, Shelly-Ann Fraser-Pryce and Veronica Campbell-Brown at the Olympic Games. They mentioned the emergence of ministries of sport, the several tours to the Diaspora by sports teams and clubs, the granting of scholarships to promising young persons, the increasing role of government and government agencies in sports and sports-related activities, and the general trend for persons to pursue health and fitness at all ages and stages. Overall, candidates handled this question satisfactorily. They seemed to be aware that sports can add a positive dimension to education and social development.

Question 8

With the aid of a quotation as a stimulus, candidates were asked to discuss the issue of the democratic rights of citizens and the validity of stating that development is determined by the ability of citizens to exercise those rights. Few candidates answered this question as the majority elected to respond to the alternate question on sports.

Candidates who did provide responses concentrated on the issue of democratic rights. Stronger candidates demonstrated the link between development and the ability of citizens to exercise those rights, while those who provided weaker responses just listed the rights in the discussion. Several candidates took a position on the issue, either agreeing or disagreeing with the statement, but without providing full explanations for their stance. A number of the examples given to support the discussion were often incorrect.

Paper 031 – School-Based Assessment (SBA)

The 2013 examination was the first occasion in which the revised syllabus for the SBA was utilized. In this syllabus, attention was especially paid to the format and the allocation of marks for the project. Hence, the overall total of marks to be awarded was reduced from 120 to 60 marks. The marks for the individual components were reallocated to suit. (See pp. 35–36 of syllabus.)

Further, some sections were revised for clarity. For example, *Presentation of Findings* and *Interpretation of Findings* were restructured as *Presentation of Data* and *Analysis of Data*. (See pp. 39–40 of syllabus.)

Some sections were closely reviewed resulting in a rewording of the description that would determine the grade as well as a reallocation of the marks to be awarded. For example, for the *Literature Review*, terms such as *Excellent*, *Good*, *Adequate*, *Limited*, *Weak*, and *Unsatisfactory* were utilized in order to assist the teacher in determining the quantity of marks to be awarded to the section. (See p. 38 of syllabus.)

Teachers are asked to fully acquaint themselves with the new marking system provided by the revised syllabus to ensure consistent and accurate marking.

The 2013 marking team made the following observations.

Overall Performance

While the overall quality of the projects was commendable, there appeared to be some misunderstanding about the revised mark scheme. It was noted that many teachers were either too severe or too lenient in their grades. In specific cases the team provided feedback to individual schools including recommendations regarding the problem areas.

Teachers are strongly advised to closely follow the SBA guidelines for the grading of projects.

Ethical Issues

One major cause for concern was the level of plagiarism and the number of irregularities that were revealed this year. Students are reminded that the SBA should be their own work and that where these irregularities are observed, appropriate penalties will be applied.

Cover Sheet

A number of centres utilized the old cover sheet from the 2004 syllabus which lists the old structure and formatting. The 2004 cover sheet has eight sections while that for 2012 has seven. It is strongly recommended that teachers utilize the cover sheet for the revised syllabus, which reflects the revised content and structure. The CXC website gives the most up-to-date version of this sheet.

Presentation of SBA

Students are encouraged to ensure that the pages of their SBAs are adequately secured. They may utilize folders with the punched holes which may be fastened by cord, string or staples.

The following are comments regarding the grading of the components according to the revised mark scheme.

Introduction

There are *four* key elements that students must address in this section in order to be awarded full marks. These are:

- Purpose of the research
- Statement of the question or problem
- Value of the research
- Technical terms used in the study

Most topics were appropriate for students to pursue. However, some topics were too broad for the study. Topics such as ‘An investigation into the social and economic impact of crime on tourism and the growth and development of a named community,’ or ‘To study the impact of dancehall music, rap and calypso on students’ academic performance and moral behaviour’ are much too wide to handle effectively. In instances like these, students failed to address all aspects of the research project. Several students gave a limited review of the *technical terms* of the study. Some gave dictionary definitions and/or did not focus on the key terms in their topics.

Literature Review

The majority of students used a variety of sources as recommended by the syllabus. However, the performance of students varied here as many failed to demonstrate a *good understanding* of the relevant literature and/or did not review the previous literature. They also did not put the literature in context for the topic at hand.

Some students treated the section as they would the section on data collection. They identified the sources without stating how they contributed to the body of the research. They also gave information that should have been placed in the bibliography, such as author, title, publisher, year of publication and city. Other students simply copied quotations into the research, without the relevant discussion.

Data Collection Sources

It is advisable that students utilize both primary and secondary sources of data and ensure that they show how these *contributed to the area being investigated*. It was noted that many students only identified primary sources and completely ignored the secondary sources. When addressing the primary source, students provided generalized or limited descriptions. Students also described the instrument (questionnaire) instead of identifying the sources. Many did not explain their relevance to the particular study.

Presentation of Data

Students are reminded that for this section emphasis is placed on presenting the data from *various* sources by using *a variety of forms that are appropriate, well-labelled and accurate*.

Most students presented graphs that were relevant to their topics, but there were many instances where they presented graphs and charts for all of the questionnaires; or there was an overemphasis on one method of presentation (for example, a large number of graphs), with scarce attention to the other methods.

Some students presented the data by using text only, even though the textual contained a number of statistics that could have been presented in a tabular format. As a result, the data was not always well presented or labelled.

Analysis of Data

This section requires an examination of the data presented. Not only are the results to be explained but the *trends, patterns and anomalies* should also be highlighted. Explanations should be *clear, accurate and very relevant* to the issues being examined.

Many students failed to identify trends and patterns. Some gave a general analysis without referring to the data presented or did not fully address the forms presented. Many simply presented the findings in text form and did not give plausible reasons for the findings that had been derived and presented. A number of students failed to present findings that were relevant to their topics.

Discussion of Findings

This section requires three elements for the discussion:

- Results of the research
- Comparison with previous studies
- Explanation of the *significance for research and policy*

Many students appeared to be unaware of what is required for this section. Some only addressed results and completely ignored the requirement to compare their findings with those they had discussed in the literature review. Several did not explain the significance of their findings to research. Some introduced literature in this section, which should have been presented in the literature review.

Conclusions, Limitations and Recommendations

For this section three elements are to be considered:

- Conclusions
- Limitations
- Recommendations

This continues to be the section in which many students do not perform well. Many of them opted to use bullet points as they listed what they deemed to be the relevant points. In doing so they failed to fully examine and expand their analysis.

Some conclusions were well done while others were not *supported by the data in the study* or did not address the *areas of interest* as required by the syllabus. For limitations, most students addressed issues that *impeded the research process*. Some recommendations gave background information to the study instead of giving focus to the outcome. Others made recommendations to improve their studies, and not recommendations to address the findings of their studies. Some were ‘practicable’, while others were not.

Overall Presentation and Writing Skills

This section assessed students’ presentation and writing skills.

Presentation

Most students presented their bibliography, as well as their cover page, contents table and appendices. Some of them omitted to include the bibliography and/or appendices. Others did not utilize the APA style of formatting, or any style of formatting in citing these references. Many did not cite their sources.

Writing Skills

Overall, this year the skills demonstrated by students ranged from a *high level of writing competence to limited*, to *unsatisfactory*. Some students demonstrated a high level of competence in their writing and took care to ensure that they presented a good project. Unfortunately, many failed to take great care with their writing skills, often not proofreading their work. This resulted in *weak use of language* and other errors.

Paper 032 – Alternative to School-Based Assessment (SBA)

This was the first year that the revised Paper 032 was utilized.

Section 1 contains one compulsory question. It is based on a case study that candidates are to closely review. The questions which follow are based on the discussion in the piece and are directly connected to Module 3 of the syllabus.

Section 2 contains two questions of which candidates are required to answer one. The syllabus provides lists of the topics for the year. For 2013, the topics were “Migration to the UK since 1945” and “The Tourist industry in a named Caribbean country since 1945”. Candidates were to select one of the topics and prepare it for the examination. The questions are constructed to respond to the areas highlighted in the syllabus.

Overall Comments

The examining team is pleased to note the continued increase in the number of territories that have candidates writing this examination. The better candidates excelled in their responses and received very good to excellent grades.

Performance on Questions 2 and 3 was below the expected level.

Section 1

Question 1

Candidates were to read the case study based on the issue of village programmes for sports. The responses showed that candidates had difficulty responding to the questions that spoke to methods of research.

Candidates who received good to excellent grades were well versed on methodological issues of the syllabus and provided full and accurate responses as required.

Section 2

Question 2

Responses clearly illustrated that a number of candidates had prepared the topic and could ably answer the questions asked. However, several candidates applied knowledge

on current migration to the US in the hope that the same issues and concerns could be applied to migration to the UK some six decades ago.

Other responses were especially inadequate, indicating a lack of preparation and, in some cases, a fair degree of guesswork; this was evident especially regarding issues such as challenges the migrants faced in the UK and challenges faced by these migrants having returned to the region.

Question 3

This question brought mixed response from candidates. There was considerable evidence of research undertaken and stronger candidates who had prepared the topic were awarded the higher grades. However, again, many instances were noted where candidates were unprepared, causing them to proffer glaringly inaccurate data and analysis for the country they named. Some responses showed a lack of knowledge of, for example, the environmental challenges posed by tourism on the named country and details of the ways in which tourism impacted its society.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION ®
MAY/JUNE 2014**

CARIBBEAN STUDIES

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GENERAL COMMENTS

In 2014, approximately 12,000 candidates registered to do the Caribbean Studies examination representing the largest number of registrants to date.

The syllabus is divided into three modules as follows:

- Module 1 — Caribbean Society and Culture
- Module 2 — Caribbean Development
- Module 3 — Investigating Issues in the Caribbean

The examination comprised the following three papers:

- Paper 01 which consisted of 15 compulsory short-response questions.
- Paper 02 which consisted of eight essay questions, of which candidates were required to answer four.
- Paper 031, the School-Based Assessment (SBA) for which candidates conducted research and submitted a research paper.
- Paper 032, the Alternative to SBA, which was written by candidates who registered privately to sit the examination.

DETAILED COMMENTS

Paper 01 – Short Response Questions

This paper consisted of 15 questions testing all three modules. Both Modules 1 and 2 consisted of five questions and were each marked out of 30. Each question was marked out of six. Module 3 consisted of five questions and was marked out of 20 with each question marked out of four. The paper contributed 27 per cent to candidates' overall score.

As with previous years, performance on both Modules 2 and 3 demonstrated that some candidates were not fully prepared for some of the topics and issues posed in the examination. Candidates who excelled in this paper provided full and accurate responses for all modules. They demonstrated very good preparation in regard to the topics assessed, as well as paid close attention to the requirements of the questions and provided the requisite responses.

It was also noted that many candidates did not read the questions carefully and thus gave inadequate/poor responses. It is strongly recommended that candidates read all the questions carefully and note the key elements of the questions. Candidates are asked to take note of the instructions to determine whether the terms/concepts are to be defined/analysed, or whether they are being asked to provide examples, or to give responses that reflect a time period/or a specific group — these are all vitally important for candidates to consider.

Module 1: Caribbean Society and Culture

Question 1

This question assessed candidates' knowledge of mainland Caribbean countries. The mean was 1.57 or 26 per cent which was the lowest mean on the paper. Generally, candidates did not pay attention to the word *mainland*, which was central to the question. This played a significant role in the performance of the question.

Part (a) required candidates to provide the names of two mainland Caribbean countries where English is the official language. Most candidates were able to identify at least one such country. However, a significant number of candidates named an English-speaking island territory. Nevertheless, it was the best answered part of the question resulting in most candidates receiving at least one mark on this question.

Part (b) required that candidates identify one geographical feature of any of the mainland Caribbean countries. This section was generally well answered as the majority of candidates was

able to give one geographical feature. However, quite a number of candidates gave geographical features that can be found on islands and not necessarily on mainland territories.

For Part (c), candidates were asked to give one geological feature of a mainland Caribbean country and to explain the impact of this feature on the society. This was the most poorly done part of Question 1. It is obvious that candidates did not know the difference between geographical and geological features. Many of them gave an additional geographical feature in addition to the one given in Part (b). Mountains and rainforests or tropical rainforests were popular responses.

Question 2

This question focused on cultural change in the Caribbean. In particular, candidates were required to distinguish between the terms *creolization* and *acculturation*. The mean on this question was 3.00 or 50 per cent.

Part (a) required that candidates give the name of the individual who coined the term *creolization*. Most candidates were unable to do so. Some of the more popular incorrect responses included M.G. Smith, Christopher Columbus and Marcus Garvey.

Part (b) mandated that candidates distinguish between *acculturation* and *creolization*. Candidates were generally able to define the term *creolization*, even in parts, but had great difficulty explaining the term *acculturation*. In some cases, they wrote definitions that could be correct but did not pay much attention to the command *distinguish*. In most cases, candidates acknowledged that both terms related to adaptation and change in cultural interactions but a distinct difference was not clearly outlined in most cases.

Explanations were very vague, especially in defining *acculturation*. The terms *dominance*, *superiority*, *inferiority*, *force* that could probably connote the idea of *acculturation* were missing and candidates used terms such as ‘absorption’ and ‘acceptance’ instead. They could not distinguish the term from *creolization*. Although it was evident that candidates were more familiar

with the term creolization, they mainly wrote about the *mixing* but could not explain how this led to new or diverse forms/cultures.

Part (c) focused on identifying a creolized Caribbean music form. The majority of candidates was able to name such a music form. This was the best answered part of the question, resulting in most candidates receiving at least one mark on this question.

Question 3

This question required candidates to explain flooding as a natural event in the Caribbean and to identify some impacts on the economies of the region. The mean of 4.39 or 73 per cent was the highest for the module and the paper. Overall, most candidates answered and performed well on this question. However, a large number of them incorrectly stated that the Caribbean is below sea level.

In Part (a), candidates were tasked with explaining why flooding is a natural event in the Caribbean region. Most of them misinterpreted this section as they tended to give definitions of a flood rather than to say why it occurs naturally. Some candidates gave reasons why it is considered a natural hazard/disaster than a natural event.

Part (b) required that candidates outline two ways in which flooding has an economic impact on Caribbean economies. Many candidates performed better on this section as most were able to identify the economic impact of flooding, often using examples from their own country. Candidates wrote at length on this question.

Question 4

This question tested candidates' knowledge of the contribution of art and artistes to the development of culture in the Caribbean. The mean of 2.92 or 47 per cent was the lowest in this module.

Part (a) asked candidates to name one individual who was awarded the Nobel Prize for Literature. While a significant number of candidates were able to identify Derek Walcott and V.S. Naipaul, no candidate wrote about St John Perse from Martinique.

Part (b) asked candidates to name the country of birth of the individual named in Part (a). Since the responses here were contingent/dependent on the responses in Part (a), all candidates who could not name the Nobel Prize winner for Literature in Part (a) could not receive any marks for Part (b). Some candidates were able to cite a correct response for Part (a) but did not know the Caribbean territory from which the writer came. The common error was to state that Derek Walcott was from Trinidad and Tobago.

In Part (c), candidates were required to outline two ways in which either the visual arts or traditional dance forms contribute to the creation of Caribbean culture. Many candidates wrote about both visual arts and traditional dances instead of one or the other. Some did not indicate which form they were writing about while a significant number of responses clearly showed candidates' inability to distinguish between visual arts and traditional dance forms. Moreover, while some candidates were able to explain visual arts and traditional dance forms, they could not explain how either contributed to the creation of Caribbean culture. Some candidates were not able to differentiate between traditional and European dances.

Question 5

This question focused on the migration of Caribbean peoples to North America and the impact of this migration on relations with North America. The mean was 3.18 or 53 per cent.

In Part (a), candidates were required to state two reasons why people from the Anglophone Caribbean migrated to North America after 1960. Candidates did not accurately cover the time period being examined by the question. Quite a number of responses showed a lack of understanding of what is the Anglophone Caribbean, giving rise to many inaccuracies such as references to the Panama Canal, the period of slavery and World Wars I and II.

Part (b) required that candidates explain two ways in which Cuban migrants in the United States influenced US–Cuban relations. Generally, candidates were fairly knowledgeable about this topic. A large number of responses cited the lobbying power/pressure of Cuban migrants in Florida and their impact on municipal and state elections. A significant number cited immigration laws and foreign policies with specific reference to the wet foot, dry foot policy. This section of the question was well done and most candidates were able to gain at least two marks.

Module 2: Issues in Caribbean Development

Question 6

This question focused on candidates' knowledge of the measurement of the human development index (HDI). The mean was 2.20 or 37 per cent and was the lowest of the questions in this module.

Part (a) asked candidates to define the term *human development index*. Some candidates confused HDI with Gini coefficient and the human development paradigm. Some candidates alluded to the response but could not clearly express their thoughts while some listed the HDI as an organization.

Many responses failed to mention that the HDI was a measure, calculation or average and not merely an indicator of human development. While candidates' responses suggested that they understood the concept of human development, they often could not define the HDI, or identify the main components of health, education and standard of living. They referred to other factors such as crime, rights or wealth, which in their estimation, had to be taken into consideration.

Part (b) required that candidates outline two ways in which the HDI is a useful measure of human development. Candidates seemed unprepared for this question, as there were numerous non-responses. Some candidates incorrectly explained the pillars of the human development paradigm. They also made general statements about the components of the HDI but failed to adequately explain how the index is useful in measuring development.

Question 7

This question focused specifically on the concept and indicators of development. The mean was 3.16 or 53 per cent.

Part (a) required that candidates explain the purpose of the Gini coefficient.

The majority of candidates was not familiar with the term *Gini coefficient*. A significant number of candidates mentioned the Lorenz curve and drew associated diagrams. Many candidates stated that the Gini coefficient is a measure of development in general, and not specifically economic development. Also, some candidates highlighted the generality of the Gini coefficient, alluding to stratification and other forms of inequality and inequity as its sole purpose.

Part (b) assessed candidates' ability to distinguish between sustainable and economic development. Candidates performed well on this part of the question. Most candidates knew the concepts of sustainable development and economic development. The majority focused on the element of *future generations* and used that specific phrase in describing sustainable development. The overuse of this phrase led to some candidates defining sustainable development as 'keeping' or 'preserving' resources — explaining that resources were not used. This is a misinterpretation of the concept of development. Weaker responses consisted of a line on what is 'sustainable development' and what is 'economic development' with no indication of any distinction between the two.

Question 8

This question focused on the effects of globalization on the industries in the Caribbean. The mean was 2.56 or 43 per cent.

Part (a) required that candidates identify two Caribbean industries that have been adversely affected by globalization. This question performed poorly as a significant number of candidates did not give accurate responses and did not seem to understand what constitutes an industry.

General responses such as 'agricultural industry' lacked the required specificity. Also, some responses focused on a specific factory operation such as Carib Beer or Mabel Ketchup instead of an industry. Despite this, however, a number of candidates were able to give accurate responses.

Part (b) followed on by requiring that candidates outline one way in which the identified industries in Part (a) have been affected by globalization. Performance on this part was dependent on the accuracy of Part (a). Candidates who gave correct responses in Part (a) were generally able to explain how the industries were affected. However, as many candidates did not have correct responses for Part (a), Part (b) was consequently incorrect. Performance on this question was therefore extremely poor, as many candidates could not gain a passing mark.

Question 9

This question assessed candidates' knowledge of the Organization of Eastern Caribbean States (OECS) and how it functions as an economic unit. The mean was 2.73 or 46 per cent.

Part (a) was further divided into (i) and (ii) and required that candidates identify both an independent and non-independent country of the OECS. A significant number of students seemed not to know the OECS countries, neither were they able to identify those which are dependent/independent.

In Part (b), candidates were tasked with explaining two ways in which the OECS functions as an economic union. Candidates seemed to have confused an economic function with the specific tasks of an economic union. Additionally, they used ideas about Caribbean integration (CARICOM) to answer the question, further confusing the roles of the two organizations.

Question 10

This question assessed candidates on their knowledge of affirmative action and gender. The mean of 3.83 or 64 per cent was the highest in this module.

Part (a) required that candidates explain the term *affirmative action* as it relates to gender. Most candidates were unable to define the concept of affirmative action correctly. They referred to it within the context of gender roles and sexual orientation.

In Part (b), candidates were required to give reasons why few women occupy leadership positions in the Caribbean. Some candidates misinterpreted this question, stating that women were not allowed to work or did not work. A significant number of candidates interpreted leadership as strictly political. Also, some candidates did not understand the concept of feminism. Moreover, they incorrectly used the term 'sexual orientation' to refer to discrimination and made sweeping statements such as women were 'not educated', 'too soft' and 'too emotional' as being factual statements.

Module 3: Investigating Issues in the Caribbean

Question 11

For this question, candidates were given a statement from which they were required to identify the two variables, Part (a), and an instrument which could be used to collect data for such a study, Part (b). The mean was 3.10 or 52 per cent.

For Part (a), although some candidates were able to identify the variables, most candidates included a phrase as the variable. A significant number of candidates listed Caribbean secondary schools as a variable. Some candidates misinterpreted the question by defining the concept hypothesis while some responses argued whether a hypothesis is needed and offered a problem statement instead.

Most candidates were able to respond satisfactorily to Part (b). However, there were a few candidates who were unable to differentiate between method and instrument. Candidates who gave the interview as their choice of instrument mainly stated that the face-to-face interaction was most important. The question asked for one reason for the choice of instrument; however, some

candidates included responses which had up to three reasons. In most cases these reasons were inappropriate.

Question 12

This question focused on validity as an issue in research. It had the lowest mean of those testing this module. The mean was 2.06 or 34 per cent.

Part (a) asked candidates to define the term *validity* as it relates to research. Some responses confused validity with reliability, as there was evidence of overlapping in many instances. Many candidates scored one mark for their response of accuracy/truthfulness. There is obvious need for candidates to understand the concepts and not just to simplify the terminologies.

Part (b) required that candidates explain one way of ensuring that conclusions drawn from the data are valid. Candidates appeared to have minor difficulties with this question. The majority of candidates was able to capture the various possible answers. Without using the term data triangulation, some candidates explained that there was a way to ensure that research was valid using more than one researcher to compare data.

However, some candidates incorrectly referred to plagiarism as a valid reason for the conclusion. In some cases candidates gave responses such as ethics, limitations, recommendations, conclusions, personal opinions and biases as reasons for research being valid. In other cases, they also incorrectly gave the calibre of the research professionals as a reason for valid research.

Question 13

This question focused on the advantages of using the Internet as a source for research. The mean of 3.33 or 56 per cent was then highest for the questions testing this module.

For Part (a), candidates were required to outline one advantage of using Internet sources for research. Candidates interpreted this question by referring to the Internet rather than the specific

Internet sources for research. Candidates did not satisfactorily respond to this question, they alluded to shortcomings but did not elaborate.

Part (b) required candidates to outline one disadvantage of using Internet sources for research. Some candidates responded to this question by stating the relevance of the Internet rather than stating the disadvantages. However, many candidates provided good responses as this appeared to be a popular source for candidates doing research.

Question 14

For this question, candidates were given a situation for which they were required to formulate a research question, Part (a), and identify why the text format was not suitable for the presentation of the data gathered from the research, Part (b).

For Part (a), a few candidates misunderstood the term *research question* as their responses were either poorly constructed or irrelevant. In Part (b), a few candidates misinterpreted the text format as *cellphone texting*. However, most of the responses provided were relatively good.

Question 15

This question focused on the confidentiality of research and was also based on a stimulus.

Part (a) asked candidates to state two reasons why they need the consent of their research subjects. Candidates performed remarkably well with regard to this question as the majority provided good reasons to secure the consent of research subjects.

Part (b) solicited responses on two measures that could be taken to guarantee confidentiality. The general performance of candidates for this question was good. Most responses showed that candidates understood the need for ensuring confidentiality at each step of the research process.

Paper 02 – Essay Questions

This paper consisted of four sections — A, B, C and D. Section A focused on Module 1 — Caribbean Society and Culture. Section B focused on Module 2 — Issues in Caribbean Development. Each section had two descriptive essay questions each worth 20 marks. Candidates were required to answer one question from each section.

Sections C and D each also had two questions from which candidates were required to do one question each. These questions required argumentative essays and were worth 30 marks each. Section C focused on Module 1, Caribbean Society and Culture, and Section D on Module 2, Issues in Caribbean Development.

The paper contributed 33 per cent to candidates' overall score.

Section A

Module 1: Caribbean Society and Culture

Question 1

Candidates were required to describe four ways in which indigenous peoples have contributed to the way of life in the Caribbean. The word *describe* should have indicated to candidates that they needed to provide a detailed account, including significant characteristics or elements of the contribution of indigenous peoples to Caribbean life. This question had a mean of 13.12 or 66 per cent.

Candidates' responses, for the most part, indicated that they were knowledgeable about the indigenous peoples of the Caribbean and were able to locate each of the major groups in the different Caribbean territories. Most candidates highlighted the contributions of the indigenous peoples to Caribbean society and culture. The majority of responses pointed to the indigenous peoples' contributions to the food and culinary practices of the Caribbean, for example, the use of

cassava, pepper pot and pepper, as well as their ways of preparing foods through barbecuing, roasting and jerking. Noteworthy also was the frequent mention of the indigenous peoples' agricultural practices, their craft, and the names of islands such as Haiti and Jamaica. Their role in the formation of a creole society in the region and their contribution to the Caribbean language were also adequately addressed.

Candidates also wrote about the indigenous peoples that are still in existence in the Caribbean today and how they add to the society and culture of those regions. Most candidates, though, used examples of indigenous groups from their home territory. This sometimes made the discourse limited. Teachers should encourage students to expand their knowledge on the native people of other Caribbean territories. The examples used by weak candidates were not always in support of the four points or categories that they presented.

Question 2

This question asked candidates to describe four measures that can be taken to minimize the impact of soil erosion in the Caribbean. It had the higher of the two means in this section and was marginally more popular. The mean was 13.84 or 69 per cent. This question also had the highest mean on the paper.

Candidates seemed very familiar with soil erosion and were able to properly define it. They were able to delineate the different types of soil erosion and the factors that caused soil erosion. Candidates were also able to describe several measures that can be used to minimize the effects of soil erosion on the Caribbean. Candidates who scored well on this question presented measures such as good agricultural practices, afforestation, terracing, education and government policies. They clearly defined these measures in a logical manner and the essays were coherent and well-organized.

Weaker candidates merely stated the measures or gave inadequate descriptions of the measures they outlined. These responses were somewhat disorganized and strayed from the point. These candidates spent a lot of time discussing the impact of soil erosion instead of the measures that

should be taken to minimize the problem. Generally, most of the papers lacked relevant Caribbean examples such as the case of Haiti. Sustainable development measures that assist in minimizing the impact of soil erosion and practising sustainable tourism, which will provide support for the environment while acquiring important foreign exchange for the societies, were also not discussed by most candidates.

Section B

Module 2: Issues in Caribbean Development

Question 3

Candidates were asked to discuss four measures that can be taken by Caribbean governments to promote economic growth during a recession. This was the most popular question in this section and it had the higher mean of 11.94 or 60 per cent.

Generally, candidates were able to identify how a recession could impact economic growth. Responses indicated that the concepts *economic growth* and *recession* were understood, and therefore an overwhelming number of candidates scored fairly well on this question. In most cases, the measures given were relevant, for example, *increased taxes, creation of government jobs, increased exports, reduced imports, import substitution, reduction of tariffs, loans from the IMF and World Bank, eat what we grow and grow what we eat campaigns*.

Very few candidates displayed a good understanding of the common economic problems faced by the Caribbean, and argued what people should do instead of government. The following areas of weakness are worth highlighting.

- Candidates identified the measures but their arguments were poorly developed.
- Where points were adequately developed, candidates failed to link them to a recession, hence their scores were in the median range.

- Some candidates focused on indicators of development but did not link these indicators to how the country was impacted during a recession.
- Confusion was also evident among some candidates who argued as if *economic growth* was the same thing as *economic development*.

Question 4

This question required candidates to discuss four ways in which the distribution sector in the Caribbean could contribute to the overall growth and development of the region and its diaspora. A significant number of candidates did not attempt this question. Those candidates who attempted it had difficulty demonstrating an understanding of what the question required and those who understood the question were not able to develop their essays adequately. The mean was 8.83 or 44 per cent. This was the lowest mean on the entire paper.

Candidates demonstrated limited knowledge of the concept *distribution sector* as very few of them were able to define the concept correctly. As a result of the lack of understanding of the concept there was a general misinterpretation of the question as candidates discussed the equitable distribution of resources in a country rather than the role of the distribution sector in development.

Some candidates spoke about ‘distribution’ but did not link ‘sector’ with distribution, again showing their lack of understanding of the concept.

Those candidates whose response demonstrated that they understood the concept offered weak arguments to show how the distribution sector contributed to the overall growth and development of the Caribbean and diaspora.

Section C

Module 1: Caribbean Society and Culture

Question 5

Candidates were given a statement and asked to examine the extent to which diasporic communities influence the formation of Caribbean identity. The mean on this question was 12.24 or 41 per cent.

The responses to this question were, for the most part, either average or below average. The concept of diaspora/diasporic community seemed not to have been clearly understood by many candidates. The definitions were limited and were mostly concerned with Caribbean diasporic communities in Europe and North America. Most of the responses discussed at length migration of the different groups of people into the Caribbean forming a diasporic community without dealing specifically with what the question asked, that is, to show the degree to which these communities influence the formation of Caribbean identity.

Very few candidates mentioned the formation of diasporic communities in the region such as Santo Domingo and Panama. There was hardly any mention of the lived experiences of the Caribbean people in the formation of Caribbean identity and so most of the responses failed to address the main requirements of the question.

Question 6

Candidates were given a statement and were required to examine the extent to which social challenges faced by people in the region may hinder Caribbean unity. This question was the more popular in the section and had a slightly higher mean of 12.82 or 43 per cent.

As with Question 5, candidates for the most part failed to address *the extent*. The discussions were mainly concentrated on the social challenges and not on how they hindered or are hindering

Caribbean unity.

A large percentage of responses did not demonstrate that candidates understood what a social challenge is. Several of them discussed economic and political challenges with little or no attempt to link them to social challenges. In addition, discussion about disunity among the different Caribbean territories dominated the responses with limited reference to internal social issues that have been challenging Caribbean unity.

Many candidates were able to show how race and colour continue to provide distinctions for Caribbean people. Race continues to divide in territories where those who possess capital are historically of the white creole race. The good responses further discussed how pigmentocracy has prevailed in the Caribbean where lighter hue people are accorded certain privileges and so many people resort to skin bleaching. Class, insularity, cultural practices and religion were also mentioned as social challenges hindering Caribbean unity.

Most of the responses were unbalanced as they only mentioned the factors preventing Caribbean unity without giving credence to other factors/institutions in the Caribbean that have been promoting unity, and so some of these institutions including the RSS, UWI, CXC, CARICOM, West Indies Cricket and the University of Guyana were not mentioned. In addition, limited mention was made of festivals, such as carnival and CARIFESTA and the unifying role they play in the Caribbean.

Section D

Module 2: Issues in Caribbean Development

Question 7

A statement was given and candidates were required to discuss the extent to which the dependency theory is still useful in explaining Caribbean development in the twenty-first century. Although

this question was by far less popular than the other in this section, the mean of 16.79 or 56 per cent was higher.

Overall, the question was poorly done. Firstly, very few candidates offered the correct definition of *dependency theory* and most could not say who the theorists were. Very few candidates mentioned Sir Arthur Lewis and his Nobel Prize economic thesis of *Industrialization by Invitation* but they did not mention the important elements of the theory as expounded by Lewis. Reference to the Latin American theorists was glaringly absent. Responses indicated very little knowledge of what constituted the dependency theory. The end result was a very weak display of *use of knowledge* in articulating how the theory is still useful in explaining Caribbean development in the twenty-first century.

Some candidates addressed development and not dependency theory, while others simply wrote about economic dependence, especially in capitalist countries, but certainly not in the context of what the question required.

Question 8

Candidates had to use a stimulus to discuss discrimination in the Caribbean based on ethnicity and sexual orientation. Candidates were expected to demonstrate awareness of the historical and contemporary challenges with ethnicity and sexual orientation. This question was very popular and the mean was 14.65 or 49 per cent.

A few candidates misinterpreted sexual orientation to mean gender discrimination. This error impacted negatively on their scores. However, responses demonstrated knowledge of gender issues and how these issues relate to discrimination. For example, the *glass ceiling effect* and the disparity between male and female roles in the workplace were discussed.

Candidates understood discrimination; however, most had challenges making the connection between discrimination and how it limits development in the Caribbean.

Candidates are encouraged to pay close attention to all parts of the question and should endeavour to address all parts. In this question many candidates r focused on ethnicity or sexual orientation, but ignored giving equal treatment to both parts of the question.

Paper 031 – School-Based Assessment (SBA)

This paper constitutes the internal component of the examination and contributes 40 per cent to candidates' overall score.

There was noteworthy improvement in the quality of some teachers' marking criteria; this resulted in an acceptable rating for these schools. However, there is a clear indication that standardization is lacking between/among teachers in some schools as in some cases teachers in a school are inconsistent in the allocation of marks. This was more evident in some schools that appeared to have more than one teacher acting as facilitator of the subject. For example, one teacher might allocate a mark for a task, which is in conflict with the other teacher's mark for the same task.

Many research topics reflected too broad a scope which did not bring the research into pertinent focus. Here are some examples of problematic problem statements from such research:

- The proposed expulsion of the Dominican Haitians from the Dominican Republic.
- How colonialism has affected the teenagers of ... Secondary School?
- Has tertiary education impacted upon the social mobility of Black people in the Caribbean?
- Has tertiary inequality for women in the workplace changed for the better or worse through Barbados?
- An investigation into the social, economic, ethical and legal issues surrounding persons living with AIDS/HIV in Jamaica.

Research topics and problem statements should focus on local community problems to enable adequate contextual understanding of the research problem, thereby rendering validity and

credibility of the topic being researched. Some examples of noteworthy research topics or problem statements include:

- To what extent does the curriculum of ... College prepare senior students for the world of work?
- An investigation into the factors that influence Form 3 students' subject selection and career choices in the ... Secondary School.
- An investigation into how eating habits affect the academic performance of the Grade 3 students of ... High School.
- The effect of the free health care policy on the quality of healthcare services delivered at the ... Hospital.
- A study of the improper sewage facilities in ... Community and how this affects the health of residents of ... Community.

It is also advisable that a problem statement be followed by a few specific research objectives or research questions. This would assist students to gain direction in searching for sources in the literature review and designing the data collection instruments.

Additionally, students must be certain about the intended purpose of research. This articulates the social significance of probing a particular social problem, because it impacts positively or negatively upon people's lives in unique ways. Students should avoid writing a purpose of study as though it was the problem statement. Meanwhile, the educational value of the research must point to specific stakeholders who would gain insights from the suggested findings of the research project. Below are some observations relating to the various tasks required by the SBA.

Introduction

Generally the introductions were well done. However, most samples presented headings that were not stated in the syllabus. Even though there was consistency in the presentations with regard to the purpose of the research, some lacked clarity. Additionally, students needed to be more concise.

Some problem statements were not properly constructed. There was a lack of cause and effect. The majority of students wrote problem statements that neglected background information. This needed to be clearly defined.

The Value of Research

Generally this was well done. However, some students left out the beneficial aspect, in that they failed to state who it would benefit and why.

Technical Terms

Some of the terms used were not applicable to the study. In addition, irrelevant words were also defined.

Literature Review

Most students generally wrote, or quoted the literature without stating how it related to the study. There needed to have been greater variation in the sources used by students, for example, journals, newspapers and articles.

Data Collection Sources

The various sources needed to have been clearly described according to the requirement of research, for example, primary sources, secondary sources, instruments utilized, sample size and type of contribution to the study.

Most students did not state how the sources contributed to an understanding of the area being investigated.

Presentation of Data

Students continue to use a finite set of pie charts and bar graphs, which only count as one format type. Students are encouraged to use more varied ways of formatting data such as texts, tables, maps, graphs, pictures and relevant diagrams. In particular, students should observe the following:

- Basic labelling and accurate accounting must be addressed.
- Both axes for graphs should be labelled.
- Keys should be included on the charts.
- Graphs should also relate to the study.
- Raw data from questionnaires should be accurately transformed into statistical figures such as percentages.

Students should refrain from just listing all the information from the presentation of data. However, focus should be placed on

- what the results were
- reasons for obtaining data
- identifying trends, patterns and anomalies.

Analysis of Data

Students continue to engage in a basic description of the presentation of data, rather than deriving specific meanings from the presentation of data. Students should prioritize identification and explanation of research trends, patterns and anomalies to be discussed in the discussion of findings.

Discussion of Findings

Most students wrote a comparison of their research inferences to the findings revealed from previous sources in the literature review. However, students must mention the unique implications to the wider society from the discerned trends, patterns and anomalies noted in their research.

Results of the research must be clearly and concisely discussed. Comparisons made with regard to the literature review should be done at this point; however, many students failed to do so. It was also noticeable that some students included new sources in the discussion segment that were not in the literature review. Nevertheless, many students in their submissions identified the significance of the research with regard to policy guidelines.

It is imperative that students state the implications of their findings in their discussions, for example, they may give

- implications for new policy direction
- directions for a long-term study
- the need for further research.

Conclusion, Limitations and Recommendations

The recommendations must be based upon the actual conclusions drawn. They must be plausible and explore ways in which they can be implemented. Some students mistakenly wrote recommendations about improving the research design of their projects, which is not required. Students should also note that there should be no new data included in the conclusion and that the findings of the study should be clearly highlighted.

Limitations

Most students focused mainly on the issues that impeded the research, for example, time constraints. However, the shortcomings of the research, for example, limited information on topic being studied could have been expanded. On the whole, however, students made creditable attempts in justifying their limitations.

Overall Presentation

The following are some of the observations made on different aspects of presentation.

Bibliography

- Generally many students did not know how to use the APA style of referencing. Students need to understand that sources must be presented in alphabetical order.

- Some sources included in the literature review were left out of the bibliography.
- Most students did not follow the headings as stipulated by the revised syllabus.
- Many students had interpretation of findings instead of analysis of data. In addition, a number of headings were included that were not on the syllabus.

Writing Skills

- There was a high level of unease among moderators especially with students' use of grammar. Generally, students need to improve significantly in this area.

Presentation

- It is important that students be properly advised regarding the font size (size 12), style (Times New Roman) and APA requirements needed for the presentation of their research report. Additionally, students should take keen note that plagiarism is a breach with regard to SBA standards.

Recommendations to Teachers

- Teachers are being advised not to make too many comments on students' scripts. Comments should be made on additional paper and may be included with the research reports.
- Moderation forms with recorded marks must be placed at the front of the SBAs.
- Teachers are also asked to take keen note of students cutting and pasting their work. This practice results in inconsistencies in students' presentations.

Paper 032 – Alternative to School-Based Assessment (SBA)

This paper is taken by candidates who register privately to sit the examination. It is made up of two sections, A and B. Section A is compulsory and test candidates' ability to analyse a case to identify the different elements of the research process. Section B is based on topics outlined in the syllabus which candidates need to research and prepare for questions in the examination. The paper contributes 40 per cent to the overall candidate score.

Section A

Question 1

This was a compulsory question. It was based on a case study that candidates were expected to closely review. The parts of the question required candidates to identify different elements of the research detailed in the case.

Generally, candidates performed satisfactorily on this question but some were unable to give full responses. Below are some of the observations made in regard to candidates' responses and which are directly connected to Module 3 of the syllabus. The mean on this question was 17.10 or 57 per cent.

Research Objectives

- Most candidates were able to identify one objective of the research.
- Most candidates were unable to differentiate between methods and instruments. Hence, instruments were provided as answers when the question required data collection methods.

Methods of Enquiry

- There were occasions where candidates confused the relevance of the method stated to the case study. There was significant evidence that candidates misinterpreted this question which required them to state the relevance of the methods to the investigation detailed in the case.

Ethical Conduct

- Most candidates were able to identify the ethical issues that would surround a case study of this nature. However, some candidates failed to explain the implications, especially with regard to issues they were able to identify in the earlier part of the question.
- It was clear that some candidates did not know the meaning of *unethical conduct* in the research process. This became evident as the following answers were recurring: inadequate, pest control, husbandry, severe coastal flooding.

Limitations

- Most candidates were able to identify the challenges that would arise from carrying out research of the nature given in the case but were unable to explain how the challenges impacted the findings of the research process.

Conclusions

- In most cases, candidates were able to answer this question correctly; however, some lifted exact phrases from the case study as their conclusion. Most candidates scored full marks for this question. Those who were unable to score full marks confused recommendations as ethics in research.

Section B

In this section candidates were given two questions and required to do one. Questions were based on the two topics given in the syllabus. Each question was marked out of 30.

Question 2

This question required candidates to give responses to questions based on the research which they carried out on the impact of a named sport on the development of the Caribbean region and diaspora. Consistent with the dominance of cricket throughout the region and our history, most of candidates selected cricket. The majority of candidates gave correct answers to the questions. The mean on this question was 20.21 or 67 per cent.

In Part (a), candidates were required to give reasons for the selected sport they studied becoming part of Caribbean culture. Most candidates gave adequate reasons for cricket being a major part of Caribbean culture. Reasons such as *cricket being a major part of our history from colonialism* were given along with its role in resistance against colonialism.

For Part (b), candidates were also able to adequately outline the policies implemented by Caribbean governments to develop cricket in the region.

Part (c) required that candidates identify the impact of the sports on women in the Caribbean and on the Caribbean diaspora. Recognition was also given to the impact of cricket on women in the region. In most cases candidates showed how the women's role in cricket has evolved over the decades from a passive male serving and spectator role to active participation at the international level. Candidates were also able to adequately show the importance of cricket in the development of the diaspora from the early twentieth century to the present.

Parts (d) and (e) examined the impact of sports on the economies of the Caribbean. Candidates highlighted a plethora of employment opportunities created by cricket along with a myriad of other economic benefits in addition to employment.

Question 3

This question required candidates to give responses relating to the impact of international assistance on the control of crime in the Caribbean. The mean on this question was 19.47 or 65 per cent.

Part (a) asked candidates to state reasons why the Caribbean is seen as a trans-shipment point for the international drug trade. Most candidates pointed to geographic location as one of the primary reasons for the named Caribbean country being logistically important in the drug trade. The inability of Caribbean countries to adequately patrol their waters as well as the lack of modern crime fighting technology were also popular answers.

For Part (b), candidates were asked to give international criminal activities, other than the drug trade, which were conducted in the Caribbean. Candidates were able to easily point to several other criminal activities that are rampant in the Caribbean that pose a threat to national and regional security.

Part (c) required that candidates outline the initiatives implemented by the international community in its effort to reduce criminal activity in the Caribbean.

Most candidates stated that Caribbean countries receive assistance in the form of guns and technical expertise. However, they failed to state the legislative and diplomatic framework established between the Caribbean and extra-regional countries to deal with the issue of crime.

Parts (d) and (e) produced better responses. In Part (d), candidates were able to clearly state the challenges faced by the Caribbean in its effort to reduce criminal activity, despite international assistance. For Part (e), candidates stated the implications for international assistance on the armed forces in the Caribbean. Most of the responses indicated the positive implications for the Caribbean. They however failed to recognize the negative implications such as the challenges to sovereignty as international forces operate in the region.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION ®
MAY/JUNE 2015**

CARIBBEAN STUDIES

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GENERAL COMMENTS**

The Caribbean Studies examination comprised the following three papers:

- Paper 01, which consisted of 45 compulsory multiple choice questions
- Paper 02, which consisted of eight essay questions, of which candidates were required to answer four
- Paper 031, the School based Assessment (SBA) for which candidates conducted research and submitted a research paper
- Paper 032, the Alternative to the SBA, which was written by private candidates

This year, 12 375 candidates registered for the examination and approximately 11 600 did the examination. Candidates were assessed on a syllabus which comprised the following modules.

- Module 1 — Caribbean Society and Culture
- Module 2 — Caribbean Development
- Module 3 — Investigating Issues in the Caribbean

The following presents an analysis of candidates' performance on the different papers.

DETAILED COMMENTS

Paper 01 – Multiple Choice

For this year, this paper was assessed using the multiple choice format. There were 45 questions on this paper with 15 assessing each module. On average, candidates got approximately 35 of the 45 questions correct. This was equivalent to approximately 64 per cent.

Paper 02 – Essay Questions

This paper consisted of four sections — A, B, C and D. Each section consisted of two questions from which candidates were asked to choose one. The questions were based on two modules as follows.

- Sections A and C focused on Module 1 — Caribbean Society and Culture
- Section B and D focused on Module 2 — Issues in Caribbean Development

Sections A and B were descriptive essays and were marked out of 20. Sections C and D were argumentative essays and marked out of 30. The paper was marked out of 100 and the mean was 45.75.

Section A

Module 1: Caribbean Society and Culture

Question 1

Candidates were required to describe four ways in which settlement patterns in the Caribbean have been influenced by physical landscape. The mean was approximately 11.64 out of 20 or 58 per cent.

Candidates answered the question both from a geographical and a historical perspective. Some candidates were unclear as to what was required, and even answered the question using the built environment as their reference point. For example, they argued that people settled close to schools, hospitals, roads (infrastructure) and their places of employment, but they ignored the landforms such as plains and valleys on which the people settled. In some cases, candidates wrote essays without giving a geographical reference to landscape/forms, focusing instead on different types of settlement patterns.

Most candidates wrote from a historical perspective only, that is, discussing the migration of the various peoples into the Caribbean and where they settled. They wrote on why they settled in the particular country, for example, which island they found advantageous to their survival, based on its geography.

Question 2

This question asked candidates to examine four factors that promoted social mobility in the Caribbean. This was the more popular of the two questions in this section. The mean was 11.21 out of 20 or approximately 56 per cent.

The majority of candidates correctly interpreted the question and gave four factors which promoted social mobility. The most popular responses were *education, race, colour, wealth, job opportunities* and *gender*. The majority of candidates were able to correctly explain these factors.

The remaining candidates did not interpret the question correctly. They presented factors such as health, social injustice, GDP and the IMF. Some candidates interpreted social mobility to mean moving from one geographic location to the next, while others argued that it is a technological device such as a mobile phone; still others said socialization. Also, candidates included general factors such as food/cuisine, fashion but failed to mention how the historical processes contributed.

Furthermore, many candidates also misinterpreted the specific word *promoted*, which meant *upward movement*. They generally focused on the lateral and downward movement of an individual in the social strata/ladder. A number of candidates were not able to distinguish between social mobility and social stratification.

Section B

Module 2: Issues in Caribbean Development

Question 3

Candidates were required to discuss four ways in which structural adjustment programmes (SAPs) impact development in the region. The mean on this question was 7.68 or approximately 38 per cent, the lower of the two means on the questions in this section.

The majority of candidates misinterpreted the question by focusing on SAPs as being the infrastructure of a country, for example, refurbishing old buildings and fixing roads and bridges in need of repairs. Candidates also discussed SAPs as a noun and not an abbreviation despite this being clearly stated in the question paper. This resulted in the term being incorrectly used throughout the body of their responses.

Another way in which candidates misinterpreted the question was by referring to SAPs as social institutions such as the family, church, justice and education system. They then went on to discuss how these social institutions impacted on development. Some also saw SAPs as initiatives implemented by the government of Caribbean countries to assist youths as well as address behavioural challenges faced by youths. Toward this end they discussed how the programmes would address homeless children, delinquent youths and those who are mentally challenged.

Some candidates also linked SAPs to regional integration and highlighted institutions such as the RSS, CDB, CXC and WICB in their responses, where they discussed the purpose of these bodies in relation to development of the region in general.

Several candidates showed an understanding of the concept of development and the indicators of development. As a result, their responses focused mainly on this knowledge rather than on how structural adjustment programmes impact development.

Question 4

Candidates were required to discuss four ways in which popular movements in the Caribbean have shaped the region's political identity. This was the more popular question and it had a mean of 8.08 or 40 per cent.

Those candidates who understood the question did well enough to identify and discuss concepts relevant to the term *popular movement*. These candidates also were able to show how these movements have shaped political identity. Areas addressed included those related to Garveyism, Rastafarianism, Feminism, Marxism, colonialism and how they shaped the laws and the development of systems of governance up to independence. The issues related to Feminism and Black consciousness were especially popular.

Candidates who scored well identified popular movements as organized movements with a common ideology that impacted on changes in the society in a social, economic, political institution. However the superior responses not only identified examples such as the Haitian Revolution, Emancipation Revolutions, Socialism, Labour movements, Rastafarianism, Feminism and Black Power movements, but were able to explain how they impacted on the politics of the region.

However, many candidates misconstrued the concept of popular movements. They confused it, for the most part, with the integration movement. Hence, they examined institutions that facilitated integration. Others wrote about culture. Some discussed four movements only while others went for the analytical approach showing the different influences/changes these movements brought to the Caribbean.

Many candidates saw popular movements as migratory movements. These responses had a ‘history’ focus in which migratory movements as early as the migration of the Amerindians across the Bering Strait was highlighted. Some essays were a history lesson from the pre-Columbian to the post-Columbian period with very little reference made in these instances to their impact on political identity.

Section C

Module 1: Caribbean Society and Culture

Question 5

Candidates were required to discuss the extent to which they agreed with the statement that *carnival and Phagwah create opportunities for Caribbean people to publicly express their identities*. Almost 80 per cent of the candidates did this question making it by far the most popular question on the paper. The mean was 14.75 out of 30 or approximately 50 per cent.

The majority of responses demonstrated extensive knowledge of the topic and most candidates provided solid examples on carnival in the Caribbean and its diaspora. A fair number were able to present sound and justifiable arguments. Nevertheless, the specificity of the question meant that candidates from countries where Phagwah was not celebrated were at a disadvantage. As such, in addition to limited knowledge, they were unable to relate to the expression of identity.

There was difficulty in differentiating between culture and identity and a fair number of candidates focused on festivals/activities they thought gave them the opportunity to express their identities. Most candidates also ignored the part of the question that asked them to discuss the extent to which they agreed with the statement.

Question 6

This question required candidates to discuss the extent to which they agreed with the statement that *internal self-government was the most important movement towards independence in the Caribbean*. A small percentage of keen candidates was able to respond appropriately; they were able to take a stance and use the pertinent historical events to support it. The mean was 11.43 or approximately 38 per cent. This was the lowest mean on the paper.

Many candidates who attempted this question seemed to have historical knowledge of internal self-government. They were, however, unable to apply it effectively to the question. It was also evident that candidates did not understand that internal self-government was applicable to the British West Indies.

Also, they ignored the section of the question which required them to discuss the extent to which they agreed with the statement. Candidates had difficulty with chronology and therefore focused on the period after independence. Some did not have an understanding of key concepts, for example, emancipation, independence and internal self-government, and as a result these were used interchangeably in their responses.

Section D

Module 2: Issues in Caribbean Development

Question 7

This question required candidates to discuss the extent to which they considered sustainable development to be a viable option in light of the region's vulnerable environment. The question was the more popular in the section and it had a mean of 14.08 or approximately 47 per cent.

Whilst candidates provided responses regarding sustainable development, many failed to address the extent to which it was viable or not. They did not fully address the focus of the question and were therefore unable to achieve full marks, irrespective of the soundness of many of the arguments made. They argued more about the factors that contribute to or detract from sustainability, rather than arguing how feasible is sustainable development, for the Caribbean region given its environmental vulnerability.

Many candidates also structured their responses around the four pillars of development, that is, equity, empowerment, productivity and sustainability. Whilst they were very knowledgeable about the tenets of each, there was minimal discussion of the three pillars related to sustainable development. Such responses failed to obtain maximum marks as the focus of the question was not addressed. Candidates were primarily aware of the challenges of the physical environment but many were unable to properly or adequately make the link to sustainability.

Candidates had much knowledge but their use of examples was limited only to their specific territories. It is therefore imperative that candidates display their knowledge of the realities of other Caribbean territories. Many of the candidates who argued that sustainable development was not a viable option often times failed to adequately or justifiably defend their stance.

Where examples are concerned, there needs to be as much possible, diversity in the responses since many only focused on tourism and deforestation. Whilst these examples are applicable, students need to be encouraged to read widely so as obtain further insight and knowledge which would be useful in their responses.

Question 8

This question asked candidates to discuss the extent to which the Caribbean Community (CARICOM) in its present form is capable of responding to the economic challenges of globalization. The mean was 11.45 or approximately 38 per cent.

The majority of responses gained over half of the available marks. Most candidates correctly defined globalization and gave a historical overview of CARICOM. However, too many candidates sought to posit wrong dates. The most successful responses aptly delineated the economic challenges of globalization and the region, while exploring how CARICOM with its present construct can overcome these situations.

Candidates were not fully aware of the present state of CARICOM. Many of them had a working knowledge of CARICOM, nonetheless, they were not able to write effectively and efficiently on the question. Despite the phrase *economic challenges of globalization* being clearly stated in the question, many respondents proceeded to discuss general challenges of globalization. Political, cultural, social and health challenges were included although irrelevant to the question asked.

Some responses were really an examination of the disadvantages of globalization or the history of CARICOM. It was evident that candidates were disconnected from the subject matter. They mentioned areas such as globalization, trade liberalization, competition, dumping, the WTO, IMF, economies of scale and the CCJ, but did not develop them.

Many candidates attempted to explain how CARICOM, CSME and regional integration strategies as a whole helped to soften or even militate against the overreach of globalization. The high order responses even went on to question CARICOM's capabilities given the entrenched forms of nationalism, insularity, parochialism and perceived xenophobia that exist in the region. Some did well to establish how institutions such as CXC, UWI, CDB and CTO could help to combat the negative economic effects of globalization, others were simply pessimistic about CARICOM's chances in this present global order. The negotiating power of CARICOM as a whole was mentioned by many but was often left undeveloped.

Many responses were too short. A question worth 30 marks is a higher order question that requires a clear thesis and at least six clear supporting points. Each point must be developed with appropriate examples, statistics and other data.

Paper 032 – Alternative to School-Based Assessment (SBA)

Section A featured a compulsory question. It was based on a case study that candidates were expected to closely review. The questions that followed were based on the discussion in the piece and were directly connected to Module 3 of the syllabus.

Section A

Question 1

In general, about five per cent of the candidates gave excellent responses, while 40 per cent did satisfactorily. Some of the shortcomings identified below were responsible for the poor responses among the other 55 per cent of candidates.

Research Objectives

Candidates were not always able to construct proper objectives. Most of them did not use correct terms in constructing these objectives. They used mainly questions or very vague statements rather than statements of intent. An example of a good problem statement presented by a candidate was *to find out if modern technology has decreased the overall learning experiences of students*. An example of a poor problem statement is 'boys' performance with the use of technology in secondary schools.'

A few candidates also wrote about the nature of objectives or how they must be formulated rather than actually designing objectives.

Methods of Inquiry

Most candidates answered the questions on methods of inquiry well. The majority was able to identify the different methods used in the case study.

Sampling

While the majority of the candidates answered this question adequately, some were not cognizant of different sampling techniques.

Forms of Presenting Data

Generally, candidates could identify forms which could have been used and were able to explain the value of using such forms, for example, graphs and the use of colour to enhance the presentation.

Conclusion and Recommendations

Most candidates were able to identify the limitations in the case study. However, the recommendations were not sufficiently addressed.

Ethical Conduct

The majority of candidates were able to identify the issues of ethics relevant to the research process.

Section B

Question 2

This question required candidates to give responses to various questions on the link between church and education in any named Caribbean country.

Most candidates did not conduct enough research prior to writing the examination even though they were aware of the topics. This was evident as many of them were unable to describe the linkages between the church and education from a historical perspective. The responses given were very general.

However, most candidates were able to give good definitions of the church and education and to differentiate between the two. Some candidates were able to identify and explain ways in which education and church manifested themselves in the named territory. Most candidates focused on the economic impact of the church rather than on social development.

Question 3

This question focused on popular music forms in a named Caribbean country.

Overall, candidates did an excellent job at identifying the popular musical forms, along with the country and the artistes associated with the identified musical form.

However, candidates were not able to explain in a detailed way the historical development of the musical form. The majority of candidates responded in a general way to this question. Similarly, while most candidates were able to identify the music form as being secular or religious, they could not develop their discussions in a meaningful way.

Candidates also lacked the ability to fully explain how the artistes they identified contributed to the advancement of the particular form of music.

The question was an interesting one as it gave candidates across the region the opportunity to speak about diversity and the unique cultural identities through music.

Further Comments

There are a number of areas which continue to affect candidates' performance and which should be tackled urgently. These relate to:

- Poor organization and structure of responses.
- Little or no paragraphing, one-sentence paragraphs or excessively long sentences.
- An inability to write argumentative essays. Candidates do not seem to understand what, *what extent* means.
- Failure to discuss. That is, looking at both sides of the argument.
- The limited use of examples from outside of home countries.
- An ability to transfer communicate well, for example, linking concepts and ideas.
- The problem of grammar and poor expression.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION ®**

MAY/JUNE 2016

CARIBBEAN STUDIES

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- Paper 032, the Alternative to the SBA, which was written by private candidates.

Candidates were assessed on a syllabus that comprised the following modules.

- Module 1 — Caribbean Society and Culture
- Module 2 — Caribbean Development
- Module 3 — Investigating Issues in the Caribbean

The following presents an analysis of candidates' performance on each paper.

This year, 12 564 candidates registered, and approximately 12 075 actually wrote the examination. Approximately 85 per cent of candidates achieved Grades I–V, a figure consistent with that of 2015.

From the results, it appears that more and more teachers are heeding the advice on teaching strategies recommended by the examination team in each year's report for the delivery of the subject. Despite this, however, in some territories, particularly those territories with small candidate populations, Guyana, and some schools in Jamaica and Trinidad and Tobago, there is still need for more work in order to improve performance on all the papers.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This was the second year of the paper being administered in the multiple-choice format. The mean on this paper was approximately 68 per cent, representing an increase over 2015 when the mean was 64 per cent. This increase was most noticeable on Modules 2 and 3 where the means increased from 66 to 71 per cent and 58 to 70 per cent respectively on these modules. The mean on Module 1 decreased from 67 to 65 per cent.

Paper 02 – Essay Questions

This paper consisted of four sections – A, B, C and D. Each section consisted of two questions and candidates were required to respond to one. The content of each section was as follows:

- Section A: Module 1 – Caribbean Society and Culture
- Section B: Module 2 – Issues in Caribbean Development
- Section C: Module 1 – Caribbean Society and Culture
- Section D: Module 2 – Issues in Caribbean Development

For Sections A and B, candidates were required write descriptive essays. These essays were marked out of 20. For Sections C and D candidates wrote argumentative essays, which were marked out of 30. The paper was marked out of a total of 100 marks.

Section A

Module 1: Caribbean Society and Culture

Question 1

Candidates were required to explain four ways in which researchers define the concept of the Caribbean. This question was more popular than the other in Section A and it had a mean of 13.48 or 67 per cent, the highest for the descriptive essays.

Most of the candidates answered the question using the geographic, geological, political, historical and diasporic definitions as was expected. Candidates seemed to understand the full scope of what was required of them. Therefore, they were able to surpass the required level of analysis, as they not only demonstrated familiarity with the various definitions of the Caribbean, but were also able to assess the effectiveness of each definition.

The overall structure of responses was satisfactory; in particular, the use of linkage words, introduction, conclusion and paragraphing. However, some responses did not provide adequate linkages of the content of their responses to the requirements of the question. For example, candidates gave a full account of the historical or cultural experiences of the Caribbean without examining how these experiences helped to define the Caribbean. Consequently, many candidates were awarded more marks for the recall of knowledge but were not able to elaborate on the point made. Teachers and candidates should refer to the glossary of behavioural verbs used in the Caribbean Studies examination in the syllabus (pp. 47–47) for information on the types of answers expected in response to the key words used in the Caribbean Studies essay questions.

Some candidates used theorists such as Walcott, Naipaul and Braithwaite to explain the concept of the Caribbean, while others used factors such as levels of development, natural resources and tourism, which are not unique to the Caribbean. The geographical and geological definitions were also confused and this impacted negatively on the marks awarded. Candidates often linked the geological explanation to weather phenomena. The discussion of the diasporic and political definitions was sometimes weak and vague.

Question 2

Candidates were required to explain four ways in which the historical experiences and culinary practices of Caribbean people have shaped/influenced food choices today. The mean on this question was 10.82 or 54 per cent.

Most of the candidates' responses indicated that they have the required basic knowledge of the topics but were not able to further or elaborate on this knowledge. The majority of candidates were unable to link the historical experiences and culinary practices with the shaping of present-day food choices. Additionally, too many candidates had difficulty linking the various foods with the different ethnic groups.

Some were unable to differentiate between the concept of slavery and indentureship in relation to historical experiences, and confused the food choices of the Indigenous Peoples and East Indians. In most cases, the essays demonstrated acceptable organization and structure.

Section B

Module 2: Issues in Caribbean Development

Question 3

Candidates were required to explain four ways in which global economic conditions influence the economic options of regional governments. This question was not as popular, nor as well handled as the other in this section was. The mean was 9.39 or 47 per cent.

Most of the responses were less than satisfactory, with random insertion of information, whether relevant or not, to the question. There was also misinterpretation of the global economy and global economic factors, and candidates often focused too much on regional issues as opposed to the global ones.

Moreover, candidates were unable to see the correlation between global economic factors and economic options of regional governments. They wrote primarily on the negative impacts of globalization as opposed to exploring options. The examples, in many instances, were hypothetical rather than related to the real Caribbean situation.

Question 4

Candidates were asked to explain four measures that governments can use to encourage entrepreneurial activities in the Caribbean region. This was the more popular question in the section and it had the higher mean. This mean was 13.12 or 66 per cent.

Several candidates achieved full or close to full marks because of how well they developed the points. Their explanations were thorough and many cited good examples from their local situations as well as from the region.

Candidates presented many strong points on the measures that government could use to encourage entrepreneurial activities in the Caribbean. Most provided measures that included the provision of grants, low-interest loans, subsidies, tax holidays, incentives, lower taxation, improved security, guaranteed markets, use of technology, removal of red tape and bureaucracy, education, training, advertisement and foreign investments. These candidates also adequately defined the term 'entrepreneur' and linked their definitions to the concepts related to development. They were also able to highlight the reality that entrepreneurial activities involved risks that that these activities could be positive rather than negative.

On the other hand, some candidates wrote lengthy answers without really answering the question. Some concentrated their answers on their own territory. Some candidates discussed issues related to economic development and highlighted how entrepreneurship influenced these activities. Some mentioned measures that were poorly developed and explained and not feasible. It seemed that many of the candidates used their knowledge of foreign direct investment and industrialization by invitation as they relate to development, to answer this question.

Specifically, a few candidates did not know the definition of the term, entrepreneur. Some associated entrepreneurship with employment. They did this by stating that governments should improve the levels of employment, rather than indicating that entrepreneurial activities help to generate employment. Another major weakness in the responses came in the form of many candidates' failure to show the possible link that could be forged between tourism and sports and entrepreneurial activities.

Overall, even though most of the candidates were able to explain four measures that the question required, there was a lack of an advanced level of explanation and expression of these measures. Certain concepts were also not evident in the answers provided by many candidates. The explanation of concepts such as sustainable development, micro sector, human development and the economic would have enhanced some presentations and candidates would have earned higher scores.

Section C

Module 1: Caribbean Society and Culture

Question 5

“While some men, particularly in the highest social strata, have been able to maintain their traditional position in the family, educational system and labour force, the majority are being eclipsed [replaced] by women rising in all these areas.” (Errol Miller, 1991). The foregoing was the stimulus provided for candidates to discuss the extent to which they agreed with this view, taking into consideration gender practices in the Caribbean context. This particular question was the most popular on the paper. The mean was 14.37 or 48 per cent.

The candidates who responded to the question generally had extensive knowledge of the feminist movement, labour force, education and family components of the question. Candidates adequately discussed the evolution and focus of the feminist movement and how this movement contributed to the change in gender roles. They also included the expectations and changes of males and females as these pertain to labour force involvement, education and family structure. They gave examples from the days of the plantation society onwards and they were able to show how changes have been made in some societies and cultures, while the status quo persists in others.

The candidates were also able to discuss how gender inequality has affected societal development as well as male marginalization. They were also able to juxtapose how societal relations have either changed or remained the same. When this was done, candidates presented a clear picture of the extent to which the “eclipsing” was taking place. Exceptional and good responses made mention of the ways in which females eclipsed the males and the ways in which the males remained in charge. Candidates gave examples that spanned the spheres of the family, education and labour force.

Exceptional candidates were very analytical in their approach to answering the question, particularly “the extent to which” they agreed with the statement. The responses included those who said that men are not being replaced in these areas but that women are increasingly being placed in areas that were formerly not open to them. These candidates put forward evidence effectively to support this point.

Many candidates presented the facts related to the question but failed to use these effectively to support their argument in the discussion. This meant that the majority of the responses were rated no higher than acceptable or satisfactory. In some cases, there was a focus on one area, the most

popular one being the family. These essays were very one-sided. Many candidates referred to the historical position of men within the Caribbean society but failed to give a comparative assessment of the contemporary context.

On the other hand, many candidates ignored the concept of male marginalization and when they wrote, they did not seem to understand what the concept meant. This resulted in their misuse or incorrect application of the concept. Candidates also misunderstood what was meant by 'social strata'. Many essays also focused on social stratification. Similarly, a significant number of candidates flooded their responses with sociological concepts and theories that deviated from the essence of the question.

Candidates also took the opportunity to 'bash' or 'curse out' males, whom they referred to in emotive terms such as selfish and dead-beat fathers.

Question 6

Candidates were required to answer the question about Caribbean societies undergoing processes of cultural change. These processes have been variously viewed as acculturation, transculturation, or creolization (Fernando Ortiz, 2013). The question required them to discuss the relationship between any two of these processes and to indicate the extent to which they agreed with any of them. The mean of 15.38 or 51 per cent was the highest for the argumentative essays.

Approximately one quarter of the candidates opted for this question in Section C. Of the three concepts, candidates demonstrated a more thorough understanding of creolization than any other. They often referred to Caribbean languages (Creole languages/pidgins etc.). They were also able to explain the background to and the rationale for the formation of creole languages. Some candidates opted to use historical chronology to respond to this question, beginning with pre-Columbian societies, then moving through the coming of the Europeans and other major migratory movements, to examine the stipulated concepts.

It was noticeable that quite a few candidates included the role of globalization and cultural imperialism as evidence of acculturation and transculturation, using examples of fast food, music and dress to name a few. They also included the role of social media, technology, the mass media, sports, education and industrialisation by invitation.

In several cases, candidates did not correctly define acculturation. In most of these cases, however, the examples used were generally relevant.

Many of the responses showed a lack of understanding of the concepts of acculturation, creolisation and transculturation. A significant number of candidates interpreted transculturation as "the transfer of culture". Some candidates referred to Communist Cuba as an example of transculturation. Many candidates were able to present factual point but were not able to elaborate on these nor to give any further explanation. In addition, a significant number of candidates did not explore the "to what extent" element of the question. The lack of discussion and evaluation adversely affected the marks awarded for *Enquiry and Communication*.

Section D

Module 2: Issues in Caribbean Development

Question 7

Candidates were required to examine the evolution of the labour movement in the region, from colonialism to globalization, and to describe three impacts on regional economies. The question was more popular than the other in the section was. The mean of 14.80 or approximately 50 per cent was among the highest for the argumentative essays.

Many candidates they failed to recognize the labour movement as a concept. Rather, they focused on the movement of labour into, out of and within the Caribbean. In other words, they interpreted 'labour movement' as relating to the migratory groups that provided labour for the Europeans, or the systems of production in the Caribbean. Thus, they skewed their responses towards the evolution of systems of production such as *encomienda*, slavery and indentureship. Candidates earned many the facts presented, as they mentioned many of the key words and phrases that were expected. Their responses revealed familiarity with, and understanding of the evolution of labour from a historical perspective. They also demonstrated understanding of globalization and its impacts, both positive and negative.

However, a few responses included the work of trade unions, their advocates and activities in different Caribbean countries. While they accurately interpreted the concept, they were unable to trace the development of the labour movement through various stages of Caribbean development. This suggested that they did not fully comprehend the meaning of "evolution", as well as being unable to balance the content of their responses.

Some candidates used the term 'regional integration' interchangeably with globalization. In most of these responses candidates digressed in their responses without making any substantial points.

Question 8

For this question, candidates were required to discuss four of the challenges faced by the Regional Security System (RSS) in its efforts to respond to the security needs of the Caribbean region. This was not a popular question and the mean was 11.05 or 37 per cent.

Many of the general challenges to CARICOM were applicable to the RSS. These challenges included, but were not limited to, the geography of the region, natural disasters, finance, the political will and participation of regional governments, and limited access to modern technology and other resources. Exceptional responses identified new age security concerns such as the RSS's apparent inability to treat with cybercrimes/hacking, health security issues, instability of neighbouring territories like Venezuela, global patterns of illegal migration, porous borders and the continued overreach of countries such as the United States.

Exceptional responses also correctly diagnosed the challenges and used adequate examples and data to illustrate how the stated challenges impeded the work of the RSS. The vast majority of candidates performed creditably and they were sufficiently clear in their presentation of the challenges, but lacked in-depth analysis and enquiry.

The weak responses highlighted an ignorance of the functioning of the RSS. Several of the weak responses referred to the operations of local security forces, which were irrelevant to the functioning

of the RSS. Others simply identified four generic challenges to the RSS but did not refer to regional issues.

Paper 031 – The School-Based Assessment (SBA)

The 2016 School-Based Assessment marking exercise has revealed a marked improvement in the overall quality of the candidates' performance. It is evident that more schools are adhering to the marking criteria. It was also noticeable that teachers were less lenient and more consistent with the allocation of marks. Research topics for the most part were appropriately constructed.

Introduction and Purpose

The Introduction is the area where the examiners have noticed most improvement in terms of the quality of work that candidates delivered. Most submissions had all components required for the study. The candidates also demonstrated an understanding of what was required for each component.

However, there was one section of the introduction that was still a cause for concern. This was the neglect on the part of some candidates to clearly outline their Problem Statement. The Problem Statement should be:

- A single sentence in the form of a question.
- One that clearly outlines the fields/areas of study.
- Highlighting the problem/issue that is affecting the area of study/location/school /neighbourhood/group/people or organization that is being negatively affected.

The Problem Statement must stand alone in the Introduction and must not be integrated with the Purpose, Value, or Definition of Terms/Concepts.

Literature Review

For the Literature Review, most of the submissions displayed a good understanding of the previous research and relevant literature used in the studies. Most issues were well researched and a variety of textbooks, journals, magazines, newspapers, research papers and studies were used to outline the issues being studied. There were a few studies, however, where the candidates did not effectively highlight literature that suggest solutions to the issues being researched.

Data Collection Sources

Many candidates gave a good description of the various sources used in their research. Some were excellent justifications with regard to the sources that were utilized. For this section, however, many candidates still outlined and explained the methods used to carry out their research. This trend seemed to be replicated from the previous syllabus when the candidates were required to describe their Methodology with regard to Data Collection. It is important for candidates to recognize that the 2016–2017 syllabus gives clear instructions that they should describe the Data Collection Sources used, and outline their importance to the research problem stipulated in the Introduction. Additionally, they should in some cases, state what part of the source is being applied to their research.

Presentation of Data

The Presentation of Data is another component of the research where candidates have shown heightened understanding of the requirements of the syllabus. Most candidates properly labelled their diagrams and used bright contrasting colours and patterns to distinguish different parts. Most importantly, however, a majority of submissions for the Presentation of Data had the required variety of diagrams and forms/methods of presenting the data gathered. The submissions, however, could be improved by providing guidance to candidates on how to properly differentiate annotated diagrams and provide appropriate descriptions of the diagrams as well as interpretation of data. The interpretation should be presented in a separate section of the research.

Interpretation and Discussion of Data

Candidates have displayed a better understanding of the requirements of the Interpretation and Discussion of Data when compared with previous years. For the interpretation of data most candidates properly highlighted the trends and anomalies found within the compilation of data. Many candidates also attempted to properly explain what they thought the data compiled meant for their research. For this section, however, many are still just describing the figures from their Presentation of Data rather than fully explaining the implications of the data for their research.

The Discussion of Data remains the most mismanaged section of the SBA. Candidates are still neglecting to compare data collected from questionnaires with the information gathered from the literature review, which is required for them to address their problem statement and research questions. Most candidates also neglected to highlight the significance of the data/information collected for research and policy. Failure to include this in the Discussion of Data leads to the candidates automatically losing four marks.

Conclusion

Candidates were able to state in their conclusions what their studies revealed. However, there were too many conclusions given that were not supported by the data in the study.

Limitations

Candidates need to improve their presentation in this area. Too many candidates are still looking at redundant personal issues such as money, time, weather and obtaining information which shows a lack of planning on the part of the candidate. Limitations should include substantial issues that arise, which would adversely affect procedures and outcomes with regard to the research project.

Recommendations

There was some improvement in this area; however, too many candidates continue to make recommendations that were not very practical. Some candidates made suggestions but failed to describe how these suggestions could be implemented. The recommendations tended to be too generalized and not directly relevant or related to the area of research.

Overall Presentation

Generally, candidates displayed marked improvement with regard to how the projects were presented. Typographical errors and basic errors in spelling in grammar were less frequent.

Additionally, the majority of candidates adhered to the appropriate format for the presentation of their research report.

The bibliographic references were properly cited and accurate for the most part. There were minimal instances of plagiarism.

Most candidates presented neat and colourful diagrams.

Teachers are to be commended for the quality of candidates' work, as there is greater evidence of guidance on their part.

Paper 032 – Alternative to School-Based Assessment (SBA)

Question 1

Generally, the performance in terms of candidates' responses was below the usual standard. Too many candidates scored zero for some parts of this question.

a. Research Objectives

Some candidates were able to state one research objective. However, there were a few candidates who were unable to do so. Those who failed to provide the research objective instead wrote problem statements.

b. Methods Of Inquiry

- i. Most candidates satisfactorily provided two data collection methods.
- ii. Candidates for the most part were able to state advantages of the data collection methods that they identified.

c. Sampling

- i. The majority of the candidates were able to identify the sampling method used in the research.
- ii. Candidates responded satisfactorily to this question as they were able to explain the advantages.
- iii. Some candidates appeared to have had difficulty answering this question as many of them failed to score points for this question.

d. Forms of Presenting Data

- i. Many candidates were able to score marks for this question.
- ii. Even though most candidates scored one mark for Part (d) (i), there seems to have been a challenge for some candidates as many of them were unable to satisfactorily explain two reasons for the method selected.

e. Conclusions and Recommendations

- i. The performance of candidates with regard to this question was satisfactory.
- ii. Some candidates were able to state two limitations. However, a few candidates misinterpreted the question, and rather than relating it to the stipulated research they provided generalized responses.
- iii. Most candidates performed satisfactorily with regard to this question. However, some candidates misinterpreted the question as they did not confine their responses to the specific research.

f. Ethical Conduct

- i. Candidates for the most part responded unsatisfactorily to this question, only a few candidates scored points.
- ii. Most candidates scored full marks for this question.

In general, some candidates performed well. However, too many candidates misinterpreted questions and appeared not to have the requisite knowledge to satisfactorily respond to some questions.

Question 2

This question required candidates to respond to the influence of global technologies on a named Caribbean territory since 1980. The mean on this question was 12.71 or 42 per cent.

In Part (a) several candidates were to correctly identify the main global technologies introduced such as computer, mobile and web based technology, but several failed to name a Caribbean country and just wrote generally.

Part (b) asked candidates to give one reason for the introduction of the global technology they identified in (a). Most candidates suggested that globalization was the main reason especially with regards to social media.

In Part (c) (i) candidates were able to name and define the type of data source used in their investigation. They mostly were able to differentiate between primary and secondary data sources, while in Part (c) (ii) they were also able to identify examples of secondary and primary data sources of data.

Part (d) tasked them with discussing the social impact of the technologies they had earlier identified, which they highlighted on areas such as social relations and education.

For Part (e) the candidates were required to discuss the economic impact of the global technologies. Generally, they identified issues such as industrial growth and productivity as well as trade as being significantly impacted by global technologies. Overall, candidates' responses scored in the mid-range category.

Question 3

This question required candidates to demonstrate knowledge of the festivals observed in the Caribbean. In particular, they were assessed on the origins of these festivals, the components and the impact on the Caribbean societies. This question was much more popular than Question 2 and it had the higher mean of 17.56 or 56 per cent.

For Part (a) candidates gave a plethora of festivals and correctly linked them to specific Caribbean countries. Furthermore, for the most part they correctly linked the festival with the ethnic group that introduced it in their discussion of the origin of the festival. However, many of them were unable to properly describe the four components of the festival required in Part (b).

Part (c) asked candidates to examine three ways by which the named festival impacted Caribbean society. Most were able to outline two ways but the third was not properly done, or in some cases not even attempted. Part (d) required candidates to discuss three challenges facing the named festivals. As with Part (c) they were able to identify the areas but did not elaborate on the challenges mentioned. The lack of development in the answers given for both Parts (c) and (d) resulted in candidates not achieving maximum marks allotted for the sections, which negatively affected their overall performance on the question.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2018

CARIBBEAN STUDIES

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GENERAL COMMENTS

The Caribbean Studies examination comprised the following three papers: Paper 01, which consisted of 45 compulsory multiple-choice questions; Paper 02, which consisted of eight essay questions, of which candidates were required to answer four; Paper 031, the School-Based Assessment (SBA) for which candidates conducted research and submitted a research paper; and Paper 032, the Alternative to School-Based Assessment, which was written by private candidates.

DETAILED COMMENTS

Paper 02 – Essay Questions

This paper consisted of four questions in four sections — A, B, C and D. For the first time, all of the questions were compulsory. Sections A and C focused on Module 1, Caribbean Society and Culture, and contained one question each. Sections B and D, which focused on Module 2, Issues in Caribbean Development, also contained one question each.

Sections A and B were descriptive essays and marked out of 20. Sections C and D contained argumentative essays and were marked out of 30. The entire Paper 02 was worth 100 marks.

Section A

Module 1: Caribbean Society and Culture

Question 1

This question required candidates to explain four ways in which the concept *society* can be understood and the limitations of each understanding, when Caribbean societies are considered.

In the main, candidates understood the question and responded appropriately. They focused on characteristics such as defined territorial space and shared common purpose. A minority, however, misinterpreted the question and provided full responses of the different definitions of the Caribbean instead. These definitions included diasporic, historical and geographical characteristics.

The limitations of the features could have been more detailed, using examples from the Caribbean. Overall, most candidates scored at least ten out of the maximum mark of 20. Nevertheless, there was also a significant number of candidates who scored less than ten. A large number also scored between 14 and 20 marks.

Section B

Module 2: Issues in Caribbean Development

Question 2

Candidates were asked to explain two advantages and two disadvantages of using GDP per capita measurement as an indicator of development.

Candidates, for the most part, were able to define per capita, GDP, GNP, development, economic growth, distribution of wealth, productivity, equity, inequalities, standard of living. They were also able to outline the various types of development especially economic, human and sustainable development and they also attempted to evaluate how these concepts impacted on the quality of life/standard of living within the Caribbean.

Quite a few candidates were only able to list the knowledge points in their essays. However, poorly structured sentences indicated to the examiners that they did not fully grasp how to appropriately use the said concepts, which negatively impacted on the marks allocated.

Many candidates were able to indicate at least two advantages and disadvantages of using GDP per capita as an indicator of development and to make the connection between GDP and the quality of life that people will experience in a particular society. In most instances, candidates merely outlined their point instead of actually constructing paragraphs that indicated some level of analysis was taking place. More often than not, candidates outlined many of the other indicators of development rather than focusing on what the question asked of them. As such, candidates are encouraged to focus on what is being asked of them in order to obtain maximum marks. We found that candidates were better able to provide the disadvantages of using the GDP per capita measurement as an indicator of development. For example, they were almost always able to write about the inequality, lack of equity and poor distribution of wealth and related these to the Caribbean context.

A real challenge was finding responses with a well-structured introduction that provided context for the question being answered, a logically organised body and an adequate conclusion. The majority of responses was not awarded the best grades possible because of candidates' inability to use the English language to adequately express their thoughts. As a result their responses tended to be incoherent which impacted their grade negatively.

Section C

Module 1: Caribbean Society and Culture

Question 3

This question required candidates to explain the extent to which extra-regional migration is a loss for the Caribbean. Based on the wording of the question, candidates needed to be analytical in their responses. They could identify both benefits and losses to the Caribbean

from migration. Most, however, interpreted the question to mean they should only identify ways in which migration is a loss to the Caribbean. The extent of that loss (or not) was completely ignored.

Another challenge was that most candidates could only identify 'brain drain' as an effect of migration on the Caribbean. Only a few candidates identified other losses, such as a breakdown in family structure/barrel children syndrome; low productivity; cultural erasure; the feminization of migration; loss of income/revenue for governments of the respective Caribbean islands etc.

Only about 10–15 per cent of the candidates scored 20–30 marks on this question. A significant number scored between 15 and 20 marks and the rest scored under 15. Poor performance in this question could be due, in part, to the fact that some candidates could only identify one way in which migration is a loss to the Caribbean.

Section D

Module 2: Issues in Caribbean Development

Question 4

This question was worth 30 marks and required candidates to fully discuss how the indigenous perspectives have contributed to the reshaping of thoughts on Caribbean development. Candidates interpreted this question ambiguously. Some candidates took indigenous perspectives to mean any idea that originated in the Caribbean such as Pan-Africanism, Negritude, Industrialization by Invitation, Indo-Caribbean Thought etc. Others believed it was meant to be a general discussion about the indigenous peoples.

Approximately half of the candidates, however, interpreted the concept correctly but still found it difficult to give a detailed discussion on the subject as they were unable to adequately link the concept to development. The candidates who were able to expertly discuss the question were familiar with the concept as well as able to link it to the reshaping of thoughts on Caribbean development. They seemed to have done extensive reading on Caribbean development and thus gave holistic responses.

Paper 031 – School-Based Assessment

Students' performance on the School-Based Assessment (SBA) Projects presented in the May/June 2018 period showed significant improvement compared to previous years. The quality of marking by the teachers showed that the stipulated marking guidelines were adhered to for the most part. Topics chosen by students demonstrated a high level of uniqueness as well as variety and appropriateness. However, students should still be encouraged to develop their creative thinking skills and think 'global'. In most instances topics selected were relevant to the themes outlined in the syllabus.

Some students however, experienced difficulties in phrasing the Problem Statement or Statement of Problem. Teachers are being asked to bear in mind that when projects start

with dubious Problem Statements the ensuing tasks are impacted negatively, as weak connections lead to weak conclusions. Again, it was keenly observed that some territories did not follow the guidelines stipulated in the syllabus for conducting the SBA research. Some centres/teachers still continue to allocate scores to tasks not done. It was also noted that the concepts qualitative methods and quantitative methods were sometimes used interchangeably. Therefore, teachers are being urged to make clear distinctions to the students when teaching these methods.

Many candidates appeared to be more familiar with primary and secondary sources and were able to make accurate statements with regard to these concepts. However, sampling Methods were not always clearly explained. There still continues to be evidence of a lack of standardization among teachers at some schools. Hence, the allocation of scores reflected a level of inconsistency at some institutions. It is extremely important that the various tasks are accurately captioned so as to eliminate repetition. Overall, most students produced better quality SBAs this year.

Introduction and Purpose

There still needs to be a greater level of improvement in this section of the research. Several students failed to present some specific and significant components in this section, as in the following examples:

- The Educational Value
- The Hypothesis
- Definition of Concepts
- Background Information

Again, students and teachers are being encouraged to work closely so that the standards can be maintained in this section.

NB. Good Problem Statements stand alone and are not integrated in the Purpose or Value of the Research.

The Statement of Problem, in contrast, responds to certain questions that guide the research.

It addresses the

- cause
- effects
- solutions.

Hence, both the Problem Statement and Statement of Problem seek to address

- properly constructed thesis questions or statements to be researched
- effective measures that can be implemented to treat issues
- variables that would have caused a problem.

NB. Candidates can choose to do either a Problem Statement or a Statement of Problem to effectively guide the research exercise.

Literature Review

Most submissions were generally comprehensive as students utilized a variety of sources including journals, magazines, newspapers and the internet. However, in some instances there was an absence of local and regional sources or even previous research which would have aided in contextualizing students' research projects. There still needs to be greater effort among students in regard to accurately referencing their work. As usual, most students were able to provide reasonable justifications in citing sources. Additionally, some students demonstrated challenges in making comparisons between the Literature Review and the Discussion of Findings.

Data Collection Sources

There is still evidence of students who confuse this section with Methodology. For example, students spent time stating how they gathered the data rather than qualifying and justifying sources used. Several students were able to make a clear distinction between primary sources and secondary sources. However, students are still being advised to clearly indicate the various sources used with regard to application in their research.

Presentation and Analysis of Data

Most students improved in this area. They exhibited a level of comfort with basic bar graphs, pie charts and tables as these were, for the most part, well-constructed and accurately annotated. However, there still needs to be variation in presenting the data. While there was a contrast of colours and patterns, only a limited number of students extended themselves to present in various ways, for example, pictograms and photographs. Students should also bear in mind that text is also one way in which data may be presented. Additionally, there needs to be clearer descriptions of diagrams.

Teachers should continue to introduce students to qualitative data gathering methods, procedures and techniques. Most students demonstrated a higher level of comprehension with regard to the requirements of this section. Several students were able to provide comprehensive explanations of graphs, tables and charts that were presented. Some students discussed trends and anomalies. However, some of them still continue to present cursory interpretations of findings rather than engaging in the actual analytical interpretation of their own findings.

Discussion of Findings

There was minimal improvement in this component of the research. While many students made the effort to make references and comparisons with regard to the Literature Review, there were many who still failed to do so. Many students did not compare the data collected from their questionnaires with the Literature Review. There is still a demand for students to

include arguments with regard to research and policy as well as to avoid redundancy and verbosity in their presentations.

Conclusion

Many students provided conclusions that were supported by the data in the research. However, there still needs to be improvement in this regard. While most students presented conclusions that were comprehensive in addressing the tasks outlined in the research, some of them still had a challenge. In some instances there was evidence of limited justifications and abstract information.

Limitations

Some students still continue to confuse this section with the Delimitations. Hence, greater emphasis on clarity is needed in this section. There were several students who were able to present credible and realistic challenges that they faced. However, there were those who did not identify the challenges they encountered. Students must bear in mind that they should include relevant issues that negatively affected the outcome of the research process.

Recommendations

Most students were able to make recommendations that were feasible, appropriate and well thought out. Some students extended their recommendations to include strategies that were unique. However, some of them still continue to make recommendations and posit implementation strategies that lack the relevant techniques required. Students are encouraged to do deeper research in order to be able to present strategies in relation to the available resources in their communities and by extension their respective countries.

Overall Presentation and Writing Skills

Overall, students presented research papers of a higher quality as it related to this section. It was keenly noted that there were

- fewer typing errors
- fewer spelling errors
- minimal grammatical errors
- limited plagiarized research papers
- improvements in presenting accurately cited bibliographies and references
- more candidates exposed to using current and up-to-date references
- marked improvement in the general aesthetics of the research, especially with regard to the cover page and Presentation of Data section.

NB. Again, teachers should be commended for the improved quality of the SBAs, as this is an indication of a greater level of guidance and support on their part.

Paper 032 – Alternative to School-Based Assessment

Section A

Question 1

Generally, there was improved performance with regard to this question. Most candidates scored at least 55 per cent of the total marks allocated for this question.

For Part (a), most candidates were able to identify the variables. This indicated that most candidates understood the concepts *variables* and *hypothesis*. However, there were some candidates who misinterpreted the question by writing Problem Statements in responding to the question.

Several candidates scored full marks for Part (b) (i) as they clearly demonstrated a high level of comprehension with regard to identifying the methods of enquiry used in the specific case. Only a few candidates scored full marks for Part (b) (ii), as many of them had challenges outlining the benefits in relation to the case.

For Part (c) (i), many candidates were able to state the type of sampling technique used in the research. However, those who did not understand listed sampling tools instead. Only a few candidates demonstrated full understanding in relation to Part (c) (ii). While many were able to list at least one advantage, there were several candidates who could not explain the disadvantage. Most candidates were able to outline two ways in which the researcher in the case demonstrated attention to research ethics. However, there were few candidates who deviated from the specific case by stating arbitrary and abstract responses.

Most candidates responded satisfactorily to Part (d) (ii) as they showed a clear level of understanding with regard to how the researcher's ethical conduct was compromised. For Part (e) (i), most candidates were able to identify two challenges that the researcher faced. However, they displayed difficulty in outlining how each of these challenges could have affected the research.

For Part (e) (ii), most candidates scored full marks for this question as they demonstrated clear understanding of the concept limitation with regard to research design.

Several candidates performed satisfactorily with regard to Part (f) (i). However, a few candidates demonstrated challenges in responding to the question. Rather than explaining why the conclusion may not be considered sound, they instead wrote conclusions for the case.

For Part (f) (ii), many candidates comfortably suggested additional recommendations. There were, however, some candidates who made abstract and arbitrary recommendations that were not related to the case.

Section B

Question 2

Candidates overall performance on this question was fair. However, there were too many candidates who did not score full marks for this question. In some instances questions were not responded to or misinterpreted.

For Part (a), many candidates were able to identify the push and pull factors that contributed to the migration of West Indian people to the United Kingdom after 1945. However, there were some candidates who appeared to have misunderstood the question as they included other territories instead of the United Kingdom.

For Part (b), only a few candidates were able to outline four new experiences of the West Indian migrants to the United Kingdom. The majority of candidates while able to list four experiences, could not clearly outline them. For Part (c), some candidates were able to explain one social impact of migration to the United Kingdom; however, they were unable to effectively explain two social impacts.

Several candidates were able to explain the impact of migration on the Caribbean economy for Part (d). However, there were some candidates who misinterpreted the question and instead explained how it impacted the United Kingdom. Only a few candidates were able to satisfactorily respond to Part (e). There were several candidates who demonstrated that they misunderstood the concept return migration.

Question 3

Generally, candidates performed satisfactorily on this question. However, in some instances candidates did not treat concepts like *explain* and *describe* with much significance.

Most candidates responded satisfactorily to Part (a). Those candidates who had challenges outlined only one reason for the renewed emphasis on tourism by Caribbean governments since 1945. Only a few candidates performed well on Part (b). Some candidates gave limited responses, identified only one social impact and did not name the Caribbean country.

Most candidates demonstrated a high level of understanding for Part (c). Again, some candidates did not explain, they simply listed. Most candidates were able to identify three current environmental problems caused by tourism in Part (d). However, several candidates did not name the country, neither did they describe the problems.

For Part (e), while most candidates were able to identify four challenges facing the tourism industry, there were many who did not describe these challenges. Additionally, there were some candidates who responded with abstract answers and did not identify the country.

Further Comments

In general, most candidates performed better on Question 1 than on Questions 2 and 3. However, there were candidates who demonstrated that they lacked the requisite knowledge and skills in research. For the most part those candidates who scored minimal points responded to questions inaccurately. There were only a few candidates who did not make any attempt to respond to some questions.