

**CARIBBEAN EXAMINATIONS COUNCIL**

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

**JANUARY 2004**

**SOCIAL STUDIES**

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## **SOCIAL STUDIES**

### **GENERAL AND BASIC PROFICIENCY EXAMINATION**

**JANUARY 2004**

#### **GENERAL COMMENTS**

The candidate entry for the 2004 January examinations was 1255. This shows an increase over the 2003 January entry of about 15.3 %. This trend demonstrates the level of interest of private candidates and the popularity of Social Studies at the General Proficiency level. The overall performance of the candidates was similar to that of January 2003.

In Paper 1, the mean score was 40.1 out of 60. This paper examines only the core of the syllabus using only the Knowledge and Interpretation profiles. Questions on this Paper vary in terms of their difficulty and discrimination and together are aimed at a coverage of a wide cross-section of the core syllabus.

The candidates' responses in Paper 2 were lengthy and in some instances inappropriate and irrelevant to the questions. In some cases the candidates' responses indicated a limited acquaintance with the syllabus objectives and content. The mean score in this paper was 37.4 out of 85.

Candidates response to questions on Paper 3/2 continues to be indicative of candidates lack of knowledge and understanding of the critical concepts in research methodology. Many candidates who attempted this paper did not prepare themselves adequately. The mean score was 17.4 out of 35.

#### **DETAILED COMMENTS**

#### **GENERAL PROFICIENCY**

##### **PAPER 02 – Structured Questions and Essays**

##### **Section A: Individual Interaction**

This section contained questions on social issues in the family, groups and institutions and required candidates to write short responses to two (2) of the three (3) questions set. The responses to this section were very encouraging and the quality of the responses was good. All three questions were attempted.

### Question 1

This question focused on bigamy and incest as social issues in the Caribbean. Candidates were asked to define the terms ‘bigamy’ and ‘incest,’ to identify other social issues, to give reasons why incestuous relationships should be discouraged and to suggest ways society may assist victims. This question was very popular, most of the candidates responded to it. The definitions of the terms and identifying social issues comprised the knowledge component. Candidates’ responses to bigamy consisted of the two main aspects required, namely marrying another person while being married. For incest candidates also offered responses that suggested sexual relationships among blood-related family members. Other social issues named were drugs and alcoholism, crime, poverty, divorce, sexual transmitted diseases and abandonment. For the Interpretation part, many candidates offered good reasons based on lack of respect, genetic problems, moral considerations, legal infringement and mental and physical agony of the victims. The Application part required suggestions to assist victims. Candidates’ responses focused on counseling for victims, reporting to law enforcement agencies and the setting up of homes for victims. These were correct responses and candidates were awarded marks based on the quality of the responses. Overall the performance in this question was excellent. Some candidates obtained full marks. The mean in this question was 9.08, and the scores ranged from 00 to 17.

### Question 2

This question tested candidates’ knowledge and understanding of groups, the usefulness of competition among group members and strategies to encourage cooperation. The question was popular and attractive to many candidates. For the knowledge part, candidates were asked to define voluntary, interest and peer groups. Their responses to this component were accurate and to the point. In some instances their responses were supported by examples of the type of group they were defining. Some candidates who were not prepared identified trade unions and their roles as interest groups. All the candidates who responded to this question defined peer group accurately. Part (b), the Interpretation component, was generally well done. The weaker candidates only offered one reason why competition should be encouraged among fifth formers. The most common and correct reason was based on motivation. Part (c), the Application, component posed some difficulty to all the candidates. In some instances candidates failed to link their strategies to the cooperation needed to organize a Sports Day. Rather these candidates suggested strategies based on ‘doing better in school work’ and on ‘keeping out of trouble.’ Overall the performance of the candidates on this question was satisfactory. The scores ranged from 00 to 17 and the mean was 8.51.

### Question 3

This question was the least popular in this section of the paper. It focused on the institution of government. It was designed to test candidates' ability to recognize types of governments in the region, to define 'national government' and 'bicameral legislature,' to explain ways national government regulate the lives of its citizens and to suggest ways the citizenry may help the government to carry out its function. The Knowledge component was satisfactorily done. The example provided in the question was helpful to candidates. The definition of national government ranged from 'the political party that wins the election' to the 'coming together of persons to run a country.' For the Interpretation part, candidates wrote about the provision of infrastructure, and social amenities. These responses were not in clear and precise statements. Responses based on housing policies and educational opportunities were not frequent. The Application part contained responses based on 'obeying the laws' sensitivity to 'environmental concerns' and 'respect for authority.' In almost every instance the candidates failed to develop these responses to their logical conclusion. The performance in this question was fairly satisfactory. The scores ranged from 00 to 16 while the mean score was 7.66 out of 17.

## **Section B: Development and Use of Resources**

This section is divided into two parts. Part I consisted of two structured questions while Part II consisted of two extended essays. Candidates were required to attempt one question from each part in this section.

### **Part 1 – Structured Questions**

#### Question 4

This question was quite popular. It focused on the characteristics of a population as illustrated by a population pyramid, the dependency ratio, budgetary provisions for citizens and the access to social services for senior citizens. The knowledge part was fairly well done. Many candidates were able to state the characteristics of a population but were unable to define 'dependency ratio.' Some candidates related dependency ratio to employment practices and the birth rate. However many candidates stated factors such as uncontrolled birth rate and jobless growth as responsible for increasing the dependency ratio. For the Interpretation part candidates indicated that citizens under the age of 25 formed part of the human resource and as such education for this group was vital. In addition candidates stated that this group have the productive capacity to develop the country and therefore special budgetary provisions was necessary in ensuring that health facilities are available. The Application part asked how community groups may assist senior citizens to gain access to social services.

The most common response focused on the provision of transportation for seniors to access these services as well as raising funds to meet the costs of transportation. Generally the performance in this question was fair. The scores ranged from 00 to 13 and the mean score was 4.42 out of 17.

### Question 5

This question was based on CARICOM. Candidates were asked to define the term 'bilateral agreement,' name CARICOM member states, explain the benefits of cooperation and to suggest ways to promote industrial development. The knowledge part was well done. Most of the candidates who attempted this question named CARICOM member states correctly. The main agro-based industry identified in the OECS states was the banana industry. For the Interpretation part, candidates experienced some difficulty in explaining the benefits of cooperation in industrial development. Most of their responses focused on factors such as 'better relations,' 'employment' and the 'eradication of poverty.' While there is some merit in these factors most of the candidates did not make the point lucid and clear. For the Application part, candidates offered suggestions such as monetary assistance, more trade and educational programs. These suggestions were not convincing and well developed. Candidates therefore did not score well in this part. The performance in this question was less than satisfactory. The scores ranged from 00 to 14 while the mean score was 6.77 out of 17.

## **Part II - Extended essays**

### Question 6

This question was very unpopular. Fewer than 50 candidates responded to it. The focus was on self-reliance and sustainable development in the Caribbean. Candidates who attempted this question were able to define self-reliance but had difficulty to do the same with sustainable development as well as to identify practices that would enable it. This resulted in low scores in the knowledge component. The Interpretation part asked candidates to give reasons for some CARICOM states inability to experience sustainable development. The most common reasons were based on the high levels of imports, capital flight and lack of resources. These points were not fully developed and candidates could not receive full marks. The suggestions offered for the Application part were mainly based on the media, workshops and seminars as the principal ways to inform citizens about the benefits of self-reliance. Candidates scored reasonable well in this part. The scores in this question ranged from 2 to 11 while the mean was 6.47.

### Question 7

This was a popular question. Candidates were required to write an article on the topic 'employment.' In this essay, candidates were asked to define 'unemployed' 'unemployable' and 'underemployment.' Most of the candidates responded well to this part and gave definitions that were appropriate and accurate. In some instances a few candidates had difficulty in defining the term 'unemployable.' This part of the question was well done. The Interpretation part asked candidates to explain the factors that affect the level of employment in a country. The main factors explained were 'imported labour', lack of skills and training, lack of investments to create more jobs and the inability of the country to industrialize. These factors were well explained. For the Application part candidates were asked to suggest steps that a government should take to create an awareness of employment opportunities in a country. The most common response was based on the use of the media and its influences in advertising. Other correct responses focused career opportunities and on the job training. Overall this question was fairly well done. The scores ranged from 00 to 17 while the mean score was 7.25 out of 17.

### **Section C – Options**

There were three options and candidates were required to respond to one question in this section. All the questions in this section were attempted. The questions on Tourism were popular.

### **Consumer Affairs**

### Question 8

This was an unpopular question. It attracted few candidates. This question focused on social and economic forms of cooperation in the Caribbean particularly on the traditional forms such as the 'sou-sou,' 'lend-a-hand' and 'share cropping.' Most candidates knew about sou-sou and lend-a-hand, but had some difficulty in defining the term 'share cropping'. For the Interpretation part, candidates were asked to explain the benefits of traditional forms of cooperation. This part was not well done. Responses ranged from the building of friendly relationships to survival benefits. More pertinent responses should be based on the saving principle, self-help and the development of the cooperative spirit. The Application part required candidates to suggest ways senior citizens may use traditional forms of cooperation to provide a lunch room for students. A few candidates suggested fund-raisers using the sou-sou principle to meet the financial costs of constructing a lunch room. Generally this question was fairly done. The scores ranged from 00 to 15 while the mean score was 6.22.

### Question 9

This question dealt with consumer cooperatives. Candidates were required to prepare an address in which they had to define the term 'consumer cooperative' and to outline its objectives. The majority of candidates who responded to the question interpreted consumer cooperative to mean an organization such as the consumer guidance council. This resulted in an incorrect definition and by extension incorrect naming of objectives. The Interpretation part asked candidates to explain the differences between a consumer cooperative and a private supermarket. Candidates' answers contained correct responses such as lower prices, sharing of profits to members and dividends for shareholders as differences between the consumer cooperative and the supermarket. This part of the question was well done. The Application part asked for ways a consumer cooperative may help members to develop business skills. Candidates' responses focused on training in the various departments of the cooperative and on hands-on experience. Overall this question was not popular and the candidates' performance was less than satisfactory. The scores ranged from 00 to 12 while the mean score was 4.03.

## **Communication**

### Question 10

This question focused on the type of communication facilities available in the Caribbean. Candidates were required to identify these facilities, state the different kinds of information the facilities communicate explain the ways the people in the region have benefited from using these facilities and to suggest ways the owners of these facilities may improve the service they provide. A reasonable number of candidates responded to this question. For the knowledge, candidates offered correct responses such as telecommunication services, television, internet facilities etc. Most of these candidates were able to state the kind of information these services provided. For the Interpretation part, many candidates responded well. Correct responses based on crime reporting, regional awareness, distance learning and on business activities in general were received. The Application part was not well done. Candidates' responses were too vague and focused mainly on extending the service throughout all communities, installing new technologies and reducing the cost to users. These suggestions were not developed. Overall the question was fairly done. The scores ranged from 00 to 16 and the mean score was 7.92.

### Question 11

In this question candidates were required to write an essay on 'Media protection.' In their essay they were asked to state the meaning of 'public opinion,' 'slandorous



statements,’ and ‘censorship.’ Most of the candidates who attempted this question had a good understanding of the meaning of these terms. The Interpretation part required candidates to give reasons for and against the setting up of a Government Censorship Board. The reasons supporting censorship were based on factors such as building morality and spirituality in citizens and editing. A few candidates dealt with the effect of television offerings on violence and vulgarity on the psyche of the young and vulnerable in the society. The Application part, asked candidates to suggest ways to protect a radio station from legal action. Most responses suggested placing a ban on foul language and slanderous statements and to ‘cut’ participants off who call to the station thereby preventing them from airing their views. In the main this question was reasonably done. The scores ranged from 00 to 17 and the mean score was 9.73.

## **Tourism**

### Question 12

Candidates who attempted this question were required to write an essay on ‘Eco-tourism in the Caribbean.’ They had to identify natural features that may be used to develop eco-tourism explain conditions that would sustain this type of tourism and suggest measures that Caribbean countries may jointly pursue to market eco-tourism. Most candidates gave correct responses for the Knowledge part of the question. Responses based on the development of the flora and fauna were common. The Interpretation part asked candidates to explain conditions in the destination country that would contribute to the development of eco-tourism. The candidates presented responses based on ‘reasonable cost’ to visit these eco-tourism sites, suitable infrastructure facilities, and pollution-free environment strategies. For the Application part, the marketing measures suggested were in the main focused on advertisement through booklets, brochures and magazines. The responses to this question were fair. The scores ranged from 00 to 13 while the mean score was 6.80.

### Question 13

This question focused on ‘Developing Tourism in Our Country.’ It required candidates to state the kinds of infrastructure that should be provided for cruise-ship tourism, reasons for government expenditure on the restoration of historical sites and measures to prepare the country for future tourism. The Knowledge part was satisfactorily done. Most of the candidates offered correct responses based on proper docking and port facilities, inland transportation services and shops and craft centers. The Interpretation part was not well done. The candidates’ explanations for government’s expenditure on historical sites were in the main focused on the historical and cultural significance of these sites. These points were not fully explained and



as such candidates did not gain full marks. For the Application part candidates' responses were based on training citizens in good interpersonal and communication skills and addressing the problem of crime in order to ensure the safety of tourists and visitors. Generally this question was reasonably done. Candidates who studied this option performed well. The scores ranged from 00 to 14, while the mean score was 6.29.

**Distribution of responses by Syllabus Section, Question, Mean, Standard Deviation and Range**

| Syllabus Section                 | Question | Responses | Mean | Std. Dev. | Range |
|----------------------------------|----------|-----------|------|-----------|-------|
| Individual Interaction           | 1        | 939       | 9.08 | 3.49      | 0-17  |
|                                  | 2        | 1022      | 8.51 | 3.26      | 0-17  |
|                                  | 3        | 238       | 7.66 | 3.70      | 0-16  |
| Development and use of Resources |          |           |      |           |       |
| Part I                           | 4        | 539       | 4.42 | 2.93      | 0-13  |
|                                  | 5        | 552       | 6.77 | 2.25      | 0-14  |
| Part II                          | 6        | 30        | 6.47 | 2.75      | 2-11  |
|                                  | 7        | 1063      | 7.25 | 3.33      | 0-17  |
| Options                          |          |           |      |           |       |
| Consumer Affairs                 | 8        | 58        | 6.22 | 3.34      | 0-15  |
|                                  | 9        | 58        | 4.03 | 2.46      | 0-12  |
| Communication                    | 10       | 313       | 7.92 | 3.14      | 0-16  |
|                                  | 11       | 344       | 6.29 | 3.33      | 0-14  |
| Tourism                          | 12       | 139       | 6.80 | 2.89      | 0-13  |
|                                  | 13       | 344       | 6.29 | 3.33      | 0-14  |

### **Paper 3/2: Alternative to SBA**

The objective of this paper is to test candidates' familiarity, knowledge, understanding and application of basic research methodology skills. Generally this paper caters for private candidates. Candidates were required to select one of the topics provided and to respond to the questions that followed and to respond to a case study. Many candidates were not fully prepared for this paper and therefore could not address the questions nor comprehend the basic research terminologies. Terminologies such as 'research question,' 'sample,' 'population' and 'data gathering method' presented some difficulty for many candidates. In addition some candidates had difficulty in displaying data, and in using information to make conclusions and recommendations. Candidates who were prepared in research methodologies and designs performed very well in this paper. Overall the performance was fair. The mean in this paper was 17.4, while the scores ranged from 1 to 33 out of 35.