

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2010

**CARIBBEAN HISTORY
GENERAL PROFICIENCY**

**Copyright © 2010 Caribbean Examinations Council
St Michael, Barbados
All rights reserved.**

GENERAL COMMENTS

Paper 01 - Multiple Choice

This paper comprised 60 multiple choice items, 30 of which tested knowledge and the other 30, the use of knowledge.

Paper 02 - Essay

This paper consisted of 20 essay questions, testing the 10 themes of the syllabus.

Each question was worth 25 marks and candidates were required to answer four questions, one each from the four sections, for a total of 100 marks.

Part 03/1 - School-Based Assessment

This paper consists of three assignments or one project. Students, with the guidance of their teachers, are required to select a topic and write a project report or submit three assignments based on their research. Teachers mark the assignments and submit a sample of candidates' work to CXC for moderation.

Paper 03/2 - Alternative to School-Based Assessment

This paper was designed specifically for private candidates. It was a written paper and candidates were required to answer five questions based on a specific theme identified in the syllabus.

DETAILED COMMENTS

Paper 01 – Multiple Choice Paper

Paper 01 assesses the profiles Knowledge and Use of Knowledge. Performance was satisfactory, with 68 per cent of candidates achieving Grades I – III. Candidates performance better on the earlier topics in the syllabus while performance on items relating to general chronology was weak. There was similar moderate performance on both the Knowledge and Use of Knowledge profiles on this paper.

Paper 02 – Structured Questions and Essays

Section A – Theme 1: The Indigenous Peoples and the Europeans

Question 1

This question was designed to test candidate's knowledge of the migratory and settlement patterns of the Indigenous Peoples of the Caribbean at the time of the arrival of the Europeans. The question was not very popular and candidates who attempted it encountered a fair degree of difficulty. Nevertheless, approximately 40 per cent of them earned passing grades.

In Part (a), candidates were asked to identify three places from which the Indigenous Peoples might have originated. The better prepared candidates were able to list *South and Central America* as well as the *Caribbean*. A few, failing to read the significance of the time of the arrival of the Europeans, listed the Bering Straits, Alaska and even Asia. Generally, there were some very good responses to this section.

For Part (b), many candidates failed to properly explain the factors which influenced the location of settlements. They neglected to mention *access to fresh water, abundance of games, need for defence and the fertility of the soil*.

In Part (c), candidates were asked to examine four aspects of the culture of the Indigenous Peoples which allowed them to travel easily through the region. Candidates were able to make some reference to the canoe, but in general failed to build on this knowledge. The better responses were constructed around the knowledge of *canoeing, seafaring skills, familiarity with the Caribbean maritime environment, coastal trading activities and warfare.*

Overall, while some of the responses continued to display deficiencies in geographical knowledge and a lack of familiarity with terms such as patterns of migration and settlement, the evidence suggests a marked improvement in the preparation of candidates for this theme. Encouraging as well was the fact that quite a number of candidates performed at the Grade I level on this question.

Question 2

This question tested candidates' knowledge of the motives for the voyages of Columbus, the difficulties the Europeans encountered during the early stages of settlement, and four effects of European activities on the environment.

This was one of the more popular questions of the examination and candidates were able to earn very high scores. In Part (a) where candidates were being tested on the motives for the voyages of Columbus, the better candidates were able to list *Spain's response to the overseas success of Portuguese, the desire to discover an alternative trade route, economic rivalry, the spread of Christianity, the quest for gold and scientific and technological improvements.*

In Part (b), the better candidates were able to explain difficulties including *unfamiliarity with the region, clashes with the Indigenous Peoples, extreme weather conditions, European rivalry and armed conflicts, the role of pirates and buccaneers, and new ailments.* This section did not pose a serious challenge to most candidates and produced a number of very good responses.

Part (c) where candidates were asked to discuss the effects of European activity on the New World environment was a challenge. The better candidates nevertheless produced responses which included the *degradation and depletion caused by large scale settlement communities, prolonged exploitation by plantation agriculture and mining, and the introduction of animals.*

Section A – Theme 2: Caribbean Economy and Slavery

Question 3

This question tested candidates' knowledge of the factors which caused a disruption in the process of producing sugar, methods used by the planter to maximize the use of his labour force and the work of enslaved women in the production process.

In Part (a) where candidates were asked about the factors responsible for disrupting the production process of the sugar plantation, candidates seemed familiar with the answer and so there were very good responses. The better responses indicated *European warfare, shortage of supplies, extreme weather conditions, natural disasters, rebelliousness of the enslaved Africans, epidemics and other forms of severe illnesses.*

In Part (b) which tested candidates' knowledge of the methods used by the planter to maximize the use of the labour force, some candidates mentioned *exacting labour demands, division of labour, severe punishment, long working hours and close and constant supervision.*

Part (c) which addressed the work done by enslaved women in the production process was very popular even though many seemed not to recognize the significance of the production process and described a variety of domestic roles such as cooks, laundress, nurses, nannies, concubines and prostitutes among others. The better responses mentioned *chores in the fields and the cultivation process of planting, care of the crop and harvesting.*

The main difficulty derived from an inability to discriminate between work in the production process and work on the plantation. Candidates seemed in possession of the knowledge but misread the specific demand of the question.

Question 4

This question was the most popular in the section and produced some very good responses. Overall, candidates seemed to be comfortable responding to a question which tested their knowledge of power relations between the planter and the enslaved population on a typical sugar plantation.

Candidates were less secure in their responses to Part (a) which asked for two ways in which the European planter was seen to be all powerful. Nevertheless, many candidates were able to mention the fact that the *planter possessed power over the life and death of the enslaved person through his immense wealth, position in the local legislature and militia, influence within the justice system and his access to the military might of the imperial power.*

Part (b) was well known and the better candidates were able to mention *the military superiority of the planter, the partial nature of the legal system, the frequency of sexual exploitation and the ability of the planter to get away with sexual exploitation, selling the enslaved African as payment for debts and the potential to divide and separate members of the family of enslaved persons.*

Part (c) elicited some very thoughtful responses. Here many candidates were able to mention the *numerical preponderance of the enslaved group, the tendency to rebel and the consequences of these acts of protest, recognition of the anger and frustration that permeated slave society and the ever present threat of the Maroons.*

Overall, candidates found this question interesting and produced excellent responses. This question received the best results and registered the highest percentage pass overall.

Section B – Theme 3: Resistance and Revolt

Question 5

This question was designed to test candidates' knowledge of maroon societies. Specifically, it asked candidates to describe three ways in which physical conditions favoured the setting up of maroon societies and four reasons why planters found it difficult to defeat the Maroons. This question was popular and fairly well done. The majority of candidates were awarded grades ranging from Grades I to III, with quite a few scoring in the upper range.

In Part (a), the better candidates were able to mention *hilly and mountainous country, forested regions, isolation and virgin hinterland territory and inaccessible riverain reaches.* The candidates who underperformed appeared to have paid little attention to the fact that the question demanded a description of how the physical conditions of the territories favoured the setting up of maroon communities (emphasis on physical conditions) and hence wrote extensively on the general conditions which gave rise to maroon communities.

In Part (b) there were some solid answers with candidates referring to *the superior defence strategy of the Maroons, greater survival mechanism and organization and weakness of the Europeans.* The responses suggested that candidates were well prepared.

Question 6

This was a relatively easy question which tested candidates' knowledge of the Haitian Revolution. The question asked candidates to write a letter explaining why the enslaved Africans succeeded in destroying slavery in the island.

The question was not as popular as anticipated. Some candidates were quite creative establishing a priest-bishop relationship, responding in the letter writing format, utilizing appropriate addresses, making mention of matters to do with the Roman Catholic Church and presenting an eye-witness account of the St Domingue revolution. However, the tendency was to explain the reasons for the revolution rather than the reasons for the successful outcome.

Candidates appeared unable to appreciate the relationship between action and outcomes. Overall, there were a number of good responses but almost half of the candidates failed to observe the conventions of letter writing. In accounting for the success of the revolution, some of the better candidates were able to discuss *the leadership and the strategies of the enslaved Africans* as well as *the weaknesses of the Europeans*.

From the responses, it became clear that some candidates possessed some knowledge but failed to effectively apply that knowledge. In general, there were some very good responses with about 65 per cent of those who attempted the question, scoring passing grades. These results suggest some gradual improvement in the preparation of this theme.

Section B – Theme 4: Movement Towards Emancipation

Question 7

This question tested knowledge of the reasons for supporting or opposing plantation slavery. It focused on the relative perspective of the planter and the enslaved African.

The number of candidates attempting this question made it the most popular in the section. In Part (a) candidates were asked to explain why the European planters supported slavery. The question allowed candidates to use information from their knowledge of the humanitarian, economic and religious arguments for the continuation of slavery and to tailor these to that which would have reflected the position of the planters. The better candidates demonstrated an extensive range of knowledge of the planters' beliefs and preferences while the less prepared failed to properly discuss humanitarian and religious reasons, clinging mainly to the economic, which included the planters' unshakable belief in the viability of slave labour; that is, it was cheaper than wage labour; how the good fortune of European economies were linked to the success of plantation economies, and how abolition in Haiti had ruined the sugar economy.

In Part (b) candidates were asked to examine the reasons why enslaved Africans opposed their enslavement. The candidates who experienced difficulties did so because they did not consider fully *the enslaver's unquenchable desire to be free; the enticement from Maroon communities; increasingly inhumane treatment on the plantation; the constant threat of being sexually abused and the influence of external factors such as the successful revolt in Haiti; the gains of the Maroons of Suriname and Jamaica and the encouragement received from missionaries*. This section produced some very good responses.

This theme is usually popular among candidates, with some 75 per cent of those attempting the question gaining acceptable grades.

Teachers are encouraged to be more precise and focused in their preparation of students for this theme.

Question 8

This question targeted the amelioration measures. In Part (a) it tested candidates' knowledge of the reasons for the planters resistance to the measures and in Part (b), how the reaction of the planters hastened the abolition of slavery.

In Part (a), the weaker candidates tended to list the amelioration measures rather than give the reasons why the planters resisted the introduction of the measures. The better candidates scored well by discussing such salient points as *the planters' perception of an attack on private property and personal wealth, a threat to the*

viability of the plantation economy and the economic welfare of Britain, ignorance of ongoing internal reforms and firm faith in the influence of the West India interest.

For Part (b), some candidates mentioned that *the abolitionists were encouraged to think that left to themselves, the planters would not budge on the improvement of conditions on the plantations; the enslaved, sharing an almost similar persuasion continued to resist enslavement; punishment for rebellious activities grew harsher, threatening the replication of Saint Domingue; the absence of reforms encouraged the possibility of revolution from below and the forceful overthrow of the system; the abolitionist movement grew increasingly frustrated by the obstinacy of the planters which strengthened their resolve and allowed them to finally win emancipation for the enslaved.*

In general, candidates seemed familiar with the topic but many of the responses lacked depth and specificity. There were too many generalized statements which tended to weaken the quality of the responses. There were also the several cases where candidates could not come to terms with how the planters' actions fuelled the emancipation movement. The question was not popular but nearly 40 per cent of those who attempted it earned a passing grade.

The indications are that there is still the need for teachers to focus on the various aspects of the subject area.

Section B – Theme 5: Adjustments to Emancipation, 1836 — 1876

Question 9

Candidates were very comfortable with this question which was designed to test their knowledge of the planters' fear that free labour would not return to the plantation after Emancipation. Part (a) asked candidates to explain the planters' fear while Part (b) asked them to examine the measures adopted to secure a supply of labour between 1838 and 1876.

The question was not popular among candidates, but most of those who attempted it performed within the Grades I – III range. The stronger candidates demonstrated a very good understanding of the question to the extent that quite a number of them obtained high scores in Parts (a) and (b). The weaker candidates, however, were only able to write on the poor relationship between planter and enslaved Africans, hence their focus on treatment on the plantations. Both strong and weak candidates appeared to have a sound knowledge of the measures taken by planters to secure a labour supply, the latter however, listing rather than discussing the measures.

Responses were stronger in Part (a) where candidates discussed the vulnerable finances of the plantation; the fear of wage payment; the problems with a mobile labour force; the backward state of plantation technology; soured relations between employer and employee and the prevailing notion of 'the lazy nigger'.

Some candidates performed very well in Part (b) where the better candidates discussed *coercion, enticement, disabling laws, immigration and indentureship.*

Question 10

This question was designed to test candidates' knowledge of the freed labourers' desire for formal education and the reluctance of colonial legislatures to provide that education. Specifically, in Part (a), candidates were asked to explain why the recently freed Africans were so keen to become educated and in Part (b) to examine four reasons why some colonial legislatures were reluctant to provide the education.

Many candidates did not find the question interesting. There was a small percentage of takers with approximately 60 per cent scoring within the Grades I – III range, with more in the Grade I and II than III.

Part (a) seemed to pose the greater challenge to many candidates as they interpreted reluctance in a positive way. For some ‘colonial legislatures’ appeared to be an unfamiliar concept. Some candidates went no further than identifying these persons as whites and proceeded to discuss their actions as being racist. The better candidates discussed *social mobility, access to better forms of employment, escape from the sugar plantation, respect and personal esteem, and the ability to read the Bible to enter into personal communication with the Lord.*

In Part (b), some candidates neglected to mention *the planter composition of the local legislature; the perception of education as freeing the labour of the plantation and creating a loss of scarce and valuable labour; the depression in the plantation economy; bearing the cost of education; narrowing the social distance and the reluctance to share social space with an ‘uppity Black’.*

Overall, most candidates appeared to have been prepared for this question and produced a number of excellent responses.

Section C – Theme 6: Economic Diversification, 1875 — 1985

Question 11

This question was not done as well as expected. This question was specific to Guyana and tested candidates’ knowledge of the emergence of the rice industry. The question was not popular and not many of those who attempted it did well.

Candidates were more comfortable with Part (a) which asked for the factors which led to large-scale cultivation of rice in Guyana. They were able to discuss *the factors associated with the recession in the sugar industry, the recommendation of the Royal Commissions, desperation for an alternative to sugar, the role and disposition of the Indian immigrant, easy access to arable land, creation of conservancies and the availability of a lucrative export market.*

In Part (a) candidates experienced some difficulty in producing the answer that was required but in Part (b) the better prepared candidates managed to mention *financial difficulties, competition, access to international markets, extreme weather conditions, pest and diseases, drainage, irrigation and fluctuating commodity prices.*

Candidates tended to overestimate the problem posed by competition and access to markets. Teachers are advised that rice seldom experienced either. Indeed, a contrary argument would be far more accurate as the industry enjoyed open market conditions and experienced problems in meeting its export obligations.

Question 12

This was the second essay question and while it was not popular, overall, there were a number of solid responses. The question tested candidates’ knowledge of the development of the bauxite industry of Jamaica. Candidates were advised to focus on the reasons for its emergence, growth, expansion, problems and impact.

Candidates ignored the guidelines and displayed knowledge pertinent to other areas of the topic. Overall, many candidates appeared to be deficient in the detailed knowledge that was required for this question.

Candidates could have mentioned *the depression in the sugar industry, the pressing demand for diversification of the Caribbean economy, results of surveys and explorations, administrative encouragement, investment and market opportunities, the opening of several mines, international and regional competition, job creation, labour unrest, pollution, revenue generation, education and training, and nationalization.*

Given the specific nature of this question, the quality of responses in many instances suggests that some serious preparation is taking place in the classroom. This is very encouraging but teachers are advised to devote more time to the teaching of this objective.

Section C – Theme 7: Social and Economic Conditions in the 20th Century

Question 13

This question tested candidates' knowledge of the social and economic conditions in the British Caribbean during the early 1900s and the strategies adopted by trade union leaders to improve these conditions. The question was popular but produced few top quality responses.

In Part (a) many candidates neglected to mention *unemployment, underemployment, poor wages, arbitrary management practices, high cost of living, poor housing, overcrowding, adverse public health conditions, absence of potable water, diseases and epidemics, inadequate education facilities and non-representation.*

In Part (b), candidates focused on the results of union intervention rather than on the strategies. They should have mentioned *advocacy, strikes, pickets, overseas lobbying, formation of umbrella organizations, alignment with political parties and worker education, but dealt with the gains of these strategies instead.*

In as much as candidates lacked an adequate knowledge base with this question it is necessary to register two important observations. This question offered candidates the choice of selecting **either** social **or** economic conditions but many candidates responded to both. Secondly, many candidates focused on the results of union intervention rather than the strategies employed by trade unions to achieve these results. This weakness was sufficiently prevalent to demand greater attention from the teachers.

The responses required the application of reasoning and analytical skills and too many candidates suffered adversely, not for want of knowledge but for the application of these skills. Teachers are encouraged to focus some time on the skills of responding to the specific demands of the question. Candidates, confident of their knowledge base, will find poor grades difficult to accept since they remain ignorant of this important deficiency in their preparation.

Question 14

This question was designed to test candidate's knowledge of the development of the trade union movement in the British Caribbean in the early 1900s. Candidates were asked to explain the reasons why colonial legislatures did not recognize trade unions in the early 1900s and the factors which contributed to the growth of these unions in this period.

This question was not popular and the responses were in the main unsatisfactory. In Part (a) the better prepared candidates discussed *fear of a unified working organization, the hostility of colonial legislators, absence of labour laws or ordinances, weak organizational structure of unions, weak leadership, diversity of the working population, unreliability and inadequacy of union dues, poaching and inter-union rivalry.*

In Part (b) candidates failed to mention *the effects of the 1930s, greater awareness of the working people, persistence of poor working and living conditions, unemployment, underemployment, depressed wages, influential union leaders and the recommendations of the Moyne Commission, universal adult suffrage, a more representative form of government, introduction of labour laws and ordinances, and the Union Recognition Bill.*

This was a straightforward question closely aligned to the theme and the syllabus and candidates were expected to do much better than they actually did. Teachers are encouraged to teach this area in all its many aspects to ensure that students are properly prepared. The indications were that though candidates likely

possessed the requisite knowledge, they failed to use that knowledge in a focused manner to answer the question.

Section C – Theme 8: The United States in the Caribbean, 1776 — 1985

Question 15

This question focussed on the nature of the United States involvement in the Dominican Republic in 1916.

In Part (a), a few candidates offered very sound reasons for the US involvement in the Dominican Republic in 1916. These candidates discussed *corruption, bankruptcy, assassination and political instability, indebtedness to Europe, particularly France and Belgium, threats from these European nations and the protection of US interests and investments in the island.*

Part (b) tested candidates' knowledge of the features of the US involvement in the Dominican Republic. Very good responses were given. Candidates were able to identify *the armed intervention and overthrow of the corrupt government, installation of a puppet regime, the take-over of customs duties, payment of foreign debts, US investments and infrastructural development.*

It was obvious that some candidates possessed much general knowledge, but failed to produce truly organized responses. Teachers are advised to acknowledge this deficiency and organize their teaching to better prepare students for this theme.

Question 16

This question tested candidates' knowledge of US cultural influence in the British Caribbean between the 1950s and 1960s focusing in Part (a) on the reasons why the Civil Rights Movement in the USA appealed to Caribbean people and in Part (b) on examining ways in which the movement influenced the Caribbean. This question was unpopular, attracting a few responses most of which were unsatisfactory.

In Part (a) candidates were expected to mention *empathy with US blacks, growing black consciousness, popularity of black leaders, Carmichael, King, Malcolm X, black pride, historic hemispheric ties, geographical proximity, links through the music, cinema and dress among others.*

In Part (b) candidates could have mentioned *enhanced political consciousness, demand for greater socio-political freedoms, formation of black power groups, adoption of Afro-centric names, lifestyles, dress, hairstyle, music forms of protest, new concepts of beauty and of self and a renewed interest in Africa and African literature.*

From the responses, it became clear that the candidates possessed little knowledge of the question. Candidates seemed drawn to this question because of its popular appeal rather than the possession of a creditable knowledge base. Because there is the real possibility that candidates will continue to attempt such a question with similar results in the future, teachers are encouraged to strengthen the knowledge base of students in this area.

Section D – Theme 9: Movements towards Independence and Regional Integration up to 1985

Question 17

This question was designed to test candidates' knowledge of the responses of British colonies to metropolitan rule. In Part (a), candidates were asked to describe the responses of the British Caribbean to metropolitan rule by the end of World War II and, in Part (b) to examine the results of the struggle by the British colonies against metropolitan rule.

This was the most unpopular question in the Section, attracting fewer than a hundred responses. Candidates appeared to be unfamiliar with the terms metropolitan and in most instances were unable to differentiate between metropolitan rule and the reasons favouring the British West Indian Federation.

References to federation and independence were repeated in both (a) and (b) and in (b) candidates interpreted the struggles by the colonies against metropolitan rule as the reason why the BWI Federation failed. The tendency was to provide in-depth explanations of how the colonies were divided on, and in, federation rather than the results of the anti-imperial struggle.

In Part (a), candidates were expected to discuss growing nationalism, calls for constitutional change, support for the West Indian Federation, criticism of British colonial policy, demand for economic development, disaffection of the 1930s and calls for a more sympathetic and respectful colonial administration, but collectively failed to do so. In Part (b) candidates could have mentioned the formation of the federation, universal adult suffrage, growth of political parties, limited infrastructural and socio-economic development.

There is a school of thought suggesting unfamiliarity with the concept of metropolitan rule even though it is mentioned in the current syllabus. The proponents suggest, that where so mentioned, it referred to non-British territories and development and so might not have been introduced to the candidates who were being prepared for a British Caribbean area question. Teachers are encouraged to enhance the preparation of students in this objective specifically and in this theme generally.

Question 18

This question tested candidates' knowledge of the constitutional status of Puerto Rico. It asked candidates to describe the benefits of being an associated state of the United States of America and for the reasons why some Puerto Ricans opposed the 'associated' status. Although not a very popular question, a significant number of candidates attempted it with scores across the range.

Most candidates were able to state the benefits derived by Puerto Rico from the relationship with the US. However, the discussions centred mainly on the benefits attained on the mainland. When the issue of citizenship and voting rights were raised, candidates failed to develop these points. Their knowledge appeared to be sketchy.

Part (b) was fairly well done. Other than mentioning the US control of the internal affairs of Puerto Rico, many candidates wrote of the loss of national identity and the suffocation of small businesses due to US dominance under the system of associated statehood.

Candidates appeared not to have had an extensive knowledge of this topic. With the increasing accessibility and availability of recent text dealing with the politics and government of the non-English speaking Caribbean, teachers are encouraged to address the absence of depth and detail which currently characterizes responses to questions pertaining to Spanish historical developments in the region.

Question 19

This question tested candidates' understanding of public health conditions in the British Caribbean in the 1900s. In Part (a), candidates were required to demonstrate familiarity with the factors responsible for public health conditions in the British Caribbean in the early 1900s, while Part (b) tested candidate's knowledge of the measures taken by colonial governments to improve public health conditions after 1945.

This was an exceptionally popular question and in most instances it was very well done. In Part (a), candidates mentioned *the absence of a coherent health policy or service; poor sanitation; public health deficiencies and diseases; poor housing and sanitary conditions; the absence of a portable water system; a poor medical system and widespread rural poverty.*

In Part (b), candidates discussed *new public health policy, upgrading the medical services, training of health professionals, vaccination programmes, establishment of boards of health, improved drainage systems and the necessary legislation to enforce minimum standards.*

This objective has been a major challenge to candidates and so it is encouraging to note the turnaround in performance.

Question 20

The question was designed to test candidates' knowledge of the practice of African-based religions in the British Caribbean in the 1900s. It focused on the factors responsible for the practice of African-based religions in the British Caribbean in the late 1900s and, secondly, on the ways in which the Church responded to the practice of African-based religions after the 1940s.

This was the second most popular question in the section but the performance was disappointing. In Part (a), several candidates fabricated events and failed to develop three factors which led to the continuation of African-based religious practices.

For Part (b), candidates tended to write on societal responses to African-based religious practices and when the Churches' responses were discussed, candidates failed to mention the positive responses, preferring to highlight negative responses only.

In Part (a), candidates could have discussed *African religiosity; the survival of African-based religions after enslavement especially in Maroon communities; popularity among the poor; the perception of the Church as being racist, of being in collusion with the uncaring colonial administration, and a form of religious syncretism which saw the church incorporate aspects of African-based practices.*

For Part (b), some candidates discussed the *early assistance given by the Church and how it was persecuted for so doing; official hostility against traditional African religions; the modification of Christian theology; liturgy and practice to accommodate African peoples; provision of welfare service; involvement in community oriented developmental activity; targeting the young and women; localizing the ministry, currency of the church's stamp of approval for employment; promotion and access to important services.*

Overall students' knowledge of the subject area can be improved and teachers are encouraged to pay greater attention to this.

Recommendations

Where this is not the current practice, teachers are encouraged to:

- Inculcate in students a sense of **time**: changes in society, demands, needs and situations over **time**.
- Be alert to **chronology**. How did actions, events and processes unfold within specific time frames?
- Pay attention to **dates, cut off dates, periods**.
- Emphasise **key content areas** in the themes.
- Encourage the development of **analytical skills**.
- Stress the development of **ideas/arguments** and the **use of examples**.

- Pay careful attention to key words in questions and the demands of the response for example, **describe; explain; list; examine; compare; identify; discuss; outline; suggest** (refer to the Glossary of Terms provided in the Syllabus on page 37).
- Stay abreast of historical literature, particularly in the fields of Dutch, Spanish and French Caribbean history.

Paper 03 – School–Based Assessment (SBA)

Assignments and Project

Generally assignments and projects were well structured and clear. The majority were relevant to the theme, suitable for research and met the CXC level of difficulty. However, there were projects that were too demanding, given the word and page limit. It must be remembered that candidates are penalized for answers which extend beyond the limit.

The CXC History syllabus ends at 1985. Assignments encompassing the present day are clearly outside the syllabus. Several assignments were set **without** a specific time frame. These permitted students to extend their answers outside the boundaries of the CXC syllabus. There were also some assignments with multiple parts. These are unsuitable for the SBA.

In some cases, the rationale for projects was not adequately developed. In instances, the only rationale provided was the statement on the Research Proposal form. Teachers should ensure that students understand the need to have a well-developed rationale included in their reports. Some students confused rationale with area of research and project descriptions. Some projects and assignments were submitted without any concluding sections or sentences.

Presentation and Documentation

All students' information should be clear and visible on the assignment or project. In a number of instances, these were not. Teachers should ensure that students are made fully aware of the importance of these pieces of information.

There were instances when the History SBA was presented in the format used in Social Studies to the disadvantage of those students.

Typed assignments should be double spaced. Hand written assignments are easier to read if written on one side of each page.

Students' assignments and projects reflect effort, time, guidance and careful allegiance to the guidelines for marking. Many candidates used a variety of illustrations to enhance their responses. Some of these were misplaced, lacked documentation and were not referenced at all in the text of the assignment. The use of illustrative material should be encouraged; however, students should be advised that to be effective, these must be relevant to the topic, appropriately placed and documented.

There were clear instances where it could be stated that the work was not that of the students. Teachers should be on the alert for plagiarism.

Presentation was generally very satisfactory but there were a few students whose handwriting was illegible. There were some cases where the assignment was not stated on the script.

Recommendations

- Students must be encouraged to provide proper referencing in their assignments. This would help to discourage plagiarism.
- Teachers must insist that students cite information in the accepted manner.
- Students must be reminded that handwritten assignments must be legible and written in BLUE or BLACK ink. **It is preferred that hand written assignments be written on one side only so that they are easier to read.**
- Teachers should ensure that students state the assignment on the front of their submissions.
- Teachers should ensure that the mark allocation scheme accompanies all samples so that it is clear to the moderator how the final mark was arrived at.
- Teachers must provide more training to their students in the correct use of primary sources.
- Teachers need to be on the alert for plagiarism and identify material lifted from published work. There are serious concerns about the extent of plagiarism from Internet sources. **An increase in the extent of plagiarism from Internet sources was noted this year.** Since students are making increasing use of Internet sources, these must be checked. It is imperative that teachers are able to establish:
 - (a) the authenticity of the sites in references and
 - (b) that candidates have not plagiarized information.

Paper 03/2 – Alternative to School-Based Assessment

Performance on Paper 03/2 was weak. Candidates found the questions, especially Question 4, challenging. The average score was 34 per cent and only 31 per cent of candidates writing the paper achieved Grades I–III. Greater attention should be paid by candidates to preparation for this paper. The suggestions contained in the syllabus (pp. 28–29) to enhance performance, especially the advice to “read the views of different authors on the topic” and “discuss the topic with any accessible resource person” should be heeded. Thoughtful, analysis of the sources, especially the content and reliability are required in responding to questions. Use of the candidate’s background knowledge of the topic, in conjunction with the information in the source, is required for maximum results.