

CARIBBEAN EXAMINATIONS COUNCIL

REPORT ON CANDIDATES' WORK IN THE CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2004

GEOGRAPHY

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INTRODUCTION

Geography is a two-unit course, each unit consisting of three Modules. The examination for each Unit consisted of three papers. Papers 01 and 02 were examined externally by CXC, while Paper 03 was examined internally by the teacher and moderated by CXC.

Paper 01 consisted of nine, compulsory short-answer questions, with three questions from each Module. Candidates were required to answer all questions in this paper, with a maximum of 81 marks contributing 30 per cent to the total assessment. Paper 02 consisted of seven questions, one compulsory question based on practical skills from the three Modules and two free response questions from each Module. Candidates were required to answer the compulsory question and one question from each Module, a total of four questions contributing 135 marks. In general, this paper was designed to test the candidates' comprehension and ability to apply knowledge. This paper contributed 50 per cent to the total assessment.

Paper 03, the Internal Assessment, consisted of three assignments, one from each Module. This paper contributed 54 marks, 20 per cent, to the total assessment.

GENERAL COMMENTS

Just over 800 candidates sat the two units (355 for Unit 1 and 455 for Unit 2) and the percentages receiving Grades I and II rose from 2.4 to 6 in Unit 1 and from 4.9 to 7.7 in Unit 2. In Unit 1 there was improvement in all three papers. Unit 2 had lower means despite the higher percentage of candidate receiving Grades I and II. The mean score on this Unit was reduced by the higher percentage of candidates achieving Grades VI and VII.

In each Unit, the mean score was highest on Paper 03 and lowest on Paper 02. The performance on the Physical Geography components (Unit 1, Module 2 and Unit 2, Module 1) was weak compared with Human Geography. The weakest performance was on Module 1 of Unit 1 and on Modules 2 and 3 of Unit 2.

There was a vast improvement in the quality of the Internal Assessments. However, there was a tendency for teachers to be over generous especially with submissions that exceeded the word limit. In the future, candidates will be penalized for exceeding the word limit.

**Note: Amendment to the syllabus in Geography is effective
for examinations in May/June 2005**

DETAILED COMMENTS

UNIT 1

PAPER 01

Module 1: Population and Settlement

Paper 01 comprised nine compulsory structured questions.

Question 1

In Question 1, the stimulus was a graph showing the relationship between GDP per capita and the population of a country and in Part (a) candidates were asked to identify specific areas on the graph corresponding with different relationships of population to resources. This section was generally well done.

Part (b) (i), called for a definition of 'optimum population'. Candidates did not express themselves clearly and often failed to link the numbers to available resources.

In Part (b) (ii), measures taken to reduce the effects of over population, candidates confused over population with overcrowding, and Japan with China. Sometimes they failed to give details of the policy they described and so they did not earn all four marks. However, most of the candidates were familiar with China's one child policy.

Question 2

Question 2 (a) was well done. Candidates were in the main, clear on the distinction between population density and distribution, correctly relating the former to the land area. However, there was less success on Question 2 (b). Candidates were asked for two economic and social factors which may cause declining rural populations. They confused social and economic. They did not make clear whether they were referring to forces in the urban or rural area and often they described impacts rather than causes. In Part (c), relatively few candidates were able to name the Lorenz curve which was one method of depicting population distribution. Many candidates also had difficulty interpreting the diagram.

Question 3

Part (a) was generally well done and candidates were able to name different types of internal migration. However, teachers need to stress the fact that all types of movement do not constitute migration, for example, circulation is not considered migration. As in Question 2 (b), candidates did not seem to be able to distinguish among physical, social and economic forces (Question 3 (b)) and between causes and consequences.

Module 2: Hydrological, Fluvial, Coastal and Limestone Environments

Question 4

Although the diagram showing a model of a drainage basin on the question paper was not ideal, candidates were able to interpret the questions that were based on it.

In Part (b), candidates were asked to define the water table and far too many perceive it as a zone layer or area of permeable rocks, where water is stored. It is this type of misunderstanding of concepts that is partly responsible for the weak performances on Paper 1. Many candidates did not appear to understand the term 'variation in gradient' in Part (ii).

Part (c)(i) had very poor responses. Candidates were presented with an equation and asked to supply the factor which, when added to the equation, would take into account short-term changes in the water balance. A variety of responses were given, for example, size of drainage basin, throughflow, baseflow. Very few candidates gave the correct response, that is, changes in storage, and they were unable to explain the effect. Similarly, most candidates were unable to outline the purpose of using the equation for soil moisture balance.

There was a better response to Part (d) (i) relating to the soil type with the lowest field capacity. However, it became clear that for many, it was a question of guess work since they were unable to explain the choice of the soil type in Part (ii). Many candidates did not understand the concept of field capacity.

Question 5

Part (a) of Question 5 was based on a diagram of a cross section of two waves and candidates were required to identify certain features. The majority of candidates were able to do so. Similarly, most of the candidates were able to distinguish between tides and waves in Part (b), although a few envisage tides as resulting from earthquakes. However, very, very few were able to explain the statement that in a wave, the water is stationary. This might be difficult for teachers to communicate but it is such a fundamental principle that a greater effort must be made to get across the fact that until the waves break, the movement is largely vertical rather than horizontal.

Part (c), a description of the process of hydraulic action, was answered well. Those who failed to gain full marks omitted the effect of pressure exerted by air in cracks.

Question 6

In Part (a), candidates were asked to suggest a theory which explained the steep-sided nature of the river valley shown in a diagram. Most explained the process of carbonation or solution in the erosion of a limestone valley. A few candidates described rejuvenation and down-cutting while others described the collapse of the roof of an underground cave. There were several highly imaginative suggestions, however. In Part (i), very few candidates were able to

distinguish between 'porous' and 'permeable' rocks. They did not see porosity as an aspect of permeability nor did they see the relationship between pores and porous.

In the accompanying diagram, Part (d)(i) and (ii) called for the identification of rocks with high drainage density and an explanation of the choice. Some ignored the diagram and even when they gave the correct response, they were unable to relate their choice to the characteristics of the rocks.

Question 7

There was a high response to this question. However, the responses to Parts (a) and (b) were weak. Both the definition and description of flash floods were inadequate. The short term nature and the high intensity were not brought out. Most saw the event as prolonged and leading to saturation of soils thus missing the essential nature of flash flooding. Section C, reasons for settlement of flood plains, was well done.

Question 8

In Part (a), candidates were required to identify the type of volcano shown in a diagram. The response to this was fairly good. However, there were several candidates who named several types and in Part (b) several features, offering the examiners a choice. This is unacceptable and candidates must submit specific responses.

Part (c) proved to be challenging. Candidates were required to identify a type of volcanic eruption based on a description. The correct response was a lahar, made clear by the fact that, unlike pyroclastic flow, it was fluid-mud. Parts (c) (ii) and (d) were based on the description and many candidates did not earn these marks.

Question 9

Part (a) relating to the utility of a seismic risk map was quite well done. In Part (b), candidates were required to give examples of primary, secondary and tertiary effects of earthquakes. Since tertiary effects are not covered in all the texts this aspect proved challenging. However, the entire question appeared to be beyond the competence of the majority of the candidates.

UNIT 1 - PAPER 2

SECTION A

Question 1

Question 1 was the compulsory map question and it was based on a 1:50,000 extract of May Pen, Jamaica. Part (a)(i) required for a description of the settlement pattern within specified grids and many candidates did not stay within the boundaries. Those who did, gave fairly good descriptions of the pattern. In Part (a) (ii), the accounts given for the location of May Pen were often inadequate although this was a classic example of a settlement developing at a bridging point on a river with good road and rail links. Part (a) (iii) required a description of the direction of growth. This presented some difficulty. It was apparent that there was a dense nucleus in the vicinity of the river and the inference could have been made that there was movement towards the less well-settled north and that the most recent developments were taking place towards the south east where planned settlement was displacing areas of mixed cultivation.

Responses to Part (b), a description of the coastal area, were better than in previous years but candidates need to improve their skills in sketching maps. Some did not include keys and labels.

While most candidates were able to identify areas of flooding in Part (c)(i), they were unable to justify their selections. Simply stating that the area was flat or a flood plain was not sufficient at this level.

In Part (c)(ii), relatively few recognized the technological hazard of an industrial waste pond and those who did could not explain why this situation posed a threat to the surrounding area through, for example, seepage, the breaking of banks.

SECTION B

Module 1: Population and Settlement

Question 2

The definition of life expectancy, Part (a), should have included a phrase or statement to indicate that it applied to a particular cohort

and therefore changed. The phrase “at birth” would have satisfied this need. In Part (b), the candidates were given a table showing life expectancies in selected countries and asked to comment on the changes and differences. This section had poor responses. Candidates at the CAPE level must be able to cope with a table involving four or five columns. The difficulties did not stem so much from the number of columns. Candidates did not appear to understand that they could not make meaningful observations about increase and decrease without considering percentage change. In some cases, they tried to give reasons for the change instead of describing the change. Broad trends were not mentioned.

Parts (b)(ii) and (c) were fairly well done. Candidates were knowledgeable on factors influencing life expectancy and the consequence of an ageing society.

Question 3

Primate cities are identified by the extent to which they dominate the urban hierarchy numerically. They are not just capital cities. Nor is primacy related to physical expanse. Because this was not fully grasped, the responses to Parts (i) and (ii) were poor. Teachers need to emphasize that primacy is a characteristic of urbanization in the developing world.

Part (b) (i) dealt with characteristics of counterurbanisation. The majority of candidates had a good grasp of the issues. They had a fair knowledge of how technology influenced the process of counterurbanisation but less of the influence of planning. This was in spite of the extensive studies of new towns, green belts and corridors as well as buffer zones.

Module 2: Hydrological, Fluvial, Coastal and Limestone Environments

Question 4

Candidates were able to list the factors influencing the velocity of a river but many could not describe how the factors influenced velocity. They demonstrated some confusion over the terms ‘wetted perimeter’, ‘hydraulic radius’ and ‘cross sectional area’. Moreover, they were unclear as to the relationship between the value of the hydrau-

lic radius and velocity, that is, the larger the radius, the less the friction and the greater the velocity.

It is commendable that a large number of candidates were familiar with a stretch of coastland in their territory and many were able to draw a map of the area and label significant features. There were those, however, who simply made reference to a number of locations and appeared not to have detailed knowledge of a specific stretch as stipulated in the syllabus.

In Part (b), candidates sometimes described the processes at work on the coastline but made no reference to the features observed. There were a few instances in which fluvial processes were thrown into the responses.

However, some excellent responses to this question were obtained, the discussions were accurate and diagrams well executed.

Question 5

Question 5 was not a popular question with fewer than 20 per cent of the candidates attempting it. The concept of 'recurrence interval' was understood by most in relation to the time between flood events. However, few understood it to refer to frequency of a flood event of a particular magnitude.

Most candidates could identify changes occurring in a river channel in terms of features produced. Some described the erosional process at work but did not refer to the changes resulting. There were a few excellent diagrams but proper labelling and integration into the text continue to be problematic for too many candidates.

Module 3: Natural Events and Hazards

Question 6

Although faulting is included in the CSEC syllabus, few candidates were able to define a fault (Part (a)) or explain how two types are formed (Part (b)). Several candidates described a fault simply as a 'crack' with no elaboration. Far too many defined it as a plate boundary and went on in Part (b) to elaborate on plate tectonics and related landforms. Some who correctly defined faults could not ex-

plain the landforms associated with them. Diagrams did not show displacement; movement was not indicated.

In Part (c), candidates could state how folded landscapes could be valuable assets but often there was no elaboration.

Question 7

This question required knowledge of current capabilities in predicting earthquakes (Unit 2, Specific Objective 1, Content 3i). It is not clear whether the poor responses were caused by a failure to complete the Module or inadequate preparation. It was apparent that candidates were unfamiliar with the term 'land deformation' and misunderstood 'natural phenomena' as used in prediction. Most described folding, faulting and plate movements as predictors while natural phenomena were interpreted as atmospheric conditions. Some candidates discussed the effects of earthquakes rather than the prediction of them.

Responses to Parts (b) and (c), the role of dams and reservoirs in the control of flooding, were better.

UNIT 2 - PAPER 01

Module 1: Climate, Vegetation and Soils

Question 1

This question dealt with the effects of carbon dioxide on the energy balance. Many candidates, wrote competently on the subject. Others misunderstood the term 'energy balance', saw carbon dioxide as contributing to the depletion of ozone, or wrote about the effects on photosynthesis without reference to the energy balance.

In Part (b), key components of the distinction between absolute and relative humidity, such as, the role of temperature in relative humidity, were left out. Section C, the conditions necessary for the formation of precipitation, attracted very poor responses. The majority could identify one condition and more often than not this was condensation. Few candidates identified cooling.

Question 2

There were some good answers to this question which dealt with the characteristics of coniferous forests, Part (a)(i), and adaptation to climate conditions, Part (a)(ii). Candidates are advised to read the entire question before beginning to write. Often they go beyond what is needed in an early section only to find that they have to repeat the same material in a later section. In Part (b), they were required to describe the impact of man on both the nature and extent of deciduous forests. Very few candidates paid attention to both the nature and the extent.

Question 3

Part (a) required the candidates to label the soil profile which develops under tropical rain forests to show the main characteristics. In most instances, the labeling was inadequate as the characteristics of the horizons were not included in the responses.

Part (b) called for a definition of soil texture. Most definitions were crude and referred to coarseness or fineness. They did not mention the fact that it was the proportion of minerals of different sizes that determined the texture.

In Part (c), candidates were required to explain how soil texture affects soil organic matter. Most misunderstood this question interpreting organic matter as living organisms and failing to come to grips with issues of aeration, oxidation, and decomposition.

Module 2: Economic Activity

Question 4

In Part (a), most of the candidates had a fair knowledge of the types of activities that are classified as quaternary. Part (b) (i) was also done fairly well. Candidates were acquainted with the way in which employment in the secondary sector was changing. They were less acquainted with changes in the tertiary sector in Part (b)(ii). In Part (c), the majority of the candidates were able to point to forces such as globalization and competition as forces for change in the agricultural sector in the Caribbean.

Question 5

In this question, candidates were asked to define two economic concepts, that of 'economic man' (Part (a)(i)) and 'sub-optimum location' (Part (a)(ii)). For economic man, candidates inserted the expression 'maximizing profit' into a variety of situations without coming to grips with the concept. Elements of 'perfect knowledge' and 'rational thinking' need to be stressed in teaching Specific Objective 3. Most candidates pointed out that sub-optimum location was not the area of maximum profit. Few were able to refer with accuracy to Smith's model or margin of profitability. Too many perceived sub-optimum as least cost location. In Part (b), a small number of candidates interpreted the informal sector as attempts by the government to create jobs for the unemployed. Some discussed the benefits occurring to the economy rather than reasons for its development as required by the question.

Question 6

In Part (a) (i), candidates were given a table showing tourists arrivals in selected Caribbean countries and asked to describe the trends. They were able to recognize increasing arrivals and the expansion of cruise ship arrivals in some of the countries. Trends were country specific rather than general.

In Part (ii), they were asked for reasons for the trends they had described in Part (a) (i) and very few referred to these trends, that is, slow expansion in stayover and big expansion in cruise. Some discussed the growth of tourism worldwide, development of airports, effect of climate, and physical features of the country.

In general, very good responses were obtained for Part (b) which required a reason for the growth in global tourism.

Module 3: Development and Disparity in the Caribbean

Question 7

Candidates were required to explain why colonialism is a political process (Part (a)(i)) and an economic process (Part (a)(ii)). These two sections had extremely poor responses. Yet, the material ought to have been covered in Module 3, Content 2(ii), the relationship be-

tween colonialism and development as well as under models of development such as the plantation model, dependency theory and core-periphery model. The poor responses to simple, straightforward questions in Module 3, suggest that these topics, which many candidates found challenging, were neglected.

Part (b), the constraints imposed by external migration, was quite well done, although some candidates focused on the receiving end.

Question 8

The extent of disparities within countries was the subject of Part (a), specifically disparities in the level of poverty. They were asked to give reasons for the disparities and they tended to emphasize disparities in development rather than poverty. Little attention was paid, for example, to conditions in rural areas that would contribute to poverty.

Part (b) required the three indices used for indicating Human Development. This was done fairly well.

Question 9

In Part (a)(i), the concept of 'age dependency ratio' was fairly well understood although there were some problem areas, for example, ratios, specific age groups. Most candidates did not appreciate the fact that they were supposed to use the table to explain the overall trend. In other words, the responses were to be based on an analysis of the table as specified in the question.

In Part (b), the statement was complete as presented. The majority of candidates had absolutely no ideas of how to state a null hypothesis. The ability to calculate the Spearman's Rank coefficient was required.

UNIT 2 - PAPER 02

SECTION A

The compulsory mapwork question was based on an extract of Dominica on a scale of 1:25,000 and in Part (a), the candidates were required to describe the distribution of vegetation on the extract.

There were some extremely good responses but candidates continue to confuse crops with vegetation and to read the key instead of the map extract which does not always contain all the categories shown in the key. Just as candidates pluralize 'forest' and 'savanna', there was a for them tendency to pluralize scrub.

In Part (b)(i), candidates were required to suggest three types of economic activities using map evidence and in Part (b)(ii) to suggest reasons for the dominance of each in the area. Here too, there were some good responses but in many instances, there was a failure to focus on map evidence. As in the final part of this question, many candidates wrote from general knowledge rather than from evidence.

In Part (c)(i), candidates earned high marks for good sketch maps of the airport location although a few lacked keys. In the final section, most candidates identified the potential of the forests for further development. Some used the mere presence of a river as evidence of hydroelectric power potential.

SECTION B

Module 1: Climate, Vegetation and Soils

Question 2

Climate was the subject of Question 2 and responses were in general fairly good. In Part (a)(i) and (ii), candidates identified the forces controlling atmospheric motion and the characteristics of jet streams. There is a need, however, for candidates to distinguish between 'describe' and 'explain'. Many explained the effects of jet streams when they were asked to describe the characteristics. The explanation was required in Part (iii).

In Part (b), most candidates gave reasonable definition of lapse rates and correctly identified the conditions influencing these rates. There is a need for clarification of adiabatic lapse rates because many candidates saw DALR and WALR as weather phenomena themselves. The differences in the rates were dealt with inadequately.

Question 3

The area examined in Part (a), was vegetation, the fragility of tropical forest ecosystems and the effect of altitude on vegetation in Part (b). Overall this question was fairly well done with the exception of Part (b).

Candidates often failed to gain full marks on Part (a) because they were unable to expand on the points made. Often, there was a failure to address the value of the ecosystem as a global resource. In Part (a)(ii), candidates needed to be more specific in accounting for the factors which made the system fragile, for example, the low species diversity.

In Part (b), there was once more the confusion of vegetation and cultivated crops. Responses did not reflect a clear understanding of the effect of altitude on vegetation. Some candidates confused latitude and altitude.

Module 2: Economic Activity

Question 4

This question required candidates to account for the changes which have taken place in agriculture in the European Union over the past three decades.

Many candidates had no idea what the European Union was and some included the Caribbean, India, Mexico and even the Sinai desert within the grouping. One statement read ‘... some of the countries in the EU are not in Europe.’ Some candidates interpreted decades as centuries and wrote of the change from the use of primitive technologies and from slave production. Candidates who were better prepared referred to the role of the EU and the Common Agricultural Policy (CAP) for examples, in providing subsidies and incentives, and to the changes in technology and methods of production.

Part (b) required an evaluation of the impact of commercial and subsistence agriculture on the physical environment. This was fairly well done, but some used the terms ‘peasant’ and ‘subsistence’ interchangeably.

Question 5

This question on tourism and the operation of transnationals was poorly done. Candidates spent too much time writing and rewriting the question in different ways. Most were quite unacceptable for post CSEC level. However, there was one candidate who wrote an almost perfect response.

The distinction between mainland and island tourism required in Part (a) was appreciated by most candidates. A few made sweeping statements such as main lands have no coasts, islands have no resources. Part (b), dealing with locally produced food and the characteristics of tourisms, presented a greater challenge. Few candidates discussed ownership of the hotels or the stages of development model.

Part (c) required candidate to discuss transnational corporation and their effects on industrial development. Most ignored 'effects' and dealt with theories of industrial development.

Module 3: Development and Disparity in the Caribbean

Question 6

Import substitution was a strategy adopted by industrialised countries in the developing world in the early stages. It was a policy adopted and sponsored by almost all countries in the developing world. If it is neglected in Unit 2, Module 2, Content 2 (vi), it should not be ignored in Module 3, Content 2 (iii), post-colonial development strategies. There is little evidence that candidates knew anything about import substitution and Parts (a) and (b) were very poorly done.

Part (c) asked for a criticism of economic measures of development. This is the normal, accepted language used in the text. Yet, there was widespread misunderstanding and confusion regarding economic models and government economic policies. Those who understood what was requested confused economic and social indicators.

Question 7

Part (a) examined the concept of spatial dualism and spatial concentration. Most confused the term 'spatial' interpreting the term as sectoral, for example, tourism in Jamaica and petroleum in Trinidad and Tobago. Some discussed the country as a whole, for example, improving Jamaica's human resource potential. Other used inappropriate examples, such as Barbados where the concentration is not marked.

Part (b) required for steps that CARICOM could take to reduce disparities among member countries. Some discussed steps already taken. Others discussed disparities within individual countries. Some made suggestions which were weak and/or not fully developed.

INTERNAL ASSESSMENT

Far too many candidates failed to gain marks due to using the wrong skill or no skill at all in their presentations. Some candidates simply copied or used material from the Internet or textbooks to produce lengthy, irrelevant compositions. In a few cases, the content was not on the syllabus at all, for example, desalination process.

Candidates are reminded of the following:

- One skill must be chosen for each Module from the list stated in the syllabus p35. The skill chosen must be stated explicitly in the purpose or method, for example, 'Maps will be used to delimit the Central Business District (CBD)....'; 'Graphs will be presented to investigate the differences in'. One skill per Module is sufficient.
- The topic must have geographical merit as stated on the syllabus. The topic 'Yam festival is about more than yams' offers little geographical significance. However, if it was used as an example of changing marketing strategies in small farming and its effect on demand, then questionnaire use with the farmers may have yielded interesting insights into agricultural change.

- The scope of some studies was too wide and unmanageable (by the candidates), for example, a study using five cross sections and long sections of the Rio Grande river was unnecessary. The candidate could have compared three sections along the river using mapping skills.
- The information presented must come only from the skill presented. Hence integration of diagrams and text is crucial, with close reference being made to the illustrations, 'Figure 1 shows ... or Map 2 shows ...'
- Diagrams must be well-labelled and/or annotated. The main features shown are then described and explained or analysed.
- Summary of findings should include a general statement relating to the purpose. It should highlight the most significant results.
- No credit was given for extraneous materials from textbooks and the Internet. This irrelevant material then greatly exceeded the limit of 700 words. The main information must come from the skill being presented.
- Bibliographies must follow the conventions: that is, Alphabetical by author's surname, date of publication, title, publisher, location of publication (any style manual consistently used). Internet sources, atlases and encyclopedia should be cited as sources. Candidates should note that one book does not create a bibliography.

Candidates are reminded that assignments should be presented on A4 paper, written on one side only. Care must be taken to leave wide margins for binding. Items chosen for comparison should have some contrasting features.

UNIT 1

There was an uneven performance across the Modules, with evidence of rushed, superficial drafts of studies in Modules 3, Hazards. Generally, Module 1, Population pyramids gained the most marks.

Module 1: Population and Settlement

Candidates are reminded that they must use dot maps to investigate population distribution and flowlines for migrations. Candidates who attempted CBD delimitation did not show the appropriate mapping skills and so received little credit.

Module 2: Hydrological, Fluvial, Coastal and Limestone Environments

Many candidates failed to receive credit for field photographs when the syllabus clearly states field sketches. Field sketching is an essential geographical skill even if done from photographs taken in the field. Field work should focus on ONE skill to be presented and analysed.

Module 3: Natural Events and Hazards

The use of questionnaire is not one of the skills for this module and gained no credit. Photographs when used must be annotated and form the basis of interpretation. Often photographs merely accompanied written text and were used as illustrations.

UNIT 2

Surprisingly these were not as well done as those of Unit 1. It was expected that many candidates who did Unit 1 in the previous year would improve on Unit 2 but this was not evident.

Module 1: Climate, Vegetation and Soils

Some candidates did good soil studies using soil pits and presenting well-labelled profiles describing features of each horizon. Other studies of vegetation transects and quadrats could have gained more credit if students restricted themselves to those findings. Some candidates confused tracking maps with synoptic charts. Synoptic charts are summaries of weather conditions based on isobar, weather stations presentation. The Module called for the use and interpretation of weather instruments. The interpretation of meteorological office data will not suffice.

Module 2: Economic Activity

Candidates presented good studies based on statistical or graphical analysis of tourist and cruise arrivals.

Module 3: Development and Disparity in the Caribbean

Spearman's rank correlation coefficient was well utilized to investigate disparities among countries.