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

REPORT ON CANDIDATES' WORK IN THE SECONDARY EDUCATION CERTIFICATE EXAMINATION MAY/JUNE 2005

GEOGRAPHY

CSEC GEOGRAPHY
GENERAL AND BASIC PROFICIENCY EXAMINATIONS
MAY/JUNE 2005

GENERAL COMMENTS

For the 2005 CSEC Geography Examinations, a total of 14 085 candidates registered for the General Proficiency Level and 622 for the Basic Proficiency Level. This represents an increase of five per cent and eighteen per cent respectively over 2004. The percentage of candidates earning Grades I to III at the General Proficiency was slightly below (by four per cent) that of 2004; but at the Basic Proficiency, it was significantly lower (by eight per cent) than 2004.

DETAILED COMMENTS

General Proficiency

Paper 02

Question 1

This was the compulsory question which tested candidates' map-reading skills.

In Part (a), just over half of the candidates were able to identify the correct square for the grid reference but many of them could not give the accurate six-figure reference. A few of the candidates wrote the grid reference using commas or decimal points and were not credited while others wrote it in the wrong order.

For Part (b), approximately 50 per cent of the candidates were unable to measure the distance accurately. The common errors were mixing imperial and metric units and omitting the unit.

In Part (c), the majority of the candidates confused grid bearing with grid reference as well as cardinal points. Candidates who took the bearing from either end of the airstrip were credited.

For Part (d), several candidates gave north-west or north-north east instead of north-north west that was the required answer. A few of the candidates gave incorrect responses such as west north-west, north-west north, south-west north and magnetic north.

In Part (e), few candidates were able to identify correctly two crops. Too many candidates gave mixed cultivation as a crop, or listed crops from the key such as bananas and tobacco which were not on the map extract.

For Part (f), the cross section was done badly by the majority of the candidates. They were unable to identify specific points and instead they named landforms such as plateau and rift valley. Several candidates had the coastline and the beach on the section. Approximately 50 per cent of the candidates did not attempt this part.

In Part (g), the types of settlement were fairly well known but the majority of the candidates were unable to correctly locate them, and about 20 per cent located examples outside of the designated area. The distribution of the settlement types was ignored by the majority of the candidates. Incorrectly written grid references were a common feature in several of the responses. Too many candidates used the terms "urban" and "rural" settlements as types of settlements instead of 'linear', 'scattered' and 'dispersed' settlements.

Part (h) was fairly well done by approximately 40 per cent of the candidates. Several of them were able to list the vegetation types.

In Part (i), the majority of the candidates could not distinguish between 'natural vegetation' and 'cultivated vegetation', giving very general statements such as "the scenery takes up space and leaves the land looking forest rated" and " natural vegetation is vegetation that grows naturally without man's interference and is much better than artificial vegetation".

The general impression was that the candidates appeared to need more practice in map work. Teachers are urged to ensure that sufficient time is allocated for practical work so that skills for map work can be developed, especially since it is an integral part of the discipline.

Question 2

This question focused on aspects of the geomorphic system. Specific Objectives 1:1, 1:2, 1:3, 1:5, 1:7 and 1:9 were tested. The candidates' overall performance in this question was poor. Approximately one-third of all the candidates who attempted this question scored between 5 and 9 of the available 24 marks. Responses demonstrated a lack of knowledge of aspects of the syllabus and of the ability to relate the knowledge acquired to the question.

In Part (a), many candidates were unable to name the Cocos or Caribbean plates. Instead, candidates provided answers such as "Caribbean Basin" and "Cozo Plate". Another common mistake in this question was not providing the name of the plate but the name of a type of plate margin such as convergent, divergent or transform margin.

Many candidates were unable to indicate that a divergent or constructive plate margin exists, though arrows in the map clearly gave this idea.

In Part (b), candidates were asked to define the term 'crustal plate'. The majority of the candidates were unable to give a proper definition. Some responses included phrases such as "the movement of plates" which the question did not require. Also, some candidates repeated words in the term for example "a crustal plate is a plate which has been evaded off the earth's lithosphere". Some responses also indicated that plates were composed of rigid rocks.

In Part (c), candidates were expected to draw a simple diagram of a normal fault, label the fault plane and then state how this type of fault is formed. Most candidates were unable to produce a correct diagram but instead sketched a rift valley, a transform fault and folds. The concept of faulting was confused with folding. There also seemed to be confusion among candidates about the portion of the fault plane. Candidates did not state satisfactorily how normal faults are formed but instead indicated that these resulted from compressed forces and the plate movements. Instead of stating that faulting involves the movement of blocks of rocks, many opted to describe that this phenomenon involved the movement of plates. Diagrams should have included stratification so that movement of block could have been illustrated. The majority of candidates adequately described the benefits of volcanic activity to man. However, a few did misinterpret this part and looked at negative effects such as "the destruction of crops and vegetations".

Generally, candidates were unable to cite local examples of active volcanoes.

In Part 2 (c) (i), candidates were expected to explain how new crusts are formed at constructive plate margins. Many attempted to describe what happens at convergent plate margins where magma escapes to form volcanic landforms. This answer required three main points: (a) plates move apart or diverge (b) magma rises to fill the space (c) magma cools to form new crust or rock at the edge of plates. There seemed to be some confusion among candidates regarding the use of the terms 'lava' and 'magma'.

In Part 2 (c) (ii), candidates were asked to show the relationship between lava characteristics and the shape of resulting volcanic cones. Several candidates were unable to identify the two lava types, basic or basaltic lava

and acidic or viscous lava. The characteristics of these two lava types were often confused and several terms were used to describe the shapes of the resulting cones such as broad shaped, broad bases for basic ones and narrow sided for acidic ones.

Candidates were expected to indicate that tensional forces cause blocks to sink between two faults and that compressional forces cause blocks to rise upwards over a central block for Part (iii) of this question. Many candidates attempted to draw diagrams to illustrate answers but these were poorly labelled. In describing how compressional forces cause rift valleys, many failed to clearly state that blocks rise over central blocks and instead gave the idea that these blocks also subsided. Many responses also indicated that rift valleys were formed by the movement of plates, erosion of soil, river erosion, flooding and earthquakes.

In Part (iv) many candidates gave vague responses for the importance of studying plate tectonics. One particular response was "plate tectonics is important because through this study we can understand how things are formed and happen and in some cases foretell when something will happen". The response should have indicated that plate tectonics help us to understand the distribution and the nature of earthquakes and volcanic eruptions and to predict earthquakes and volcanic activity; thus, saving lives and property

Candidates need to become more familiar with examples of relief features in the Caribbean; to use geographical jargons in preparing class assignments; and to number questions correctly and understand and follow command words in a question.

Question 3

The question was designed to test candidates' knowledge on the profile and feature of a river; drainage systems associated with rivers; the impact of man's action on the drainage systems; and the coral reef.

The question was attempted by about 64 per cent of the candidates. In general, the question was clearly understood by most of the candidates. The most challenging part was (c) (ii), where candidates were asked to "explain how farming practices" can lead to the destruction of coral reefs.

Overall, Part (a) of the question was well done.

In Part b (i), radial drainage and trellis drainage were done very well; dendritic drainage was poorly drawn and it was often confused with a river branching off at its mouth (water flowing in all directions) as opposed to the branches flowing into the main river. Candidates needed to insert an arrow showing direction of flow. In many cases this was overlooked, especially on dendritic drainage.

Some responses were very vague, as in Part (b) (ii). Candidates showed a lack of knowledge or misinterpreted what was required. For example, they wrote "deposition should take place" rather than "the rate of deposition should be faster than the rate of erosion". Also, candidates tried to identify the characteristic appearances ("tree /leaf like"; "meeting at right angles") rather than the geological structure (for example, rocks of uniform hardware/resistance; or alternating bands of hard and soft rocks).

Many candidates found it challenging to differentiate between 'dendritic' and 'trellis'.

In Part (c) (i), although the question was clearly understood, candidates often stopped short of making the connection between the "action" (for example, excess turn off; greater deposits of silt; block drainage) and the "effects" (flooding).

For Part (c) (ii), the candidates focused more on irresponsible actions by farmer, for example, washing out tools and containers rather than some of the more widely accepted actions.

Question 4

This question tested candidates' understanding of the measurement and recording of the elements of the weather and the factors influencing some aspects of the weather and climate of the Caribbean territories.

It was a popular question and was attempted by about 60 per cent of the candidates and 25 per cent of them gave satisfactory answers.

Part (a) of the question was poorly done. Many candidates could not interpret the conventional symbols used on weather maps.

Part (b) was generally well done, although a significant number of candidates could not spell 'anemometer' and 'hygrometer'. There was also a lack of understanding of the concept of 'relative humidity' by too many candidates.

Part (c) (i) was poorly done. Few candidates understood what was meant by an 'annotated diagram' and several candidates associated sea breezes with the formation of waves.

The quality of the answers to Parts (c) (ii) and (d) varied greatly. Candidates recognized the link between relief and differences in the distribution of rainfall across the Caribbean; but few candidates were able to give a detailed explanation which included neat diagrams.

The majority of candidates were challenged to explain the reasons or factors influencing temperature in the Caribbean and the Prairies of Canada. Many were satisfied to state "the Caribbean is close to the Equator and the Prairies are close to the Poles." Some of the more able candidates were able to explain the influence of latitude on the amount of insolation received at the earth's surface; the influence of the earth's rotation and the shape of the earth on the receipt of insolation; and the influence of distance from the sea. A few candidates included diagrams to help to illustrate their answers.

Question 5

This question tested candidates' understanding of the relationship among vegetation, climate and soils.

It was attempted by a large proportion of the candidates and a significant percentage of them gave satisfactory responses.

In Part (a) of the question, candidates exhibited poor map skills. Although able to locate the general area of the vegetation type, few could name the area. Furthermore, few outlined the area or used a key.

In Part (b), many candidates could not name the soil types, although they identified the characteristics. Candidates however performed well in Part (b) (ii).

Candidates noted the presence of the canopy in filtering off sunlight in Part (c) (i), but failed to make the link to photosynthesis or to shade tolerant trees surviving on the forest floor.

Candidates gained most of their marks from Part (c) (ii). The less able candidates confused the coniferous forests with equatorial forests. They also used "trunk" and "bark" and "leaves" and "branches" interchangeably. Many lost marks by not explaining how trees adapted.

Candidates misinterpreted the question in Part (c) (iii) and showed no link to water availability. Many just listed the characteristics of the vegetation. Some candidates focused on the dispersal of seeds resulting in trees in the grassland.

A favourable answer given for Part (c) (iv) is cited below.

"If the trees are removed, the cycle would be broken and nutrients would not be returned to the soil and therefore the soil fertility is lost rapidly because of leaching."

Many candidates linked soil fertility to soil erosion, and did not emphasize the contribution of vegetation to fertility in the soil nor the process of leaching in removing nutrients.

Question 6

This question was designed to test Specific Objectives: 2, 10, 3.2, 3.4, 3.7, 3.12 and 3.14, and focused on Soils.

Very few candidates attempted it. The general performance was below average, since the majority of the candidates scored less than 42 per cent of the marks available for the question.

Part (a), the drawing and labelling of the rendzina soil profile, was fairly well done. Some candidates identified more than two horizons, 'A' and 'C', and often inserted a 'B' horizon, which they proceeded to label as "almost absent".

The characteristics of the rainfall of Tropical Marine Climates in (b) (i) were well known. However, too many candidates used relative terms such as "heavy", "high", "a lot of" and "abundant", instead of using absolute or specific figures to represent the amount of rainfall. Some candidates included irrelevant details of temperature, vegetation and soil characteristics in this part of the question.

Part (b) (ii) was well answered by most candidates. However, they were not knowledgeable about the Cool Temperate Interior Climates. One area of weakness observed here was the tendency to 'list' rather than 'describe' the characteristics of the precipitation.

Most candidates gained partial credit for Part (c) (i). Yet too many candidates identified 'buttress roots' and 'large leaves', as adaptations for the survival of mangrove trees in their environment. The reasons for conserving mangrove vegetation in Part (c) (iii) were very well known and explained by most candidates.

Part (c) (ii) was poorly done. In too many instances, soil conservation practices such as 'contour ploughing' and 'crop rotation' were identified and described as 'bad practices', which led to soil erosion. In addition, non-farming activities such as 'mining', 'engineering works' and 'housing development' were suggested as farming practices.

The majority of candidates answered Part (c) (iv) very well. Good detailed explanations of the role of precipitation in soil development were often given to obtain maximum marks.

Teachers should encourage more practice in the drawing and labelling of soil profiles. Candidates need to distinguish between key terms such as 'state', 'describe', and 'explain'.

Question 7

This question tested candidates' understanding of problems affecting beef or dairy farming in the Caribbean as well as the reasons for forest protection and fishing in the Caribbean and British Colombia, Canada.

It was attempted by almost 60 per cent of candidates but very few of them gave satisfactory responses.

Part (a) (ii) was not well done. Many candidates were unable to estimate the maximum expenditure; US$248 million was a popular answer but the correct answer was US$240 million.

Part (a) (iii) was also not well done. Several candidates were unable to identify the year in which the difference in expenditure for food imports and exports was the lowest. The correct response was 1997.

Part (b) was satisfactorily done by the candidates but many failed to indicate whether they were describing problems of beef cattle rearing or dairy farming.

Part (c) (i) was poorly answered. This topic was not well known. It was obvious that many candidates could not distinguish between the terms 'primary industry' and 'secondary industry'. Candidates' responses indicated that there was much confusion with these terms.

Part (c) (ii) was well done by most candidates; but Part (c) (iii) was challenging. Conservation methods in the fishing industry were confused with preservation methods. What was required from the candidates was: in both areas there is an open and closed season; restriction on the type of equipment used; a system of licensing; use of turtle excluder device (TED); while in British Columbia, the government buys and scraps some of the fishing vessels.

There was a concern as well that too many candidates were unable to write clearly and give an accurate, concise comparison of fishing methods and marketing in the Caribbean and British Columbia. For marketing, for example, what was required was that in the Caribbean, marketing is not well developed. Processing of fish for export and local consumption is usually in the form of fresh or frozen fish, salted fish, whole or fillets. On the other hand, in British Columbia marketing is very well developed. Processing of fish for exports and local consumption includes chilled, frozen, salted, cured, smoked and canned fish.

Question 8

This question tested candidates' understanding of industrial location factors, with specific reference to enclave and import-substitution industries; and north-eastern U.S.A. or the Lower Ganges Valley.

In Part (a), the candidates performed well, with many of them gaining maximum marks. In some cases, this was the only part of the entire question that was done by many candidates.

In Part (b) (i), the candidates were unable to name the industrial centres shown on the sketch map of North-eastern U.S.A. The majority of candidates identified products or industries and not cities on the map.

For Part (b) (ii), the candidates displayed a better knowledge in the drawing of a sketch map of a named Caribbean Territory, showing an industrial area. However, outlines of Jamaica, in particular, were poorly done.

Part (c) (i) was poorly done. The majority of candidates showed no knowledge of enclave and import-substitution industries. Far too many provided no response to the question.

Part (c) (ii) was also poorly done. Responses related to general factors which influence industrial location were given rather than specific reasons for the location and development of enclave and import-substitution industries.

Poor responses continued in Part (c) (iii) of the question. Reasons were identified but no explanation or expansion was given for the growth of these regions into important industrial areas. There was little or no knowledge of the Lower Ganges Valley. Once again, there was no response by many candidates to this part of Question 8.

Question 9

This question was designed to test the candidates' knowledge and understanding of tourism. It was attempted by about 55 per cent of the candidates. The responses were generally satisfactory.

Part (a) was well done, except that some candidates had difficulty with the interpretation of the terms 'destination' and 'source'.

In Part (b) (i), candidates were asked to list three ways in which seasonality affects tourism in the Caribbean. Knowledge of seasonality was fair, but some candidates used terms that were not qualified for example, 'foreign exchange' rather than 'decrease in foreign exchange' or 'foreign exchange varied'.

Part (b) (ii) was fairly done. However, a number of candidates continued to list rather than describe. The better candidates gave physical, social, and economic impacts of tourism on the environment in their answers.

Part (c) (i) was poorly done. A large number of candidates could not define secondary or tertiary industry, and even those who could failed to use the terminology to show a contrast.

Part (c) (ii) (a): The term accessibility was not clearly understood and candidates failed to show how it affects the growth of tourism in the Caribbean. The more able candidates mentioned closeness to markets and the use of airports, cruise ships and internet to get to the destinations.

For Part (c) (ii), many candidates seemed confused with the term 'government policy' and its influence on tourism. The more able candidates mentioned that the government can do promotion, set up a Ministry of Tourism and Tourist Boards, give concessions to investors, build infrastructure and pass laws to enhance safety for tourists.

Part (c) (iii) was a recall question that was poorly answered. Many candidates failed to mention that ecotourism is about the preservation or conservation of the environment being used to encourage tourism.

Question 10

The question tested candidates on the interpretation of choropleth map, proportional circles, settlement and regional co-operation.

Part (a) was not well done as candidates were incapable of interpreting the proportional circles and choropleth map. Several candidates were unable to differentiate between 'population' and 'population density'.

In Part (b) (i), many candidates were able to score maximum marks. However, some candidates were unable to identify traditional exports. Examples of incorrect responses are "natural gas", "ackee" and "cement". Many candidates also gave sugar cane and not 'sugar' as a traditional export.

Part (b) (ii) was poorly done. However, there were some candidates who were aware of how CARICOM attempts to promote regional trade but were unable to clearly express this.

Most candidates attempted Part (c) (i). However, they confused 'urbanization' with 'rural-urban migration' and were unable to get maximum credit for their responses.

In Part (c) (ii), most candidates failed to focus on the factors that determined 'the selection of a site' such as sheltered harbour, and flat land. Instead, the focus was on the services and infrastructure of the city which came after the site selection and development of the city. Candidates used the terms "port", "bay" and "harbour" interchangeably.

Most candidates who attempted Part (d) wrote about location and function but failed to show the relationship between location and function, and growth and development. Many of the responses were general, failing to give specific information about the cities identified. In addition, they compared administrative functions in Kingston with commercial functions in Tokyo.

School Based Assessment

General Comments

Many good studies were submitted indicating that the guidelines were being followed closely. However, there were a few studies that significantly exceeded the 1500 word limit. Additionally, some studies were padded with pages of irrelevant photographs and scanned pictures from magazines.

Though the use of the computer is accepted, candidates are required to demonstrate mapping skills, and to draw a map of the territory and a sketch map of the site studied.

Specific Comments on the SBA Field Study

1. Table of Contents

   Candidates have mastered this section. A few of them forgot to number the pages of the report.

2. Location of the Field Study

   At least two maps are required. One should show the territory with the study site highlighted. The other should be a large-scale map, not a plan of the study area, its immediate environs, and relevant features such as roads, rivers and settlements.

   Maps should be outlined in ink and include a key, north arrow, scale and a given title. The use of appropriate contours could enhance the presentation. Marks are not awarded for photocopied and computer-generated maps.

   Many of the candidates seemed to have understood these guidelines and were able to obtain most of the marks allocated for this section.

3. Aims

   Generally, the aims were clear and concise, and allowed the candidates scope for data collection in the field. Too many candidates, however, had aims which were too broad, so that they had difficulty in producing relevant data.

   Examples of two good aims were:

   - To identify and explain the causes and consequences of coastal pollution.
   - To describe the problems affecting peasant farmers and to suggest solutions for them.

   Teachers are advised to assist candidates in the construction of suitable aims.

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

Most candidates did well in this section. However, some did not state precisely the specific location where the data was collected. Additionally, candidates should describe briefly, specific activities conducted in the field/study area. The use of text books and the internet must not be the main source of data.

5. Presentation of Data

This section continues to be a challenge to many candidates. The data presented should reflect the aim of the study; and requires candidates to integrate the illustrations into the account. This involves their appropriate placement and reference to them.

Candidates should include at least three types of illustrations (graphs, tables, photographs, and field sketches).

There were relevant photographs but many candidates lost marks because of (a) lack of variety and (b) photographs were not labelled, titled and referred to in the analysis of data. In a few cases, candidates presented pictures from web-sites that were unrelated to the aim of the study.

The written accounts should not be limited to either a collection of comments or descriptions of graphs and tables. Candidates are required to present a detailed discussion about their findings, and show a clear logical development of points.

6. Statement of Conclusion

The conclusion should relate to the aim of the study. Candidates are required to summarize their findings; and new information should not be presented in this section.

Many of the candidates were unable to provide satisfactory concluding statements.

7. Bibliography

Most candidates provided a correct bibliography. However, whenever sources are used rather than or in addition to texts, candidates should use the term sources.

Basic Proficiency

General Comments

As in previous years, the candidates who wrote the Basic Proficiency Examination continued to perform very poorly in all areas of the paper. There is little evidence that they have acquired even some of the basic skills required to answer questions for some sections of the paper and they were quite limited in their understanding of standard geographical concepts. In general, candidates found difficulty in understanding what was required in some of the questions.

Paper 02

Question 1

The question tested the basic skills of Map Reading. The responses for the question were poor. It appears that candidates had difficulty interpreting the map. The majority of candidates scored less than 40 per cent of the marks available for this question. A few candidates did not attempt this question although it was a compulsory question.

In Part (a), most candidates were unable to state the six-figure grid reference correctly. A few candidates were able to state the four-figure grid reference accurately while others stated the northing before the easting.

In Part (b), some candidates were able to give the correct answer for the distance. A few candidates gave their answer using a combination of kilometres and miles.

In Part (c), very few candidates gave the correct answer for the grid bearing. A few candidates gave compass direction while some did not attempt the question.

In Part (d) (i), a fair number of candidates were able to name the Great Morass or another area of a large swamp.

In Part (d) (ii), the majority of the candidates used the information in the key in order to name a large town but not the map itself. Thus, the majority of the candidates named St. Ann's Bay as a large town.

In Part (e), many candidates were able to score at least one mark for this question. Some of the shadings were placed above the section and in others, only lines were used. The shadings were not done accurately. Selected areas were too wide or misplaced.

In Part (f), the majority of the candidates were able to name the types of vegetation. Some candidates named types of vegetation found too far inland from the coast. A few candidates named sugar cane and tobacco.

In Part (g) (i), only a few candidates were able to identify the correct grid square where a river flows underground.

In Part (h) (i), many candidates used previous knowledge of the topic to provide an answer instead of using map evidence. Some of the answers included economic benefits. However, Part (ii) was done fairly well. Candidates were able to identify at least one correct attraction.

Question 2

The candidates' responses to this question were generally very poor as the majority of them scored less than 30 per cent of the marks available for this question. The candidates were not familiar with the map of the Caribbean

and adjacent plates. Their ability to draw and label diagrams accurately was also below standard. In addition, they seemed to have very little knowledge of the topic.

In Part (a) (i), most of the candidates could only name the South American Plate correctly while in (ii), most of them had difficulty stating the cardinal points of the compass correctly. Instead, they used terms such as "left" and "right" or "up" and "down". Less than half of them were able to give the correct answer, 'east'.

In Part (b), the candidates displayed very poor drawing and labelling skills; consequently, the diagrams presented were very difficult to interpret.

Most of the candidates were unable to give a precise description of the formation of the features drawn. Some candidates were unable to distinguish between 'folding' and 'plate margins' or between 'folding' and 'faulting'.

Part (c) was extremely challenging for most of the candidates, and given their very limited knowledge of the topic, they could not write much. Their descriptions did not relate to earthquakes.

Question 3

The general performance of the candidates was poor. Candidates seemed to have moderate knowledge of the concepts. This question seemed to be a popular one with two-thirds of the candidates attempting it. They had adequate knowledge of Part (b) but were unable to describe thoroughly. No detailed information was given.

In Part (a) (i), the candidates interpreted the diagram incorrectly. They identified it as a stage of the river, that is, youthful stage while for Part (a) (ii), they had difficulty identifying C; some attempted B and C correctly. Candidates did well in Part (a) (iii).

Candidates earned most of their marks on Part (b). However, they could not give accurate descriptions.

In Part (c) (i), candidates' responses indicated some confusion. They interpreted constructive and destructive waves as longshore drift. Facts were not given and explanations were limited. For Part (ii), some candidates were certainly off track. In many instances, they referred to pollution and fishing activities rather than man's direct impact. Very few candidates responded to this part correctly. The term 'altered' seemed to have influenced their responses and therefore, they were unable to answer adequately.

Question 4

This was not a popular question. Some candidates were unable to score any marks.

In Part (a) (i), most candidates were unable to identify the climatic types shown on the map. Many of them did not score any marks in this section. For Part (ii), only a few candidates named or labelled correctly. They gave general answers such as 'Russia' and 'Canada'.

Some candidates scored marks in Part (b) (ii). Candidates did not have a clear understanding of weather elements and the function of weather instruments. They seemed confused and could not describe accurately.

Part (c) was poorly done. Candidates wrote about vegetation instead of climatic type.

In Part (d), some candidates stated the function of the barometer. They described it but mixed it with the concept of 'hygrometer'. Only a few candidates made a link between the rise and fall of pressure.

In Part (e), a few candidates gave descriptions of the elements of weather rather than the explanation. The majority of candidates did not respond to this part.

Question 5

The general performance of the candidates in this question was very poor as most of them attained less than 30 per cent of the marks available for the question.

In Part (a) (i), very few candidates were able to label the map correctly. In many instances, the areas shaded were either too large or incorrect and in (ii), many candidates named continents instead of specific areas.

In Part (b), only a few candidates were able to score marks in this section. Only a few were able to identify planting trees.

For Part (c), more candidates were able to score marks in this section, although many were unable to fully describe the technique identified.

Many candidates did not attempt Part (d). The overall performance was unsatisfactory.

Question 6

The number of responses from this question was high. A significant proportion of the candidates scored between 30 and 50 per cent of the marks.

Most candidates responded correctly to Parts (a) (i), (ii), (iv) and (vi). They interpreted the table correctly although Part (a) (ii) was a bit difficult for candidates because it involved calculation. Evidently, candidates lacked practice in this type of question because very few candidates were able to score marks.

In Part (b), most candidates were able to state the reasons, but no development was done. Most of the marks were credited for the statement.

Some candidates misinterpreted Part (c) which was poorly done. Candidates did not have a clear understanding of the concept and rather than dealing with industry, they dealt with schools or values. A significant number of candidates did not attempt this question.

Question 7

This was not a popular question, with just about 30 per cent of the candidates choosing it. Overall, the responses to this question were inadequate. Candidates obtained a wide range of scores.

In Part (a) (i), only some candidates drew bar graphs and histograms. The bar graph was not accurately drawn and labelled. Very few candidates gave the bar graph a title. Parts (a) (ii) and (iii) were done fairly well.

For Part (b) (i) candidates did not clearly understand the question. Some attempted two problems faced by both types of cattle and dairy and these were not described thoroughly.

In Part (b) (ii), the overall scores were very low. Some candidates gave measures used outside of the Caribbean.

Few candidates answered Part (c) correctly. There was some confusion with other industries, for example, fishing and tourism. The majority of candidates were unable to state the reasons.

Question 8

Over 40 per cent of the candidates attempted this question.
The responses were fairly well done. The majority of these candidates scored between 30 and 50 per cent of the available marks.

Most of the candidates were able to answer Parts (a) (i), (iii) and (v) correctly. The units and the zeros were omitted by several candidates.

In Part (b) (i), most candidates were able to state at least one problem but were unable to give a full description. Only a few candidates were able to list measures to conserve fish stocks. A few others listed methods of preserving fish instead of conserving them.

For Part (c), only a few candidates were able to expand on the answers given to earn maximum marks. Many candidates only listed and others did not attempt the question.

Question 9

An extremely small number of candidates attempted this question. Their performance was fair. Most of the marks were earned in Part (a).

In Part (a), candidates interpreted the map satisfactorily. Some of them earned maximum marks; however, Part (a) (v) seemed to pose difficulty to many of the candidates.

In Part (b), many of the sketch maps were not satisfactorily drawn. Very few candidates identified roads on the maps. The key was also missing from most of the maps that were drawn. In most cases, the descriptions were not fully developed.

Part (c) (i) was not properly done by the candidates. Many of them described urban-rural migration. It appeared that many candidates were not familiar with the term ‘population distribution’ as many of the responses did not relate to the topic. Very few candidates earned marks in this section. Several of them did not attempt this part of the question.