

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION
JUNE 2005**

PRINCIPLES OF BUSINESS

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GENERAL COMMENTS

The June 2005 examination in Principles of Business (POB) was offered for the twenty-sixth year. This was the seventh year in which the revised POB syllabus, which includes a School-Based Assessment (SBA) component, was examined.

This year 34 603 candidates wrote the General Proficiency examinations and 380 candidates wrote the Basic Proficiency. Both the General and the Basic proficiency examinations consisted of three papers:

Paper 01	–	Multiple Choice
Paper 02	–	Essay Paper
Paper 03/1	–	School-Based Assessment (SBA)
Paper 03/2	–	Alternative to SBA (Private candidates)

GENERAL COMMENTS

General Proficiency

Paper 01 – Multiple Choice

Paper 01 consists of 60 multiple choice items taken from the three profiles of the syllabus. The performance of candidates on Paper 01 was satisfactory.

The mean mark was 34.69 out of 60. Approximately 71 per cent of the candidates scored at least 50 per cent of the marks for this paper. No one earned the maximum mark, however, 5 candidates earned 57 out of a possible 60 marks on this paper.

Paper 02 – Essay

Paper 02 comprises two sections. In Section I, candidates were required to answer 3 compulsory questions; one on each profile. In Section II, candidates were required to choose 1 question from each of the three profiles. The mean mark for Paper 02 was 45.80. Two candidates earned the maximum mark. Approximately 42 per cent of the candidates earned at least 50 per cent of the maximum mark on this paper.

Paper 03/1

Paper 03/1, the School Based Assessment (SBA) is offered to school candidates. Candidates were required to undertake an investigation and produce a written report which spans the three profiles.

Performance on this paper was quite good. The mean mark was 28.69 out of 40 marks. Six hundred and sixty candidates earned the maximum mark. Approximately 90 per cent of the candidates earned at least 50 per cent of the maximum mark on this paper.

Paper 03/2

Paper 03/2, the Alternative to the SBA, is an external examination offered to private candidates. For this examination, candidates were required to answer 14 structured questions on a case-study.

Performance on this paper was less than satisfactory. The mean mark was 17.76 out of 40 marks. No one achieved the maximum mark on this paper, the highest mark was 38 out of 40. Approximately 37 per cent of the candidates earned at least 50 per cent of the maximum mark on this paper.

Detailed Comments

Paper 02 - Essay

Section I - Compulsory

Question 1

This question tested the candidates' knowledge and understanding of government regulations in the formation of a business, and the documents required for formation of companies and partnerships. Approximately 98% of the candidates attempted this question.

Part (a) of the question was satisfactorily done. However, the weaker candidates confused the term "regulate" with "assistance/prevention" and many responses made reference to government assistance to already established businesses or ways in which government could prevent businesses from setting up. Additionally, they overlooked the term "setting up" and focused on "government regulations" of a business.

Part (b) was fairly well done as the majority of the candidates indicated some level of understanding of the word "limited" in the name of a company. However, the weaker candidates explained "limited" in the general meaning of the word instead of explaining its relevance in relation to the company's liabilities.

Part (c) of the question posed the greatest challenge. Some candidates were unable to explain the purpose of the Memorandum of Association and confused it with Articles of Association. In addition, responses for "partnership agreement" were weak, as candidates omitted the main purpose, that is, the sharing of profit and losses as well as interest on capital and drawings.

Question 2

This question was attempted by 96 per cent of the candidates. The question tested candidates' understanding of the terms "productivity" and "capital" and their ability to discuss strategies that can be used to increase the efficiency of labour.

Part (a) of the question required candidates to give a definition of productivity. This section posed the greatest difficulty for most candidates. Only a minority defined productivity as the rate of output in relation to input. The majority of them saw productivity as a 'process' 'the creation of goods' and 'the amount of work done.' Quite a number of them related it to the progress of the business, in terms of profitability rather than relating it to time and unit of input used.

Part (b) of the question required candidates to define capital. This was generally well done. However, too many candidates treated capital only as "money" and not as a stock of goods used in the production process.

Part (c) of the question required candidates to discuss three strategies which could be used to increase the efficiency of labour. This section was well done by most candidates. The areas tested seemed familiar to most candidates.

Question 3

Question 3 was attempted by 95 per cent of the candidates. It was designed to test candidates' understanding of demand and supply, the factors affecting demand and supply, and the ways in which producers or consumers may influence price.

The better candidates demonstrated a comprehensive understanding of the aspects being tested and scored within the range of 16 to 20 marks. The weaker responses indicated that candidates were not too familiar with the concepts of demand and supply. They appeared to be confused, and as a result, their responses were generally poor.

In part (a), the definition given for the term "supply" was incomplete and vague in many instances. Many candidates failed to relate quantity produced to the price and time. Some candidates incorrectly defined demand rather than supply.

Part (b) seemed to have created some difficulties for many candidates. Instead of explaining factors which cause an increase in supply, candidates discussed factors which could lead to an improvement in demand. They focused on the "consumer" aspects like taste and quality instead of addressing "production" factors which could contribute to an increase in supply. Some even discussed the four elements of marketing (production, price, place, promotion). In some cases, candidates correctly identified non-price factors but failed to explain how they contributed to an increase in supply.

Part (c) was generally well done. Candidates were able to outline factors which may cause a decrease in demand for ice-cream; non-price factors like decrease in population; cost of production, fall in the price of substitutes and increase in the price of supplements. However, some of the candidates cited factors which result in an increase in demand and did not relate the factors listed to the demand for ice-cream.

Part (d) required candidates to discuss ways in which producers or consumers may influence the price of cheese. Many candidates correctly identified increases and or decreases in demand and supply but some were unable to relate these changes to the direction of price movements. In this section, many candidates failed to present logical arguments on the ways "producers" and "consumers" may impact price. The weaker candidates discussed strategies for product improvement.

Recommendations

Teachers should ensure that candidates become familiar with the "jargon" of the subject and ensure that they fully understand the key terms – supply and demand. Teachers may cite examples of goods and services within the community/country (with which candidates are familiar) and demonstrate how the various factors affect demand and supply of those commodities or services. Candidates may be assigned project work (on a group basis). Each group could examine the effect of factors on a selected set of commodities, over a period of time. The report from each group would then be presented and discussed. Also, candidates need to be aware of strategies used by consumers and producers to influence price. The use of newspapers/current events in the country/region may be incorporated to greatly enhance the aspects of the syllabus, and contribute to the effective application and better understanding of the concepts.

SECTION II – OPTIONAL

Profile 1

Candidates were required to answer Question 4 or Question 5.

Question 4

Question 4 was attempted by 41 per cent and of the candidates. The question tested the candidates' understanding of the effectiveness of Management Information System (MIS), the functions of management, the functional areas of business and problems related to the expansion of a business. Generally, candidates did not seem to have a very clear idea of the role of MIS.

Part (a) of the question was generally well done. Candidates referred to MIS as only a computerized system. The weaker candidates merely gave a definition of MIS instead of the "role" of MIS. They failed to mention data captured and collected in a scientific manner, which is accurate, relevant, valid, reliable, and timely. However, most of the candidates did indicate that MIS is used in the decision making process.

Part (b) was fairly well done by the majority of the candidates. However, some candidates had an idea of what the management function- "planning" is about, but were unable to express their answers properly. The explanation of "controlling" was often interchanged with that of "coordinating" and "delegating." Most candidates understood what the function of "coordinating" meant, but confused this with controlling.

Generally, candidates indicated one element of each function in their explanation, but this was not enough to earn the two marks awarded for each function. In some cases, they repeated the words "plan", "control", and "coordinate" in their responses.

Part (c) was generally well done. Candidates were able to indicate likely problems an enterprise may be faced with as a result of an expansion of the business. Some candidates, however, suggested problems FDS Ltd. would face "in enforcing" the expansion, for example, "a suitable location", as opposed to problems encountered "as a result of" the expansion, which is what was asked.

Part (d) was poorly done. Candidates' responses bore no relationship to the utilization of MIS in the personnel department.

Part (e) was very well done. The candidates gave excellent responses to the benefits of utilizing a MIS in any economic venture.

Recommendations

To improve the responses of candidates, teachers should emphasize in their lesson deliveries, the definitions of and the differences between each management function. More attention must be given to teaching MIS in the classroom, and teachers should access appropriate and current material available on the topic. Candidates should also be made aware of the meaning and functions of MIS. Students should also be taught specifically about the uses of a MIS in the various departments of a business organization. Students could be taken on field trips or visit websites on the Internet to reinforce concepts. Teachers should also encourage candidates to read the newspaper and listen to current news so that they will be better equipped with knowledge of technological advancement, and how applicable it is to the business sector.

Question 5

This question tested candidates knowledge of the functions of a business, types of economic systems and the importance of effective communication.

The question was attempted by approximately 65 per cent of the candidates. The majority of whom gave satisfactory responses.

Part (a) of the question was generally well done as most of the candidates were able to identify the functions of a business. However, the weaker responses confused functional areas of business and management functions with business functions. To a lesser extent, a few candidates responded by mentioning factors of production and forms of business instead.

In part (b) of the question, the candidates generally performed well. However, some did not make the comparisons accurately. The weaker candidates tended to confuse the free market economic system with the mixed economic system or merely listed the characteristics of the economic systems.

In part (c), the majority of candidates gave satisfactory examples of mixed and planned economies; however, the weaker candidates failed to identify a country with a planned economy.

Part (d) of this question was fairly well done. Again, the weaker candidates gave the general types of internal communication methods instead of the specific ones. Examples of these include: verbal instead of meetings, non verbal instead of letters and memoranda.

In part (e) of the question, the majority of candidates were able to evaluate the effectiveness of internal communication within an organization and to highlight reasons for an effective communication flow. However, some candidates tended to repeat the responses already given in part (e) (i) of the question.

Recommendations

Teachers are encouraged to keep students abreast of what is happening in the current global environment. They also need to expose students to the precise meaning of terms or verb cues used in examination questions for example evaluate, discuss and outline and follow through with a number of examples to reinforce concepts taught.

Profile 2

Candidates were required to answer Question 6 or Question 7

Question 6

This question tested candidates understanding of migration and diversification as well as how the two concepts are related. The question was answered by about 40 per cent of the candidates, the majority of whom gave unsatisfactory responses. Most candidates displayed a lack of understanding of the concept of diversification. They were therefore unable to effectively discuss the impact of migration on diversification.

Part (a) required candidates to define migration and diversification. About 98 per cent of the candidates adequately explained the meaning of migration, however, only about 5 per cent correctly explained the meaning of diversification.

In part (b), candidates demonstrated a good understanding of the reason for migration but most of them did not elaborate on the reasons stated.

Part (c) of the question was fairly well done. Generally, candidates were able to suggest actions that government could take to lessen the migration of skilled workers.

Part (d) posed a great deal of difficulty to candidates who lacked knowledge of the meaning of diversification. Thus many candidates related how migration of skilled personnel impacted on the economy in general rather than specifically on diversification. Candidates who earned marks in the section, did so on the basis of the identification of problems caused by migration, in particular, 'brain drain' and the effects of migration on the economy and the country. Most candidates failed to discuss the impact of migration on diversification.

Recommendations

Teachers need to place more emphasis on the topic of diversification and encourage students to listen to the news and read widely. Students should also be encouraged to use the marks awarded for a question as an indication of the expected response. The stimulus material that is presented in the question should also be used to guide their responses.

Question 7

This question tested candidates' understanding of the principles of marketing with particular reference to research and promotion. Candidates were presented with a scenario and were required to apply these principles in the context of the product given. It was attempted by approximately 55 per cent of the candidates and 60 per cent of them gave satisfactory responses. Candidates performed satisfactorily with an average score of 11 out of a possible 20 marks. Approximately 2 per cent of candidates earned full marks for this question.

Part (a) of the question was generally well done with most candidates correctly identifying at least one purpose of market research. However, a significant number simply gave definitions of market research without providing a reason for it.

Candidates generally scored well in part (b) with many identifying the 4 P's of marketing. However, several candidates simply listed factors to be considered but failed to elaborate on them. Some merely said what each factor was but did not discuss its significance to marketing the product. A number of candidates, in answering (b), stated different types of research as factors to be considered when marketing the product.

Part (c) was not well handled as most candidates failed to differentiate between "promotion" in general and sales promotion. Generally, candidates seemed to have misunderstood sales promotion, confusing it with Advertising, Branding, Job Promotion, Personal Selling, and Public Relations.

Part (d) proved to be a challenge for most candidates and this resulted from their misinterpretation of the concept in part (c). Most candidates described various types of general promotions such as advertising and public relations, instead of sales promotion. Many failed to justify the strategies in the context of the stimulus material, they merely outlined the strategies that they selected instead of describing them as the question required.

A general observation made that pervaded all parts of the question, was that several candidates tended to apply their answers to a range of other items instead of making specific reference to product given in the "stem" of the question, that is, disposable diapers.

Recommendations

Teachers should emphasize the teaching of short term techniques increase sales. They should also help students differentiate between promotion of employees and sales promotion. Types of marketing strategies and forms of promotion should also be emphasized.

Profile 3

Candidates were required to answer Question 8 or Question 9.

Question 8

Question 8 tested candidates' knowledge and understanding of the economic concepts of economic growth, economic development and foreign investment.

This was a very popular question. It was attempted by approximately 90 per cent of the candidates. Generally, the responses were satisfactory, with many candidates scoring over 75 per cent of the available marks.

The candidates performed creditably on parts (a) (ii) and (c) of the question. Weak responses were given in (a) (i), (b) and (d).

Part (a) (i) proved to be challenging for many candidates. They generally had difficulty differentiating between economic growth and economic development. Many defined economic growth as growth in population. In other instances, the answers were vague, for example "economic growth is growth of the economy and economic development is development of the economy." The better responses made reference to quantitative and qualitative aspects of the topic.

Part (a) (ii) was generally well answered. However, many candidates ignored the key words in the question, "major economic problems" and listed general problems facing the Caribbean, for example, social and political problems. However, some candidates gave responses such as balance of payments problems, unemployment and shortage of capital.

Part (b) presented some challenge for candidates. Many did not earn the maximum mark, since they merely listed factors which may lead to economic growth without any elaboration. However the better candidates identified increase in net investment, better utilization of natural resources and improved productivity of the labour force.

The overall performance of the candidates in part (c) was fairly good. The majority of candidates earned the maximum mark. They understood the role of education in promoting economic development. However, the main weakness identified was a failure to link education with economic development. Some candidates made statements about education in general, for example 'education is the key to success.'

Part (d) required a discussion on the benefits of foreign investment to Caribbean countries. The candidates who discussed benefits such as increased availability of foreign exchange, employment opportunities, transfer of skills and linkages earned the maximum mark.

Recommendations

Teachers should engage their students in classroom discussions which encourage higher order thinking. Students also need to be taught how to interpret questions. They need to be familiar with and be able to distinguish between key verbs such as identify, describe, explain and discuss.

The use of newspapers, periodicals and discussions of current affairs are recommended as useful techniques for teaching the objectives tested in this question.

Question 9

This question was designed to test candidates' knowledge and understanding of international trade and its associated financial accounts. This question was not a popular choice among the candidates. It was answered by approximately 16 per cent of the candidates and those responses were mostly very poor. Very few candidates attained 50 per cent of the maximum mark. Those who scored high marks on this question showed a clear understanding of the balance of payments and were able to calculate and differentiate between the balances on the accounts

In part (a) (i) the majority of the candidates were unable to distinguish between a country's terms of trade and balance of trade as they could not define terms of trade. A fair number of candidates gave satisfactory definition for balance of trade. However in some cases, candidates did not relate the balance of trade to goods only, while others confused it with balance of payments. There were also obvious misconceptions between visible and invisible trade.

Part (a) (ii) required candidates to calculate the balance of trade from a given set of figures. Some candidates gave the figure for the current account rather than the balance of trade.

In part (b) where the candidates should have calculated the current account balance, many gave the figure for the balance of trade. Some gave the right figure, but the procedure was incorrect.

In part (c), candidates were required to identify two ways in which a country may have a surplus on its current account. Many candidates could only identify one way for e.g. an increase in exports and a decrease in imports. Other candidates showed a total lack of knowledge of this area.

In part (d)(i), the majority of candidates were able to define the term 'balance of payments', however, a few confused it with 'balance of trade'.

In (d)(ii), the responses were generally weak. The majority of candidates confused deficit financing with solving a balance of payment problem, and therefore discussed ways of correcting balance of payment problems rather than ways of financing the deficit in the balance of payments.

Recommendation

In delivering this aspect of the syllabus, teachers should do more in-depth analysis of the Balance of Payments Accounts. They should emphasize the various accounts and calculation of balances in the account. Additionally, they should make clear distinctions between correcting and financing the balance of payments.

Paper 03/2

School Based Assessment

The overall quality of projects submitted has improved. Candidates have made improvements in their presentation and in their development of the various topics as stipulated in the SBA guidelines.

However, there are some issues which should be addressed. These include the format and print of the SBA samples. A standard print size has been stipulated and hence should be adhered to. Candidates should be encouraged to print their projects or to write legibly.

Many projects also exceeded the word limit. In many cases, some of the information were irrelevant. Candidates should adhere to the SBA requirements. The presentation of the projects should reflect the SBA required format, that is, all relevant topics should be placed in appropriate profile in the correct sequence. Research procedures should be followed, and research sources must be properly identified. Candidates must also use an acceptable format for citing references and writing bibliography.

Generally, topics in Profile 1 were well addressed and developed. However, identification of organization form was still an area of concern; charts were presented with little or no explanation. In many cases management issues, especially management functions, were discussed verbatim, and not made relevant to the organisation in the project.

Profile 2 was generally fairly well addressed. There were notable improvements in the discussion of marketing. However, factors of production were discussed without reference to the organisation, and in a number of instances, one or two factors of production were omitted from the discussion.

An area which requires serious attention is that of 'linkages'. This area was either omitted from the discussion or was not properly addressed. As far as the topic 'Transport, Storage and Consumerism' is concerned, consumerism is still not being appropriately addressed and in some instances not even mentioned.

Performance in Profile 3 has improved. Most topics were adequately addressed except for the topic of 'Profits'. This topic needs to be reviewed by teachers. Generally Capital Sources, Insurance and Economic Contribution were adequately discussed and analysed.

Candidates were required to evaluate each profile and make appropriate recommendations. However, many candidates failed to do this; instead summaries of the topics discussed in the profiles were presented.

Recommendations

The overall quality of the projects can be improved if both teachers and students adhere to the guidelines stipulated by CXC. In addition, teachers need to apply the mark scheme accurately and consistently.

GENERAL COMMENTS

Basic Proficiency

Paper 01 – Multiple Choice

Paper 01 consists of 60 multiple choice items taken from the three profiles of the syllabus. Performance on Paper 01 was unsatisfactory. The mean mark was 28.37 out of 60 marks. No one scored the maximum mark on this paper. However, 44 per cent of the candidates scored at least 50 per cent of the available marks on the paper.

Paper 02 – Essay

Paper 02 comprises two sections. In Section I, candidates were required to answer 3 compulsory questions; one from each profile. In Section II, candidates had to choose one question from each profile pair. Performance on this paper was unsatisfactory. The mean mark was 17.97 out of 60. Only eleven per cent of the candidates earned 50 per cent of the available mark on this paper.

Paper 03/1

Paper 03/1, the School Based Assessment (SBA), is offered to School candidates. Candidates were required to undertake an investigation and produce a written report, spanning the three profiles. The performance on this paper was satisfactory. The mean mark was 17.82 out of 30. Seventy-two per cent of the candidates earned at least half of the available marks on this paper.

Paper 03/2

Paper 03/2, the Alternative to the SBA, is an external examination offered to private candidates. For this paper, candidates were required to respond to 14 compulsory structured questions based on a case study spanning the three profiles. Performance on this paper was fair. The mean mark was 18.27 out of 30. Ninety-one per cent of the candidates earned half the available marks on this paper.

Detailed Comments

Paper 02 – Essay

Section I – Compulsory

Question 1

This question was designed to test candidates' knowledge of the basic elements of the Law of Contracts. Candidates were required to define the term contract, identify the essential elements of a valid contract and show the effect of a counter offer with the use of an example.

Question one was attempted by all candidates with approximately 10 per cent gaining 50 per cent of the maximum marks.

Part (a) was well answered by most candidates who were conversant with the definition of the term.

Part (b) posed very little difficulty for most candidates as they were able to give at least two essential elements of a contract.

Part (c) presented the most difficulty as candidates were unable to give a real example of a counter offer of a contract. This part of the question discriminated the good student from the weak ones.

Recommendations

Teachers need to help students to identify examples of counter offer in everyday life situations.

The use of role playing activity may be useful.

Question 2

Question 2 tested candidates' understanding of public relations. Candidates were required to list and evaluate strategies that a small business would use in its public relations.

Sixty per cent of the candidates scored less than 50 per cent of the maximum mark for this question. However, 5 per cent attained the maximum mark.

Part (a) was generally not well done, despite the provision of stimulus material which should have assisted candidates to conceptualize the term.

Parts (b) and (c) were satisfactorily answered. Many candidates were able to identify strategies, however a few of them confused Sales Promotion with Public Relation.

Recommendations

More concrete examples of Public Relations strategies should be given. The use of School Based Project could assist in this area.

Question 3

This question tested candidates' knowledge of government's role in the society, its responsibility to the citizens as well as Government's Fiscal policy.

Of the candidates attempting the question, 65 per cent attained the maximum mark while 97 per cent gained full marks.

Parts (a), (b) and (c) were well done. Candidates were able to relate the concepts tested to everyday experiences.

Part (d) seemed to have created some challenges. This question focused on knowledge of Government's Fiscal policy as well as other government's mechanisms to raise revenue.

SECTION II – OPTIONAL

Profile 1

Candidates were required to answer Question 4 or Question 5.

Question 4

This question tested candidates' knowledge of types of business organizations and the advantages and disadvantages of the various types.

Eighty-two per cent of candidates attempted this question. Performance was satisfactory as 87 per cent of the candidates scored at least 50 per cent of the available marks.

Parts (a) and (b) were less challenging for candidates since most of them were able to satisfactorily compare the sole trader with the partnership.

Part (c)

Part (c) was very challenging for many candidates. The most common error was candidates misconception that if a partnership is changed to a public liability company, profits would increase and the business would be more successful.

Recommendations

More emphasis should be placed on public limited companies in the classroom.

Question 5

This question was designed to test candidate's knowledge of Industrial Relations and Trade Union in the organization.

Fifteen per cent of the candidates attempted this question. Responses to this question were quite satisfactory with 75 per cent of candidates gaining at least 50 per cent of the available marks.

Part (a) was generally well done by most candidates, however part (b) presented some difficulty. Some candidates demonstrated lack of knowledge of the term Grievance Procedure.

Part (c) was generally good. Most candidates were familiar with activities of the trade union.

Recommendations

More emphasis should be placed on exposing students to technical terms relevant to the topic. The use of role play in the classroom can assist the students in better understanding the topic.

Profile 2

Candidates were required to answer Question 6 or Question 7.

Question 6

This question was designed to test candidates' knowledge of Economies of Scales in production.

Approximately 28 per cent of candidates attempted this question. The responses were generally unsatisfactory.

Part (a) was not well done. Candidates were unable to define the term "Economies of Scale".

Part (b) was not well answered. A few candidates were able to correctly identify and describe the internal economies.

Part (c) had a slightly better response from candidates. However, candidates were unable to give four points to support the existence of small business.

Recommendation

Teachers need to dedicate more time to the teaching of this topic; practical examples should be used to concretize the concepts.

Question 7

This question was designed to test candidates' knowledge of the marketing aspects of business organization; particularly distribution in the export market.

Approximately 63 per cent of candidates responded to this question. The responses were generally satisfactory.

Part (a) was well done. The stimulus material was effectively used.

Part (b) and (c) presented some challenges for candidates. Candidates were unsure of channels of distribution and payment methods in the foreign market.

Part (d) also presented some challenges for candidates. Candidates were unable to identify the change in advertising strategy as it pertains to a foreign market.

Profile 3

Candidates were required to answer Question 8 or Question 9.

Question 8

This question tested candidates' knowledge of International Trade and the documents involved in business transactions abroad.

Forty per cent of the candidates chose this question. Overall, performance on the question was satisfactory with most candidates scoring at least 50 per cent of the maximum mark.

Part (a)

Candidates were able to satisfactorily define International Trade. Over 90 per cent of the were accurate in their responses to this part of the question.

Part (b)

Part (b) was answered well. About 70% of the candidates responded accurately.

Part (c) posed some level of difficulty for the candidates while part (d) proved to be most challenging. Only about four candidates responded appropriately to this part of the question.

Question 9

This question tested candidates' knowledge of Money and Banking, and in particular, methods of payment. The question was attempted by 57 per cent of candidates.

Candidates' responses were generally weak. A few candidates were able to earn the maximum mark in

this question.

Part (a) provided the least difficulty for candidates. However, candidates gave wide and various responses as to the types of cheques.

Parts (b) and (c) were generally well known, nonetheless, inappropriate and irrelevant responses were offered by some candidates.

Part (d) presented the most difficulty. Many candidates had little knowledge of capital and money markets.

Recommendation

Students should be given more exposure to the banking sector. Perhaps field visits or the introduction into the classroom of actual banking documents should be useful.

Paper 03/1

School Based Assessment

Assignments

Appropriate topics were chosen and candidates demonstrated good use of knowledge and enquiry skills in completing the projects. These projects covered all relevant areas in the syllabus.

Candidates' responses and assessment of projects

Most of the responses were well structured but there were a few which represented regurgitation of information from textbooks.

Some candidates presented irrelevant information which indicated very little appreciation of the topic. The layout of the project, in some cases, was disorganised with no clear reference to the Profiles 1, 2, 3 as clearly set out in the syllabus.

Language and Presentation

There was adequate use of graphs, tables and charts although in some instances these bore no relevance to the topic chosen. In some cases incomplete information was given.

Suggestions for improvement

Workshops could be organised in territories where teachers are inconsistent in their marking as compared with the accepted standard and samples of good work examined could be posted on the CXC's website as well as circulated to schools.