

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.