

**CARIBBEAN EXAMINATIONS COUNCIL**

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

**CARIBBEAN STUDIES**

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**MAY/JUNE 2008**

**PAPER 01**

*Overall comment*

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

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

**Module One – Caribbean Society and Culture**

**Question 1**

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

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

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

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

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

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

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

### Question 2

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

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

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

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

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

### Question 3

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

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

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

### Question 4

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

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

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

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

In Part (c) of the question, most candidates were less confident and or accurate in their responses. This question targeted knowledge of the Caribbean Examinations Council's contribution to education in the region but many candidates were confused in their responses. There was some understanding of what CXC means to the region.

### Question 5

This was a three-part question focussing candidates' attention on festivals which have emerged in North America and Europe and which have been influenced by Caribbean culture.

For Part (a), most candidates identified at least one festival such as 'Notting Hill Carnival', 'Caribana' and 'Labour Day Carnival'. However, in Parts (b) and (c), candidates tended to flounder. They were generally able to outline some ways in which the named festivals assisted North American and Europeans to understand Caribbean culture, but the concept of "understand" Caribbean culture proved troublesome and some simplistic responses were given.

The same problem was evident at Part (c), where candidates had to apply their knowledge and writing skills to deal with the notion of "an impact" on the economics of countries of North America and Europe. Only a minority of candidates scored full marks on this section.

Teachers are encouraged to spend more time dealing with the history of these overseas Caribbean communities in terms of cultural practices in order to help students understand that these overseas groups of Caribbean artistes and festival planners have created their spaces in such countries. They have helped these metropolitan economies to grow, have established a distinct Caribbean consumer community and have encouraged Caribbean and other citizens to develop businesses which cater to Caribbean tastes, palates and senses.

## **Module 2 – Issues in Caribbean Development**

### Question 6

Candidates were required to explain what is meant by the term 'economic development'. The majority of candidates gained at least one mark for this part of the question. Those who gave a good definition saw economic development as being directly connected to the improvement in services, infrastructure, jobs and the creation of money in the economy.

For Part (b) candidates had to state one indicator of economic development. Candidates gave many other examples of economic development in addition to the classical indicators such as high standard of living, increased GDP and GNP, and increased per capita income. Most candidates answered this part of the question correctly.

For Part (c) candidates had to explain how the indicator of economic development stated at Part (b) influences sustainable development. This part of the question posed the greatest difficulty. Though most candidates had some idea of what constituted economic development, they were unsure of what constituted sustainable development and so answered the question as though it was one on economic development only. Teachers and candidates should pay closer attention to all issues relating to sustainable development.

### Question 7

For this question, candidates were required to explain what is meant by the term ‘ideology’, name two political ideologies which have influenced Caribbean thought and explain how one of these ideologies have hindered or promoted development. Most candidates gave a reasonable to definition of the term.

In naming two political ideologies that have influenced Caribbean thought, the popular response from the majority of candidates was that the two political ideologies that influenced Caribbean thought were Capitalism and Marxism or Socialism. Candidates who gave the operational definition of Capitalism and Marxism as *market economy* and *planned economy* were credited with the marks. Some candidates made reference to other examples such as Imperialism, Neo-colonialism and Black Power.

Part (c) of the question posed some level of difficulty to candidates. Candidates found it difficult to articulate their responses as this question called for higher level thinking. Some examples of good responses by candidates who argued that ideology hinders development are that it:

- was too Eurocentric and can be seen to perpetuate a colonial mentality
- was too Afrocentric : for example, Black Power can create ethnic tensions in territories with multiethnic populations, such as Guyana and Trinidad and Tobago
- excluded women as an integral group
- led to coups, plots, revolutions and ethnic clashes
- failed to address issues of difference that is, race, colour, shade.

Some examples of good responses by candidates who argued that ideology promoted development were it

- produced cadres of informed leaders with definite goals
- reinvigorated such issues as liberating African colonies
- provided guidelines for social and economic development.
- sensitised the youth about political issues – these youth became the next generation of leaders.

Teachers can assist students to overcome these deficiencies by arranging class discussions around these topics thus forcing students to think their way through these concepts.

### Question 8

Candidates for Part (a) of the question were asked to identify two regional institutions that were created before the 1958 Federation.

Most candidates were unable to identify institutions that were created before the 1958 Federation. Some candidates incorrectly wrote CARICOM as their answer. A number of candidates correctly named the West Indies cricket team, but could not mention a second institution that survived.

Part (b) required candidates to state TWO reasons for the formation of the 1958 West Indies Federation. Most candidates were able to answer this part of the question correctly and therefore were awarded full marks.

In Part (c), candidates had to name ONE institution that survived after the collapse of the 1958 West Indies Federation and give ONE reason for its survival. This question posed problems for most candidates. A significant number of them again named CARICOM for their answer when this was not an institution that survived the collapse of the West Indies Federation. It must be stressed that candidates read the questions carefully and note such stipulations as dates and time periods.

Question 9

The majority of students gained full marks for Part (a) of this question which required them to identify two sports in which Caribbean people had gained international recognition. Popular answers were cricket and athletics, namely track and field.

For Part (b), candidates were asked to explain how 'sports tourism' had contributed to Caribbean development. Many candidates seemed unfamiliar with the term and addressed the two elements independently.

Question 10

For Part (a) of this question, candidates were asked what is meant by the term negritude.

Many candidates did not respond to this question. Those who responded handled the question reasonably well. More emphasis should be placed on this concept by teachers. It appears as if some candidates interpret the term 'negritude' to mean Pan Africanism.

For Part (b) some candidates rightly named the founding fathers of the negritude movement. However there were a number of students who identified negritude with the civil rights movement and other forms of black protest movements.

Many candidates did not score maximum marks for Part (c) of the question because they did not know or did not have a clear understanding about the negritude movement. However, some candidates did manage to score marks because their responses spoke generally to concepts of an African heritage and black consciousness.

**Module Three – Investigating Human and Social Development in the Caribbean**

Overall the performance on this module this year was greatly improved over that of previous years. However, it must be stressed that students need to read the questions carefully and provide the response as instructed by the question.

Question 11

In Part (a) of this question, candidates were required to write a hypothesis based on the statement: 'You are requested to investigate the incidence of violence in Caribbean schools.' Most candidates gave good responses such as:

- There is no relationship between violence in schools and domestic violence.
- Boys are more likely than girls to commit violent acts in schools.
- More violent acts in school are committed by high achievers than by low achievers.
- There has been a marked increase in violence against teachers in schools.
- More acts of violence are committed on the playground than in the classroom.
- Flogging of students only produces more violence in schools.
- Violence in schools is indicative of violence in the wider society.

Part (b) of this question required candidates to outline one way in which a hypothesis differed from a problem statement. Some candidates demonstrated knowledge of either the hypothesis or the problem statement, while others were not clear on either of the two.

Candidates who received full marks emphasised that the hypothesis is a tentative prediction or an explanation on the relationship between two or more variables while the problem statement states what the researcher wants to discover by doing the research.

### Question 12

Part (a) of the question received mixed responses from candidates as some could not identify two methods that are to be used to identify a research problem. Candidates who gave clear responses emphasised that they could:

- Read research previously conducted on the subject
- Be guided by the recommendations in the report
- Identify the research through observations
- Use an unscientific survey such a ‘guesstimate’

Candidates gave good responses to Part (b) of the question, explaining ways in which it could be ascertained whether a research problem had already been investigated.

### Question 13

Candidates gave very good responses for this question. They were aware of the methods to be used when investigating coastal pollution and the data instruments to be used for the study.

### Question 14

There were mixed responses to Part (a) of this question, as some candidates could not clearly explain why limitations should be included in the conclusion of the report. Candidates who gave good responses explained that

- Limitations indicate the challenges that the researcher encountered while doing the research. For example, challenges such as the inadequacy of the sample size, finding suitable instruments to analyse the data, the lack of or small amount of literature, or even access to respondents would have affected the overall outcome of the research.
- Limitations indicate the intended or unintended bias of the conclusions.
- Limitations indicate the validity of reliability of the findings.

Candidates gave good responses to Part (b) of the question as they noted the following as other elements to be included in the research:

- Findings in relation to the objectives
- Interesting and new findings
- Areas for further research
- Areas of contention in relation to the research objectives .

### Question 15

In answering this question, it was important to read the statement carefully and note the following- that teenage girls were the subject of study, that it was a private secondary school in the Caribbean and that the study was based on health issues.

Many candidates did not read the question carefully and gave poor responses to the question. Candidates who performed well on this question paid close attention to the statement and provided answers based on the statement provided.

For Part (a) of the question which asked candidates to identify two ethical issues, good responses noted that:

- Consent of the parents must be obtained since the students are teenagers
- Consent of the school must also be obtained, especially because it was a private secondary school.
- Privacy was an ethical issue because the girls were underage.
- Confidentiality was an ethical issue since it was a health issue involving teenage girls.

Candidates who gave good responses to Part (b) of the question noted that:

- Since the girls are all under statutory age and are in a private school, all ethical issues must be considered.
- The matter of health is also a private and sensitive issue, which requires strictest confidence.
- Because the girls were teenagers, their identity must be protected.
- Researchers must be aware of the law – they can be indicted and even sued for complicity in breaching the child protection acts.

## **PAPER 02**

### ***Overall Comments***

This paper is divided into four sections comprising a total of eight questions. Candidates are required to answer four questions, one from each section. Candidates must read the questions carefully, note the instructions and ensure that each essay directly answers the question.

Sections A and B contain questions which are worth 20 marks each (Type A questions) while Sections C and D contain questions that are worth 30 marks each (Type B questions). Type A questions test the knowledge of and the ability to explain key concepts. Type B questions require more in-depth responses which feature argument and a greater level of detail and analysis. Candidates must arrange their time accordingly and be very aware of the difference in the degree of difficulty as stipulated by these two types of questions.

## **SECTION A**

### **Question 1**

This question tested candidates' understanding of the key sociological terms 'cultural erasure,' 'cultural retention' and 'cultural renewal' in a Caribbean context. A popular question, it was attempted by many candidates who gave satisfactory responses.

Most students gave reasonable depictions of these concepts and it was interesting to note that candidates commented on the indigenous practices as well as African, African-Caribbean and East Indian traditional cultural practices. There was a pleasing tendency on the part of the candidates to highlight modern-day festivals, programmes, religious practices and everyday folkways in the various territories.

Candidates commented that these practices and traditions were under siege from North American and other First World cultures. Some expressed confidence that the Caribbean culture systems would survive, while others were less confident. Teachers should be encouraged to consolidate their improvisation techniques and other stimulus material in order to deepen the knowledge of the candidates in this area of the course.

Question 2

This was a generalized question testing the candidates' knowledge and understanding of the resistance of Caribbean people of all ethnicities to historical oppression mainly from the planter class in sugar colonies. Candidates exhibited some knowledge of cultural and physical resistance by the African Caribbean enslaved during the period 1627 – 1838. However, in many cases candidates could not take the narrative further into post-emancipation examples such as indentured immigration and the challenges faced by the East Indian, Chinese and other ethnicities.

Candidates who were more informed, tended to bring the story of “active resistance” through the later 19<sup>th</sup> century riots such as Morant Bay to the times of Marcus Garvey, the 1930s and the post-Independence period 1962 to 2000.

Some candidates tended to highlight the retention of folk practices, languages and festivals as well as the reach for education at all levels. There was also emphasis on the role of women of all ethnic groups in the search for self-actualisation at all stages of the historical resistance to oppression over the past 380 years.

**SECTION B**Question 3

Not many students earned very high marks for this question as only a small percentage of students offered a definition for the concept of sustainable development. The majority of students misinterpreted the question and presented details on ‘economic development’ and ‘integration’ rather than ‘sustainable development’.

It was also noted that though a number of students linked sustainable development to environmental preservation issues, the majority were unaware of the policies and laws instituted by Caribbean Governments to ensure the protection of the environment, and therefore discussion in this area was vague and lacked substance. Students who had knowledge of the policies, stated for example, that

- Caribbean governments had passed laws to protect the coastlines, beaches, forest resources and agricultural land. For example, Jamaica had passed a law instructing the Bauxite company to restore the land to its original productivity and rent out to farmers.
- The aim of the Guyana hydropower project at Mazaruni River is to construct a hydro electrical plant to transport electricity to as far north as the Dominican Republic and south to Venezuela. Plans exist for hydropower facilities in St. Vincent, Dominica, St. Kitts and St. Lucia.
- Governments had created incentives for alternative sources of energy, for example, for some territories solar water heaters can be imported duty free.
- Governments are paying attention to coastal management and are developing policies to protect vulnerable Caribbean coastlines.
- In countries such as Dominica, Trinidad and Tobago and Guyana, the Governments are developing eco-tourism sites for visitors to explore the environment without damaging the environment.
- Governments have implemented several policies for sustainable development such as water conservation measures; recycling; encouraging the use of biodegradable garbage bags; the use of natural fibres for shopping, for example, paper bags and boxes

Teachers need to teach ‘sustainable development’ and focus on the environmental, the economic, the political as well as the social issues which come to the fore. They must also demonstrate the linkages that should be forged between the sectors in the effort to achieve sustainable development as opposed to economic development.

#### Question 4

Most students gave an accurate definition of ‘globalisation’ and the majority of candidates understood the question. Students demonstrated the importance of the internet and how it facilitates globalization. Many students adequately dealt with communication and its importance in globalization. However, the following deficiencies were evident:

- Weak links between technology and globalization.
- Overemphasis on communication.
- Misunderstanding of the word ‘facilitates’.
- Weak discussion of online education and how technology transforms education.
- Failure to cite specific technological tools.
- Not much discussion on how technology facilitates globalization.

Teachers can assist students by looking at areas of technology other than the Internet and other electronic forms of communication.

### SECTION C

#### Question 5

This question tested candidates’ knowledge and understanding of the role of either African-Caribbean culture or Indo-Caribbean culture in the formation of Caribbean identity.

The question proved challenging to most candidates, particularly those who attempted the latter option. The challenge was to correctly identify what was Indo-Caribbean culture and, as noted in comments for Paper 01, too many candidates interpreted this phrase to mean “Amerindian folk heritage” or even, the world of the Aztec, Maya and Inca empires.

In cases where candidates correctly identified the task as one of interpreting the role of what were formally called ‘East Indian’ cultural practices, most of the responses reached a satisfactory level of factual writing. They pointed to the strength and longevity of festivals such as Divali, Ramadan, Ramleela, and Phagwah in ensuring the survival of Indo-Caribbean communities. Some candidates also commented on the fact that such festivals as well as Hosay and the several Indian culinary specialties such as roti, channa and ‘Doubles’ are now part of the overall Caribbean rituals and culinary practices. The general conclusion was that such cultural practices have strengthened and diversified Caribbean culture.

With regard to African-Caribbean cultural practices, candidates were more equal to the challenge and wrote confidently about religious practices such as Obeah, Voodoo, Shango, Orisha and Kunina as well as drumming, calypso, several food practices and the wearing of African hairstyles and clothing styles.

#### Question 6

In this question, candidates were required to discourse on the positive and negative effect of the general group of natural disasters such as hurricanes, earthquakes, floods, volcanic eruption and drought. This was the most popular question on the paper and the responses generally reflected the fact that candidates were well prepared.

Responses tended to be extensive with candidates commenting on more than one particular natural disaster. Hurricanes such as Ivan, Gilbert, Dean and Janet were identified, volcanic eruptions in Montserrat were highlighted and the floods which savaged Jamaica as well as the droughts of Haiti were commented on. The better candidates discussed both the positive and negative effects of such disasters.

The analysis of these disasters was quite detailed, although the social effects tended to be given more weight and coverage than the economic effects. However, even in such cases candidates were able to identify a wide range of specific examples from across the Caribbean, from Belize to Guyana. The weaker candidates tended to define the basic concepts vaguely and to discuss the results of these natural phenomena in only moderate terms. They identified only negative impacts of these natural disasters.

Teachers are encouraged to assist students in balancing their responses for their questions, for example, between social and economic impacts. In addition, they must spend more time assisting students in understanding the basic concepts of disasters such as plate tectonics, the formation of hurricanes and the role of rivers and ravines (gullies) in the phenomenon of flooding.

## SECTION D

### Question 7

Overall, the responses to this question were weak. This question seemed to be avoided by most candidates as Question 8 was the question of choice for the majority of candidates.

Candidates seemed unsure of what “freedom of the press” meant. Candidates, who agreed with the statement, could not offer tangible reasons for their position. Candidates who provided clear statements about the press and the role of the press noted that:

- The concept ‘freedom of the press’ acknowledges that the press has the right to publish and or produce knowledge without fear of political intimidation, or government intervention. This aims to ensure that the press can freely choose their topics for discussion and present their understanding of political views and issues.
- When the press is censored in any way, this is a violation of the concept of ‘freedom of the press’. For examples, the press would be prevented from reporting events and presenting their findings and expressing their opinions on political issues.

It was also noted that in instances candidates discussed the issues but failed to balance the argument by advancing the negatives or drawbacks to the statement. As a Type B question, this question required an argumentative approach, in which the pros and cons of the question were cited. The overwhelming majority of responses argued the question in the affirmative only, and ignored the abuses that freedom of the press can orchestrate. Because of this one sidedness in the candidate’s arguments, very few gained maximum points for this question.

### Question 8

This question was very popular with the candidates and the majority scored between fair to very good marks. Candidates were able to define the concepts correctly and demonstrated good analytical skills. Some students even related the Marxist perspective for the issue of class.

It was observed however, that the term ‘ethnicity’ presented some difficulty to a number of students. Some students could not make a distinction between the concept of class and ethnicity. A number of students also wrote generally instead of focusing on the three areas as required. Some candidates

misinterpreted the question and provided general responses on discrimination as well as responses which focussed on other forms of discrimination such as gender, HIV/AIDS and race.

Teachers need to focus on the term 'ethnicity' in their instructions, as this term posed problems for students.

## **PAPER 03/1**

### **INTERNAL ASSESSMENT**

#### ***Overall comments***

This year, most schools included the CXC required sample list in their package of scripts, which made it easier to cross reference the submitted samples with the computer selected list. With regard to the scores, in many cases, teachers' scores and moderators' scores showed small variations. Where teachers were too lenient, severe or inconsistent, feedback was sent to the individual schools.

It was also noted that though there continues to be a marked improvement in the quality of writing, there were still some aspects of the Internal Assessment that need closer scrutiny, for example.:

#### ***(i) Selection of topics.***

Though many interesting topics were selected, some of them were too broad in scope as they required candidates to survey and comment on the entire region, or to review and analyse several components within the topic. For example, it is quite a task for students to conduct a study which investigates the *negative and positive effects of tourism on the social, economic, political and cultural environment* of a group of territories or the entire Caribbean region.

#### ***(ii) Incomplete answers per section***

There were many instances where greater attention was paid to some sections of the project than to others. Some sections, such as the 'Introduction', 'Interpretation of Findings' and 'Conclusions, Recommendations and Limitations', were often presented with very brief responses. The other sections of the project would contain more complete responses. A project which contains incomplete or inadequate responses cannot be awarded full or even substantial marks.

#### ***(iii) Marking of submissions***

On some occasions, the moderators saw no evidence of sections being included, yet students were awarded the marks for them. There were instances where candidates were awarded full marks for their projects even though some sections were inadequately done or were missing.

#### ***(iv) Ethical issues***

All candidates must follow the understood ethical practices of conducting and presenting research. Projects were received that included information of a sensitive nature, such as the names of victims, perpetrators and communities, which should not have been made part of the final product. This is especially important when conducting research on, for example, HIV/AIDS, sexual abuse, child abuse and drug use. We emphasise that interviewees and all subjects of research must be guaranteed privacy, anonymity, and confidentiality.

The following comments relate to on the components of the internal assessment.:

## **INTRODUCTION**

Some candidates did not clearly outline their Problem Statements. There were instances when the moderators had to comb the entire project to find the Problem Statement. Most topics were appropriate, except in cases where candidates attempted to measure too many variables, or focused on the region, and not on a small community.

## **LITERATURE REVIEW**

Overall, this section was fairly well done. There were, however, candidates who just listed quotations and did not provide an analysis for their selections. Some candidates failed to do this section in continuous prose, while quotations were improperly cited.

As stated in the guidelines, the APA format should be used when citing sources. Candidates should be encouraged to use at least three kinds of sources, for example, books, an expert (interview/ techniques of oral history) and the internet. A poor project is one that only uses the internet as the source for the Literature Review. Note also that the Literature Review follows the Introduction and not Data Collection Sources.

## **DATA COLLECTION SOURCES**

Some schools are still instructing students to follow the format for Methodology. This needs to be addressed so that students present an Internal Assessment that is in keeping with the guidelines of the CXC syllabus.

Candidates who focused on Data Collection Sources adhered to CXC requirements. They identified the sources and justified their relevance by demonstrating how they provided ways of understanding the problems that were being researched.

## **PRESENTATION OF FINDINGS**

This section continues to pose difficulties. For example, students included data showing age and gender, even though these were not relevant to the topics being researched. Some candidates provided graphs which were poorly labelled and therefore incomplete. Some findings referred to percentage values that were not indicated.

Students who use coloured graphs must ensure that they use distinct colours, especially when the areas are not labelled on the diagram. They should use distinct and contrasting colours for easier identification of data. They were instances in which students used three shades of blue in a pie chart without at least selecting contrasting blue shades to present their findings.

## **INTERPRETATION OF FINDINGS**

There was some improvement in the performance of this section. Some students provided clearly stated and valid reasons for the results that they presented.

Many students, however, only explained the representations and considered that to be interpretation. Instead of explaining *why* those results were yielded, they simply stated the results. They also failed to identify the trends and patterns, and did not provide plausible explanations for the results that they had found.

## **DISCUSSION OF FINDINGS**

This section was the main area in which students underperformed. Once again it was noted that some students submitted the analysis required in ‘Interpretation of Findings’ in this ‘Discussion’ section. Having done this, they then failed to compare their results with those put forward by the experts in the Literature Review. It was also noted that some students introduced new literature, not mentioned before in their Literature Review, in this section.

## **CONCLUSIONS/LIMITATIONS/RECOMMENDATIONS**

This section is another one which continues to pose difficulties for students. **Once again it is emphasised that paragraphs must be used as students present their responses in this section.**

In many instances, the ‘Conclusion’ was not presented as required because a number of students used bullets and numbering to convey their points. Also, students did not seek to identify what they discovered from conducting the research. While the ‘Limitations’ were generally sound and related to the researchers’ specific situations, the ‘Recommendations’ were not clearly expressed.

In many instances the Bibliography was not presented in the APA style of citation. Often students omitted sources that they had used in their projects and the year of publication was missing for some of the sources. Also many students only listed websites as their sources of information.

## **OVERALL PRESENTATION AND WRITING SKILLS**

Students must proof read their work and make the necessary corrections before submitting the final draft. They must also pay attention to sentence structure as they ensure that their ideas are fully communicated. Many presentations contained sentences and paragraphs that were full of phrases and not fully thought out ideas. The grammatical errors were numerous in some samples as well.

Teachers must ensure that comments are noted in the margins or on the blank side of the page. There were instances where these comments were so numerous on the page and were written in such a manner as to detract from the overall quality of the work.

Students need to adhere to the word limit when writing their projects as they will be penalized according to CXC stipulations.

## **PAPER 03/2**

### **ALTERNATIVE TO THE INTERNAL ASSESSMENT**

#### ***Overall Comments***

This year there was a marked increase in the number of candidates and the number of territories that opted to take this paper. Moreover, there was also a marked increase in the number of good responses provided by the candidate. In contrast to former years, a strong knowledge base was noted which allowed some candidates to provide coherent arguments that closely addressed the relevant issues.

It is emphasised that all candidates must conduct research on the topics and be very prepared for this paper as required by CXC. Moreover, they must read all questions carefully and answer as instructed.

## SECTION A

### Question 1

This question required candidates to describe four ways in which Rastafari culture influenced the culture or the way of life of individuals living in metropolitan countries. Most candidates who opted for this question answered it well by placing emphasis on key aspects of Rastafarian culture that are seen in countries such as England, Canada and the United States of America. For example they commented on:

- The perspective that Rastafari culture was practised in these countries by both Caribbean and non-Caribbean migrants.
- How it provided both a spiritual and religious context for migrants and enabled narratives of belonging to the Caribbean and Africa for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> generations born in the metropole.
- The colours red, gold and green which have been used in, for example, tee shirts, winter scarfs and bandanas and are very popular in these territories,
- The dreadlock hairstyle which is a visible symbol of Rastafari worn by those who have adopted the Rastafarian culture as well as by those especially of African descent as a symbol of black identity. Dreadlocks also now form part of mainstream Hollywood culture.
- The concepts of calling the police ‘Babylon’ and using the culture of Rastafari as a symbol of resistance was clearly seen, for example, the Brixton riots of the 1970s.
- How it became a way to access ancestral ties, that is, the back-to-Africa movement.
- The overwhelming influence and legacy of Robert Nesta Marley and reggae music which has become part of mainstream Europe and America.
- The spread of the usage of marijuana in the metropole; the use of ‘ital foods’ with restaurants providing ital meals, the language of rastafari that has been adopted by individuals in these countries.

### Question 2

Candidates who opted to answer this question placed emphasis on how the topography of the territories directly influenced settlement patterns. They argued that if the territory is mountainous, some groups, such as the Indigenous Peoples, settled on the coastal areas and were dependent on fishing. Mountainous terrain also led to leeward and windward settlements, though more peoples settled on the leeward side and placed their capitals there. The type of crop chosen for cultivation is also influenced by the topography, for example, peasant crops were ideal for areas in which sugar cane could not be grown.

Responses could also have noted the recent changes in settlement patterns as modern technology is allowing communities to build roads and houses where they could not before. Also, such factors as desiring scenery or ‘views’ have caused some tracts in the highland areas, or along the coast or beach, to become more expensive and be deemed as exclusive to certain groups.

## SECTION B

### Question 3

In answering this question, candidates needed to identify key regional educational institutions, such as the University of the West Indies, the Caribbean Examinations Council and the University of Guyana which have contributed to the social and economic development of the Caribbean.

For the economic contribution they could have, for example, argued that the University of the West Indies and the University of Guyana have produced skilled individuals who now run governments,

industries and businesses in the Caribbean. They could also argue that the Caribbean Examinations Council ensures that thousands of Caribbean youths focus on subjects critical to knowledge and development of the Caribbean which have fostered a sense of Caribbean identity. Subjects such as the CAPE subjects ensure that students develop the analytical skills needed for entry to the university.

For contribution towards the social development, candidates could argue that all universities create a cadre of teachers sensitised to the region's needs. The universities also establish research topics on key areas of life, such as health, tropical medicine, infant mortality and poverty alleviation. Certification by the CXC allows youths to go into the community and or the work force, or the university sensitised to historical narratives and developmental issues that have impacted the region.

#### Question 4

This question received good responses from candidates as they demonstrated a clear understanding of key ways in which labour contributed to the development of the Caribbean. They examined the contribution of the Indigenous Peoples, enslaved Africans and their descendents, and the indentured labourers (from India, China and Java) in the post-emancipation period.

Candidates could have also examined instances of child labour (for example, in Barbados) that continued past slavery into the early twentieth century, as well as the impact of peasant labour in the post-emancipation period and even the inter-Caribbean migrant labour from Barbados, the Eastern Caribbean and Jamaica to territories such as Cuba, the Dominican Republic, Bermuda, Trinidad and British Guiana.

### SECTION C

#### **Module 3 - Investigating Human and Social Development in the Caribbean**

#### Question 5

This question was compulsory. Candidates were required to read the synopsis and answer the questions which followed. To perform well on this question candidates must know and understand the various research techniques as stipulated for the research project.

It is strongly recommended that candidates taking this paper have a clear understanding of how to conduct, analyse and present research.

- (a) The following are examples of research questions or statements:
- Workers are sexually harassed in the Caribbean work place.
  - Are Caribbean workers sexually harassed in the work place?
  - There is sexual harassment of workers in the Caribbean work place
  - Workers are afraid to report instances of sexual harassment in the workplace.
- (b) The following methods could have been used to collect the data: surveys, questionnaires, sampling of a target population, participant, observation, examining official records/reports of instances, face-to-face interviews and/or telephone interviews. Candidates were to ensure that they clearly described each method.
- (c) Most candidates gave clear explanations for their choice of methods.
- (d) For this question, candidates were to choose the appropriate form of presentation for this type of research. Candidates were to ensure that they gave responses which were directly related to the scenario presented. They could state that

- The researcher could choose to use a combination of both textual and graphical presentation.
  - Graphical presentations and tabular presentations can be used when there are many statistics or examples of quantitative analysis.
  - Textual analysis can be used for qualitative data.
  - Power point can be used.
  - The researcher can opt to dramatise the research by creating scenarios and plays.
- (e) Most candidates gave good responses to the question requiring sources from which information on sexual harassment could be obtained.
- (f) In identifying criteria, candidates could state that validity, accuracy and reliability would guide their choice of the source mentioned in (e). Other criteria would be its relevance, the issue of confidentiality, the extent to which the source can be deemed to be objective and or is available for use.