CARIBBEAN EXAMINATIONS COUNCIL

REPORT ON CANDIDATES' WORK IN THE SECONDARY EDUCATION CERTIFICATE EXAMINATION

MAY/JUNE 2004

GEOGRAPHY

SCHOOL REPORT FOR CSEC GENERAL AND BASIC PROFICIENCIES FOR JUNE 2004

General Comments

For the June 2004 CSEC examination, 13 575 and 541 candidates entered for Geography at the General and Basic Proficiency levels respectively. These figures represent a slight decrease of approximately one per cent over the number of candidates who entered for the 2003 examination at the Basic Proficiency level and approximately three per cent at the General Proficiency.

Of the number who wrote the examination at the General Proficiency Level, 58 per cent achieved Grades I – III. This performance showed a decline of three per cent over 2003. With respect to the Basic Proficiency Level, approximately 22 per cent attained Grades I – III, representing a decline of about 15 per cent over 2003.

Specific Comments for General Proficiency

Question 1

This compulsory question tested candidates' ability to transfer information correctly from an Ordnance Survey map onto a grid provided. Other skills tested were measuring distances, finding directions and naming services shown on the map.

Candidates were required to describe the settlement pattern on the map (skills in Profile 2) and to explain relationships between relief and transport routes as well as natural and cultivated vegetation (skills in Profile 3).

There appeared to be an overall improvement in the quality of responses to this question over 2003. Approximately 27 per cent of the candidates scored over 15 of the 28 marks, 29 per cent scored 10 – 14 marks, just over 40 per cent scored under 9 marks. However, a large percentage of candidates earning over 15 marks, scored heavily in Parts (a), (b) and (c) but failed to attain any marks in Parts (d) and (e). This problem seems to suggest an inability to apply the theoretical concepts to the map itself. Over 60 per cent of the responses in Parts (d) and (e) were of a general nature with no reference to, or examples from, the map.

In Part (a), approximately 80 per cent were able to draw in the coastline and road on the grid correctly, although there were some candidates who drew the road without the coastline. The term 'bayhead beach' was confused with 'bay' and over 50 per cent of the candidates were unable to find the correct location. Over 90 per cent of the candidates attempted the grid and this was fairly well done.

In Part (b), over 70 per cent of the candidates were able to measure the distance and give the correct direction.

Section (c) was well done, over 80 per cent of the responses were correct.

Candidates need to know precise definitions of the terms, 'patterns of settlement', 'relief', 'peninsula', 'bayhead beach'. They need to be able to distinguish what is required by the instructions to 'describe' and 'explain'. Nearly half of the responses in Parts (d) and (e) showed confusion between the terms 'high' versus 'steep' and 'low' versus 'flat'; 'high' became synonymous with 'steep' and 'low' with 'flat'.

In order to address the weaknesses demonstrated by candidates answering this question, especially in Sections (d) and (e), more mapwork exercises are needed using Ordnance Survey maps. In addition to regular mapwork sessions, integration of mapwork into the teaching of the various topics is recommended.

Candidates need to recognize that settlement pattern relates to where settlement is found. While mention may include form or type, it is not to be confused with pattern.

The sample below provides an example of a good response to Section (e) (i) where the candidate correctly related roads to relief.

(e) (i) "The relief affects several aspects of the transport routes.

Type – First class roads are built where the land is flat, around 50 feet, as higher lands are difficult and costly to work on. For example, Tucker Valley Road where hills start and land rises to greater heights above 200 ft, third class and second class roads are seen.

Course – Most of the roads are straight as roads are usually spindly on higher lands and most of these roads are on flat land where it is easy to build roads straight.

Density – Due to the dominating hilly areas, the density is not great however where land is flatter, below 100 ft, the density increases."

Question 2

This question tested Specific Objectives 1.3, 1.18 and 1.21, the candidate's understanding of plate tectonics, rivers, and flooding respectively.

Forty per cent of the candidates attempted the question with approximately 46 per cent of them attaining no more than 9 of the 24 marks.

Although the vocabulary used in this question seemed appropriate for this proficiency, candidates encountered grave difficulties in providing suitable explanations for the geographical phenomena given. They were also unable to differentiate between 'describe' and 'explain' in the rubric. For example, when asked to explain a process, many candidates provided descriptions of the geographical features instead.

In Part (a), about 90 per cent of the candidates were able to respond correctly. However, the portion of the diagram that was labelled with the letter 'C' seemed difficult to identify since a variety of incorrect answers were given. In some instances, candidates scored no marks since they named the plates instead of stating the type of plate boundary as required.

Part (b) was done fairly well and a significant number of the candidates were able to achieve maximum marks. The main area of weakness exhibited by candidates was in describing the feature instead of explaining its formation. Some degree of confusion seemed to exist since many candidates referred to 'potholes' as 'plunge pools' and 'levees' as 'raised beds'.

For Part (b) (ii), few candidates were able to achieve maximum marks. In some instances, candidates were able to identify the correct process, 'lateral erosion', but failed to provide an adequate description of the process. In other cases, candidates described the various types of river erosion without referring to the widening of the river valley.

The responses to Part (c) were done reasonably well and the majority of candidates achieved maximum marks. However, some candidates in discussing the natural process of deposition in the river channel, stated that "… a river flows quickly in its upper course and slowly in its lower course …". This theory was disproved almost forty years ago and candidates should be made aware of this. Some candidates also focused on soil erosion without linking this to river flooding.

In Part (d), candidates were able to identify readily, two measures for averting flooding but a number of them failed to develop their answers fully and so did not achieve maximum marks. In some cases, candidates reverted to the discussion on the causes of river flooding.

It is recommended that teachers provide assistance to students by

(i) focusing on clear and concise definitions of terms

(ii) distinguishing between 'process' and 'characteristics'

(iii) sourcing current and up-to-date information and materials

(iv) ensuring that candidates receive adequate practice in writing essays that articulate the difference between explaining a phenomenon and describing a geographic feature.

Question 3

This question tested Specific Objectives 1.13, 1.14, 1.15 and 1.20, 'mass wasting', the hydrological cycle, springs and drainage patterns respectively.

More than 55 per cent of the candidates attempted this question, and of these, approximately 50 per cent gave satisfactory responses. Only six per cent gained excellent scores (20 – 24) on the question.

In Part (a), based on the diagram, some candidates attempted to 'explain' or 'interpret' the diagram, rather than identify the features labelled in the diagram. Few candidates gained full marks on this part of the question.

Candidates gave a wide range of responses in attempting to explain the formation of springs. They often ignored the information in Figure 3, and gave general explanations for the formation of springs. Therefore answers included explanations for 'hot springs' and even 'artesian wells', and 'dykes'.

Candidates performed well in Part (c) (i). Most of them accurately identified three types of drainage patterns.

Part (c) (ii) posed a challenge to many candidates. The 'radial' pattern was best understood; but there was difficulty in describing the dendritic and trellis patterns. Too many candidates used the term 'distributary' instead of 'tributary' when describing the dendritic pattern. The diagrams also conveyed the concept of a delta.

Some responses focused on the geological structures on which the patterns were found, and gave no description of the pattern.

Part (d) (i) was generally well done, and most candidates showed a good understanding of relationships of the components within the hydrological cycle. The better candidates produced excellent, well-drawn and labelled diagrams to support their answers. On the other hand, many candidates simply gave definitions of each of the components of the cycle.

Terms such as 'precipitation', 'evaporation', and 'transpiration' were often confused.

Candidates gained the lowest scores in (d) (ii). Numerous responses dealt with man's actions leading to 'soil erosion' rather than 'landslides' – a form of 'mass wasting'. As a result many answers were too general and gave no reference to 'slopes' or 'hills' in the occurrence of landslides. The influence of gravity and lubricating moisture were also ignored.

Recommendations

Teachers should

- ensure that students can distinguish clearly between:

  soil erosion and mass wasting
  precipitation and ground water
  permeable and impermeable

surface water and ground water
precipitation and transpiration

- remind students to pay attention to the diagrams given.

Question 4

Forty-three per cent of the candidates attempted this question which tested the Specific Objectives 2.2, 2.3 and 2.8. The highest percentage of candidates scored between 5 and 9 marks.

In Part (a) most of the candidates were able to interpret the given graph. This part of the question was well done.

In Part (b) candidates experienced difficulty in calculating the annual range of temperature. Some candidates calculated averages instead. Many candidates were not credited for answers which did not specify a unit of measurement, for example, °F / °C.

In Part (c), this question was fairly well done. Again candidates were able to identify periods with the highest / lowest rainfall. Some candidates were able to relate the rainfall pattern to the temperature.

Candidates were able to identify the instruments used to measure the elements given. However, the instrument used to measure wind direction caused them the most difficulty. Some candidates referred to the wind vane as a 'chicken on the roof', 'North fowl' and 'bird on top of the house' which showed a lack of knowledge of the correct term to be used.

In Part (d) (i), many candidates described the appearance of the instrument rather than the positioning of the instrument. Candidates also identified the points regarding the positioning of the instrument but failed to develop the points identified. Some candidates also associated the word 'precautions' with hurricanes and proceeded to give examples of what should be done when a hurricane is approaching.

Part (d) (ii) was poorly done. Many candidates showed some knowledge of the ITCZ but were unable to explain adequately why rainfall is associated with the ITCZ. Candidates also described the angles of convergence rather than explain why the rain occurred.

Part (d) (iii) was fairly well done. Candidates were able to explain the concept of cold and warm air masses meeting and their effect on the elements of the weather, for example, lowering of temperature, change in wind direction, and increase in rainfall. However, many candidates focused on how the cold front impacts on human activities in the Caribbean such as fishing and agriculture.

Question 5

This question tested the candidates' understanding of vegetation types and their adaptation to climatic conditions. It was attempted by 14 per cent of the candidates; approximately 41 per cent gave satisfactory responses.

Some candidates experienced difficulty in drawing and labelling the diagram required in Part (a).

Part (b) (i) was generally well done, with candidates being able to identify the adaptations and link them to drought conditions. There was a tendency just to list adaptations in (b) (ii) with few candidates addressing both temperature and rainfall in their responses.

Candidates were able to identify at least two species in Part (c) (i). However, some regarded 'exotic' species as trees such as 'greenheart' and 'wallaba' from Guyana. The responses to (c) (ii) were too general with the better candidates providing examples for the reasons given.

In Part (d), candidates did not apply knowledge but merely recalled facts, and as such, lost marks by not showing the link to climatic conditions. Some gave in-depth explanations of tropical grasslands.

Special attention should also be paid to natural vegetation as candidates continue to refer to cultivated crops such as wheat as natural vegetation.

Teachers should encourage students to practise drawing and labelling annotated diagrams.

Question 6

This question tested candidates' understanding of various soil types. It was attempted by 20 per cent of the candidates with 42 per cent giving satisfactory responses.

Part (a) was generally well done, with the weaker candidates not referring to rendzina soils.

Parts (b) (i) and (c) were similar questions for two different soil types, and for examining the factors influencing soil formation. Candidates' responses explaining the formation of the soil types were general, without any specific reference to the particular soil type. The better candidates were able to describe its impact on the soil. A good response to (b) (i) was

> "The parent material is made up mainly of limestone. When rain falls the limestone dissolves and this accounts for the alkaline nature of the soil. Since limestone is soluble, it is the impurities of the limestone that make up the inorganic part of the soil. Because the parent (rock) is mainly made of limestone, most of it dissolves and so the soil would be very shallow 20 – 50 cm deep. Hence there is no B horizon".

Part (b) (ii) was generally well done although the weaker candidates misinterpreted the question as soil components or processes operating within the soil.

In Part (b) (iii), candidates described podzols instead of the process involved. The better candidates were able to link the process to the resultant soil.

Part (d) gave the most favourable responses. Many candidates were able to use diagrams to assist in their explanations.

Emphasis should be placed on applying knowledge. Teachers should ensure that students are able to link general information to specifics by teaching the various soil types together with the accompanying vegetation and climate.

Question 7

This question was designed to test candidates' knowledge of the agricultural systems.

About 19 per cent of the candidates' attempted this question and the majority of the responses were poor.

Part (a) of the question tested candidates' ability to identify, by naming and shading the main wheat growing areas in the prairies and to locate a wheat-exporting port and a major town within the area. The majority of the candidates were unable to complete this exercise successfully.

Part (b) (i) was generally well done. However, some candidates gave conditions necessary for growing wheat, for example, temperature, rainfall and soil instead of the characteristics as required, that is, extensive cultivation, monocropping and export orientation.

For Part (b) (ii), many candidates were able to identify two ways in which mechanization has influenced farming on the prairies, but did not gain full marks because they were unable to describe these ways.

Part (c) posed the greatest difficulty for candidates. Many of them described farm size, marketing arrangements and technology rather than identify the changes and show how these affected large scale commercial farming.

A number of candidates compared arable farming on the prairies with that of the Caribbean. Candidates also discussed changes in small scale farming rather than changes in large scale commercial farming. Some candidates wrote of the benefits of farm size, marketing arrangements and technology instead of explaining the changes. Other candidates discussed problems of farm size.

In Part (d), candidates performed creditably. However, some of them confused mixed farming with mixed cropping.

Teachers should remind students that producing good answers in an examination requires more than memorizing the contents and listing facts. Students should be encouraged to spend time practising how to interpret and answer questions clearly, and concisely.

Candidates should be advised that they should spend time reading the questions carefully. Further, they should highlight key words on which the questions are hinged in order to minimise the risk of misreading or misinterpreting the questions.

Knowing and using geographical terms appropriately are essential to the discipline of the subject.

Question 8

The majority of the candidates answered Part (a) of the question very badly. Most of them shaded the Caribbean countries rather than the actual fishing areas in the sea. Areas in the sea were expected to be shaded on the map.

Part (b) was answered relatively well by the majority of the candidates.

In Part (c), candidates continued to list rather than describe. They misinterpreted 'ATTRACTIONS' for 'DESTINATIONS'. In many cases, the answers were not properly developed. Particular attention and emphasis should be placed on the key word and term "DESCRIBE", for example, beaches was mentioned extensively as an attraction, but this was not developed. There was a clear misinterpretation of the idea of what is a tourist attraction.

Many of the candidates rambled. The properly answered responses were cases where the candidates gave specific examples of attractions and activities and described them. Candidates should be encouraged to expand their given responses with the use of specific examples when answering questions.

In Part (d), candidates did not give map evidence in answering this question. Many of them failed to look for map evidence relating to fishing that could be seen on the map. For example, they mentioned issues such as 'shallow water' and 'indented coastline', which could not be clearly seen. Candidates also failed to explain 'why' this area was a good fishing ground. Many confused their knowledge of salmon fishing in British Columbia with the Orinoco River and the fishing grounds in the Trinidadian waters.

In Part (e), many candidates also confused the terms 'CONSERVE' with 'PRESERVE', and the area of British Columbia with the country of Columbia in South America. They were able to describe the method but were unable to explain it and show how this was able to conserve the fishing resources. For example, they tried to use the idea of pollution but failed to link it to fish kills. They also confused the geographical areas by mentioning the existence of coral reefs in Canadian waters and by stating the process of dynamiting as a method used in fishing which is not practised in British Columbia.

Finally, many candidates failed to name a specific country. They did not explain 'how' the measures used conserved the forests, for example, reafforestation as a conservation measure was not explained properly. It was described but there was no link between what it is and how it conserves the forest. They confused the term 'afforestation' with 'reafforestation' and some had a few ideas of conservation methods and were awarded marks. However they lost marks when they failed to answer the 'how' by explaining how these measures conserve the forests.

Overall, the question was answered fairly well.

Question 9

This question was answered by approximately 25 per cent of the candidates.

Part (a) was fairly well done. However, the weaker candidates were unable to plot the points on the graph accurately.

Part (b) (i) was poorly done. Many of the candidates were unfamiliar with the concept of Central Business District (CBD) and its functions/activities. They listed the activities of a capital city instead of the CBD. Activities for which marks were awarded included commercial, for example, shops, department stores, supermarkets; financial, for example, banks, insurance companies, lawyer offices, government offices or buildings. Some candidates also failed to name the Caribbean capital and hence lost marks.

Part (b) (ii) was well done. Many candidates were familiar with the development of a Caribbean capital on its present site. Good answers recognised the importance of flat land, the sheltered harbour, ports, shelter from North-east trade winds, capital being sited on the leeward side of the islands, the mountains protecting the capital from the North-east trades.

Part (c) (i) was generally poorly done. The drawing of a sketch map to show location of a town is a skill not yet mastered by most candidates. Candidates need to be guided in drawing sketch maps. Some important features to be noted and drawn included coastline, river, some relief features, the actual location of the city, location in relation to other towns or countries. Candidates must practise drawing simple, well-labelled sketch maps.

Part (c) (ii) was well done by the better candidates. A candidate's response which scored full marks included the following:

TWO advantages of location of New York City

- "New York is located in an area with a superb harbour. This harbour is deep and large and can accommodate many vessels/ships at a time. This is advantageous for trade and also this water in the harbour never freezes over so that trade can take place all year round."

- "New York is located in the gap between the Hudson River with its tributary, the Mohawk. This is a huge river which provides a superb communication route to the interior land mass. Trade is therefore very possible with the interior and also communication."

The responses for New York city were much better than the responses for Tokyo. The weaker candidates wrote at length about the advantages or functions of New York city or Tokyo without focusing on the advantages of the location. These weak responses included transport, migration into the cities for jobs, location of industries, and the advantages of flat land.

Candidates also needed to make a distinction between site and location. This was not clear-cut in many responses.

Question 10

This question tested candidates' knowledge and understanding of the dynamics of regional integration and the factors affecting industrial location.

It was attempted by 25 per cent of the candidates. The responses were generally unsatisfactory.

Part (a) of the question was poorly done. Very few candidates could identify the territories on a map of the Eastern Caribbean. Candidates showed a glaring lack of knowledge of the membership of CARICOM and the OECS. Some candidates listed countries such as Australia, China, Argentina and Venezuela as members of the two organizations.

Part (b) generated better responses from the stronger candidates. They were able to explain three distinct advantages of membership of CARICOM. Other candidates wrote generally about free trade without explaining the benefit.

Part (c) was misread by some candidates who interpreted small size of population as small land area or physical size.

Part (d) created a great deal of difficulty for many candidates. The typical answers were a discussion on the four factors of industrial location in a general way and without reference to the named industry. Other responses attempted to describe how the factors of industrial location affected the development of the named country as a whole. Some candidates discussed primary activities like sugar cane cultivation and banana cultivation.

SCHOOL BASED ASSESSMENT

General Comments

The SBAs submitted have improved in terms of the required number of pages and the consistency in the assessment of the marks. There is closer agreement between the marks awarded by the teachers and Moderators.

Nevertheless, there is need for improvement in several areas. These include topic selection, formulation of a measurable aim, mapping skills and the overall presentation of the data. Teachers are advised that they should ensure that the topics selected must be taken from the Geography Syllabus.

Specific Comments on the SBA Field Study

1. Table of Contents

   Most candidates gained maximum marks. However, a small number had subheadings like lists of illustrations and introduction. Additionally, some or all the pages were not numbered.

2. Location of Field Study

   Most candidates provided two maps. A written description of the study area or its location is **NOT** required. The location of the site studied should be shown clearly on the map of the territory / country, as well as, included in the KEY . The other, a large scale map, should represent the SITE of the area studied with all the appropriate labelling, and essential features, that is, key, compass point, scale, border and title. Both maps must be outlined and labelled in ink using script / block lettering.

3. Aim

   Generally the aims were clear and concise. Hence most candidates were able to collect relevant data in the field and consequently presented good studies. Some studies, however, had aims that were either too broad or vague. Such aims generated very little primary data and forced candidates to rely heavily on secondary data. A sample of poor aims submitted were:

   – "What are the factors that cause many hurricanes to come close to or directly affect the Caribbean in September?"

   – "How is tourism contributing to the economic development of …?"

   – "To investigate the effects of air pollution caused by … garbage dump."

4. Collection of Data (How, When, Where)

Overall this section was well done. A few candidates appeared to forget to name the specific area(s) where data were collected; and to give precise data including the year.

5. Presentation of Data

The skills/illustrations (Profile 1) aspect of this section, required candidates to provide relevant field sketches, tables, graphs and photographs pertinent to the aim being developed. The illustrations must be well labelled, titled, referenced and referred to in the written account. Candidates should include at least three types of illustrations. Too many candidates relied mainly on computer generated photographs which were not labelled; and inappropriately placed in the written account. It is to be noted that no credit is given for photocopied material, for example, maps, pictures, newspaper clippings.

The written account (Profile 3) required candidates to write a clear and concise account of the field study. Candidates are reminded that it is not enough to insert illustrations with brief descriptions. The primary data must be analysed fully and integrated with the illustrations to form a well-developed, organised and logical presentation.

6. Conclusion

Too many candidates provided data, both quantitative and qualitative, that should be included in the presentation of data section rather than in the conclusion.

The conclusion is a summary of the findings, and should reflect the aim of the study. There should be no new information in this section.

7. Bibliography

Many candidates did not perform well in this area. The names of authors must be organised in alphabetical order. The name of the publisher, place of publication and the year must be included.

Candidates should have a separate section namely,

'Other Sources' for the following:

- Web sites
- Newspaper articles
- Atlas
- Topographic maps

Teachers should provide guidance with the correct format.

Recommendations for Teachers

Teachers should remind students that while they are allowed to undertake joint field work they should adhere to the syllabus directive stipulating that each student must submit an independent report. Students should also be made aware that failure to observe this procedure will evoke a penalty.

Paper 03/2

General Comments

There is need for improvement in several areas. These include topic selection, formulation of a measurable question or hypothesis, mapping skills and methods for the collection of data in the field. The topics selected must be guided by the Geography syllabus.

Over seventy per cent of the sketch maps of Tobago were poorly done. The location of the site should be shown clearly in the **map showing the territory countries**. Figure 1 (b) required a large scale map showing relevant features, such as settlements, roads, coast, key, scale and compass points. This was not done satisfactorily. Maps must be outlined and labelled in ink, using script/block lettering.

Candidates demonstrated through their answers that they possessed limited knowledge on research methods and techniques.

The wording of the question/hypothesis was not clear. Question 2 required a simple and concise hypothesis/question for the adequate collection of data. Too many candidates wrote research questions/hypotheses which were broad, resulting in difficulty of designing workable field testing. The following are examples of unacceptable research questions.

- What were the causes and effects of the development of suburbs?
- Can this land be cultivated, can proper agriculture take place and is it in proper living standards for the families?
- How many houses will be built in the new housing area for the next five to ten years?

Generally the responses to Question 3 (a) and (b) were not satisfactory. Candidates failed to indicate the type of data or information that they would collect from the instrument(s) identified.

Candidates are reminded that the topics chosen for Paper 03/2 must be based on the syllabus contents.

Candidates showed a lack of knowledge on how to construct a bibliography for newspapers articles.

Specific Comments for Basic Proficiency

Question 1

The overall performance of the candidates on this question was poor, especially in Parts (b) and (c). In Part (a) (i), many candidates were able to state the direction correctly; a few gave the bearing instead. Candidates, in (a) (ii) understood the concept of six-figure grid references but were unable to get the correct answer.

In Parts (a) (iii) and (iv), many candidates were unable to read the contours correctly. A few gave the incorrect units for the heights. In Part (a) (v), candidates were able to describe the types of settlement patterns but were unable to identify the specific types. Some confused settlement and drainage patterns. Others named buildings, for example, church. In (a) (vi), few candidates were able to identify the four types of land use. However, most could identify two.

Many candidates did not attempt Part (b). Those who did had no idea what was required of them. They wrote about population distribution.

In Part (c), some candidates did not attempt to answer this question. Many who did used the terms height and steep interchangeably.

Question 2

Less than half of the candidates attempted this question. The overall performance was poor. An extremely small number scored 9 or more marks.

In Part (a), only a few candidates were able to identify all the features of intrusive and extrusive volcanicity. Most could identify at least two features. Candidates were unable to distinguish between sill and dyke. A common response for 'E' was magma chamber.

In Part (b), the candidates' descriptions of the volcanic features were vague or inaccurate. In many cases the features identified in (a) were incorrect and hence this affected their responses in (b).

In (b) (ii), the majority of the candidates were able to name the two types of materials produced by volcanic eruptions.

In Part (c), many of the candidates who attempted this question performed satisfactorily.

Question 3

This question was attempted by more than 90 per cent of the candidates. The overall performance was fairly good as the majority scored more than 50 per cent of the marks. The candidates performed best in Parts (a) and (d). However, Parts (b) and (c) presented difficulties to many candidates who lacked knowledge of climatic types. They were unable to identify specific areas where the type of climate named was found. Consequently, they could not describe the characteristics properly. The descriptions were very general.

In Part (a), a few candidates were unable to read and interpret the climatic graph. They presented numbers instead of months for the answers.

In Part (c), some candidates described the characteristics of vegetation instead of climate.

In Part (d), the majority of candidates performed satisfactorily.

Question 4

This question was not very popular. Less than thirty per cent of the candidates attempted the question. Generally, the overall performance of the candidates on this question was poor. Several of them scored zero.

Part (a) was done poorly.

In (a) (i), a large number of candidates were unable to name the processes correctly and there were others who were not able to name them in their correct order. In (a) (ii), most of the candidates were unable to identify the process that created the labelled layer. Only a few candidates were able to label Horizons 3 and 4 correctly.

In (b) (i), candidates gave a limited definition of a soil horizon. Most of them only mentioned the layers. Many candidates were able to answer Part (b) (ii) correctly although there were some candidates who named types of soil instead of components of soil.

Part (c) was done satisfactorily. Some candidates explained the methods used in soil conservation instead of giving reasons for encouraging soil conservation.

Question 5

Less than thirty per cent of the candidates answered this question. The general performance was poor with the majority scoring less than 50 per cent.

Some candidates had difficulty in interpreting Part (a) (ii) where they identified vegetation types as grasslands and forests as opposed to grass and trees.

In (b) (i), several unfamiliar species of trees were given, for example, 'plywood tree' and 'water log tree'. Several endemic tree species were also given. In (b) (ii), candidates had little knowledge about the benefits of individual species introduced to the Caribbean. Oxygen was frequently given as a benefit.

In (c), some candidates had a fair grasp of the effects of large scale removal of natural vegetation in the Caribbean but could not fully develop their answers or name specific Caribbean territories.

Question 6

This was a popular question. However, most candidates scored less than fifty per cent of the marks for this question.

In (a), the graph was generally well done although only few candidates gave it a title.

In (b), many candidates were unfamiliar with the meaning of the phrase 'extensive farming' and the term 'commodities'.

In (c), most candidates were unable to explain the farming practices associated with the small size of peasant farms and therefore scored poorly. Most responses referred to general characteristics of peasant farms.

Question 7

Many candidates attempted this question and the majority of them scored less than 9 marks.

In (a) (i), most candidates had only a vague knowledge of the Caribbean and as a result only a few were able to score full marks. Some candidates shaded the entire island of Hispaniola for Haiti. Many students shaded large areas for Guyana and Belize.

In (b), most candidates were able to name the fishing methods used in a named Caribbean territory but some of the methods chosen were not applicable to the region. Some candidates identified fishing methods but were unable to describe them.

In (c), some candidates were able to name conservation measures used but some were not applicable to the Caribbean. Some of the candidates were unable to explain adequately the measures used to conserve the forest. A few candidates described soil conservation methods or focused on the habitats of wild life.

Question 8

Part (a) of this question sought to test candidate's ability to read a diagram showing fractional distillation of crude oil and extract information pertaining to the products of the process. Most candidates scored very well on the first section.

In Part (b), candidates were required to describe how bauxite or oil is mined in a named Caribbean country and describe the location of oil or bauxite in that country. Most candidates could link the industry correctly with the geographical area or country but a few mistook bauxite countries for oil countries and vice versa. Candidates were unclear about the specific location of the resource chosen.

In Part (c), candidates were required to give three reasons why the garment industry is so widespread in the Caribbean. Candidates seemed unsure as to what the question required of them. Their responses were superficial and encroaching on subject areas other than geography.

Question 9

Less than 30 per cent of the candidates attempted this question. The performances were exceptionally poor. They seemed to have very little knowledge of the concepts that were being tested including the map skills.

In Parts (a) (i) and (a) (ii), very few candidates knew the member countries of both CARICOM and OECS and were able to identify the countries which were numbered on the map. In (a) (iii), several candidates were able to identify a major producer of oil in CARICOM.

In Part (b) (i), the majority of candidates had a fairly good grasp of commodities traded in CARICOM. The meaning of the word commodities was not clear to some. In (b) (ii), many candidates were not sure about the advantages for trade among CARICOM members and made general statements, for example, “trade helps countries in CARICOM”.

In (c), some candidates did not have a clear understanding of the concept of urbanisation but dealt with the effects of rural to urban migration only.