

CARIBBEAN EXAMINATIONS COUNCIL

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

JANUARY 2005

SOCIAL STUDIES

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SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATIONS
JANUARY 2005
GENERAL COMMENTS

The candidate entry for 2005 January Social Studies examination was 1328 which represents a slight increase over 2004 January entry of about five per cent.

In Paper 01, candidates were examined in the core units of the Syllabus. The profile dimensions tested were Knowledge and Interpretation. Test items in this Paper varied in terms of their difficulty and discrimination and covered a wide cross section of the core syllabus. There were 30 items measuring Knowledge and 30 items measuring Interpretation. The mean score in this Paper was 42.80 out of 60.

Paper 02 tested all the profiles. There were 13 questions in this paper. These questions were distributed according to the Syllabus sections. In some instances the candidates' responses were lengthy and showed good acquaintance with the syllabus objectives and content. In other instances the candidates' responses were brief, inappropriate and showed a lack of knowledge and understanding of the major terms and concepts associated with Social Studies. The mean score in this Paper was 40.1 out of 85.

Paper 03/2 was difficult for candidates who seemed unfamiliar with research methods and techniques. Their responses clearly demonstrated a lack of knowledge and application of the critical concepts in basic research. Most of the candidates who attempted Paper 03/2 were non-school/adult learners and did not prepare themselves adequately. The mean score was 17.0 out of 35.

DETAILED COMMENTS
GENERAL PROFICIENCY

Paper 02 – Structured Questions and Extended Essays

Section A: Individual Interaction

This section contained questions on social issues related to the family, groups and institutions. Candidates were required to write short, relevant responses to two of the three questions set. All three questions in this section were attempted. Questions 1 and 3 were popular and candidates showed quality in their responses.

Question 1

This question focused on the family and marriage in the Caribbean. Candidates were required to define the terms 'family' and 'consensual union', state ways marriage becomes legal unions, give reasons why young married couples move out of the extended family and suggest ways to keep marital relationships from deteriorating. Most candidates defined the terms correctly and knew the religious and civil requirements to make marriages legal. For the Interpretation part the common responses were based on the need for independence, privacy and the opportunity to raise a family without interventions from the extended family. These responses were adequately developed and explained and some candidates obtained full marks. In the Application part, the focus of the responses were on trust, honesty, counselling, good communication practices, and the demonstration of love and caring dispositions to each other. These responses were clearly stated and in most instances well developed. The overall quality of the responses was satisfactory. Some candidates obtained full marks. This was a very popular question. The mean score was 8.43.

Question 2

This question was based on constitutional rights in the Caribbean. It required candidates to state human right as outlined in their respective constitutions, give reasons why knowing their rights is important and outline legitimate actions citizens may take if their rights are denied in a magistrates' court. A small percentage of candidates

attempted this question. Their responses demonstrated some awareness of their right to life and security, the right to own and enjoy property, the right to be represented in a court of law, and the right to a fair trial. For the Interpretation part, some of the reasons offered were limited in their development and explanation. Popular responses were based on redress and the responsibilities of citizens in relation to these stated rights. Generally the responses to this part were poor and lacked relevance and explanation. The Application part was also poorly done. Legitimate actions were restricted to appeals, consultation of a lawyer and public protestations in the media and on the streets. Most of the actions suggested were devoid of development. Overall the performance on this question was not satisfactory. The mean score was 6.64.

Question 3

Question 3 focused on formal and informal groups. Many candidates attempted this question. The candidates' responses showed a fair knowledge of both types of groups. Candidates were able to state the characteristics of a formal group and to identify the groups listed in the question as either formal or informal. The Interpretation part was not well done. Candidates were asked to give reasons why co-operation is important among members of a formal group. The popular response was to achieve objectives and goals. Very few responses dealt with the development of affinity and a sense of belongingness within the group. Many responses to this part lacked explanation and clarity. The Application part required candidates to suggest activities that would increase the awareness among group members of the dangers of HIV/AIDS. Common responses focussed on visits to victims, educational programmes such as workshops, and counselling. Some of the responses lacked development. This question was well done. The mean score was 9.80.

Section B: Development and use of Resources

This section was divided into two parts. Part 1 consisted of two structured questions and Part 11 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 very popular. It focussed on Migration. Candidates were asked to define the term 'migration,' name a CARICOM country whose citizens have migrated in large numbers, describe legal and illegal means of

migration, explain problems illegal immigrants face in host countries and to suggest criteria for inclusion in an immigration booklet. For the Knowledge part many candidates defined migration correctly. Some candidates mentioned legitimate and illegitimate visas and work permits as means some citizens used to migrate to developed countries. Very few candidates described sponsorship and marriage as ways to migrate legally. The candidates' explanations of the problems in the Interpretation part were based on employment practices, inadequate wages and the unavailability of government-run services. Other candidates hinted at deportation and imprisonment but did not explain the point fully. The Application part was not well done. Most of the responses mentioned that immigration booklets should contain the basic laws in relation to illicit drugs and littering and some historical tidbits about the country. Generally the responses to the question were fair. The mean score was 7.69.

Question 5

This was an unpopular question. Very few candidates responded to it. Candidates were required to name OECS member states and to state functions of the organization. Some candidates gave incorrect responses such as the United States, Bahamas and Jamaica. For the functions of the OECS responses such as 'to find a solution for crime' and to 'obtain opinions' were common. Correct responses such as to promote co-operation, cultural activities, and economic integration were in the minority. For the Interpretation part, common responses were based on 'to have a bigger voice' and to 'better the life of the citizens'. These responses were acceptable but were not fully explained. The Application part required candidates to suggest appropriate actions to reduce crime. Responses were based on 'stiffer penalties' and to 'upgrade the criminal laws'. In most instances these suggestions were not fully developed. Overall the question was not well done. The mean score was 4.67.

Part 11 - Extended Essays

Question 6

In this question candidates were required to write an essay on 'Resources for Energy Production in the Caribbean.' They had to identify renewable and non-renewable resources and then describe ways energy resources have contributed to modern life. Candidates were

able to name these resources and to describe how resources have assisted in communication, transportation and in foreign currency earnings. The Interpretation part required candidates to explain the factors that have contributed to the development of energy producing industries in the region. This part presented some difficulty to the candidates. Very few candidates discussed the contribution made by grants and loans, the geographic location of the energy sources and the availability of machinery and technology. In the main the responses were inappropriate, lacked details and development. The responses in the Application part were somewhat encouraging. Suggestions such as re-afforestation programmes and the reduction in the consumption of energy were offered. These suggestions were not developed and could not be given full marks. Overall the question was not popular and was not well done. The mean score was 4.77.

Question 7

This was a very popular question. It was based on 'Water Pollution'. Most candidates were able to state with some clarity the factors responsible for water pollution in the region. Responses ranged from oil spills, the dumping of sewage and domestic wastes to the agricultural practices of farmers in which chemicals are used extensively. The Interpretation part asked candidates to explain the effects of water pollution on the economy of the region. Many candidates used the floods in Guyana and elsewhere to reinforce their responses. Correct responses contained references to unemployment, the impact on tourism, loss of productivity due to health problems to citizens. However, some of these responses were not clear nor were they well explained. The Application part required candidates to suggest ways to reduce water pollution. Most responses were based on legislation and educational programmes. Some of these responses were well developed and adequately compensated. The overall performance in this question was encouraging. The mean score was 8.46.

Section C – Options

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

Consumer Affairs

Question 8

This question was not very popular. It dealt with 'Modern Technology and the Consumer.' The Knowledge part required candidates to write an essay in which they had to define the term 'consumer' and to outline the effects of modern technology on consumer transactions. The responses offered by the most candidates who attempted the question were appropriate and acceptable. Candidates correctly defined a consumer as one 'who uses goods and services.' For the Interpretation part, candidates had to give reasons why modern technology is important for commerce. Responses such as a 'distinct ways to reach regional partners', 'to keep up with trends in technology' and 'meeting payments through transfers etc' were common. The Application part required candidates to suggest ways to develop consumers' confidence in the use of modern technology. Most of the responses to this part focused on education programmes and demonstration of the technologies to consumers. Generally the performance of the candidates in this question was fair. The mean score was 6.64.

Question 9

In this question candidates were required to write an essay on the 'Production of Local Goods and Services in the Caribbean.' More candidates attempted this question. For the Knowledge part candidates were required to describe the factors responsible for the low level of production of local goods and services. Most of the responses were based on the 'high import level of foreign goods', the devastation to food crops caused by floods' and 'unstable prices for local commodities'. The Interpretation part required candidates to explain the benefits of local goods and services to the region. The responses centred on employment generation and the earning of foreign exchange through exports. A few candidates gave responses based on self-reliance and self-sufficiency. For the Application part suggestions on the impact of globalization on the production of local goods and services were sought. Some candidates stated that globalization would be a form of motivation for local farmers to be more competitive while others indicated that foreign goods would be dumped on the regional markets and farmers would be forced out of business. Overall the candidates' performance in this question was fair. The mean score was 6.30.

Communication

Question 10

This question was based on 'libel and freedom of expression.' It was not a popular question. For the Knowledge part candidates were asked to define the terms 'libel', 'propaganda' and 'freedom of expression'. Many of the candidates who attempted this question were able to define 'libel' and 'freedom of expression'. However they had some difficulty with the term 'propaganda'. Some candidates expressed the view that this term had a similar meaning with 'libel' and therefore they could not make a clear distinction. The Interpretation part required candidates to give explanations why a newspaper might publish libellous statements. Explanations based on 'without a person's consent' and 'wrong information' were offered. These were not developed and therefore could not be appropriately rewarded. Acceptable responses such as 'a media house was not being efficient' and 'to destroy the character of a person' were also stated but were not developed. The Application part required candidates to suggest measures a government may introduce to protect citizens from libellous statements. The suggestions to this part were based on prosecution and 'heavy' fines and penalties. Generally this question was fairly done. The mean score was 6.26.

Question 11

This question dealt with how a 'Society transmits its Cultural Heritage'. Candidates were required to define 'cultural heritage' and to state ways a society expresses its cultural traditions. Many candidates who attempted this question were able to define cultural heritage. Their definitions included rituals, customs and practices, passed on from generation to generation. For the Interpretation part candidates had to give reasons why a society may wish to transmit its cultural heritage. Correct responses containing ideas on the promotion of a sense of belonging, the dissemination of knowledge and the inculcation of a sense of values were offered. Some of these responses were not developed. The Application part, required candidates to suggest actions a Caribbean government may take to transmit cultural traditions from the older to the younger generation. Most responses were based on the organization of cultural activities in which young people should be actively engaged and to promote shows and documentaries on the electronic media for broadcast. This question was fairly done. The mean score was 7.17.

Tourism

Question 12

This question was not popular. It was based on Heritage Tourism. Candidates were required to define the term 'heritage tourism' and to state ways to develop it. Candidates demonstrated some knowledge of what this type of tourism entails. For example their responses contained references to historical buildings, plantation houses and socio-cultural factors. Some of the government plans mentioned were infrastructural development and upgrades to roads, recreational facilities and accommodation. These responses however did not contain sufficient details to be awarded full marks. For the Interpretation part, candidates were required to give reasons for developing heritage tourism. Correct responses offered by the candidates included the creation of jobs, boosting foreign exchange earnings and providing more attractions for tourists. The Application part asked for strategies a Tourist Board may implement to assist in this kind of development. Good responses were based on marketing destinations on the Internet and the participation of the private sector in developing related infrastructure. These responses lacked development and details. The candidates' responses in this question were fair. The mean score was 6.39

Question 13

This question focused on 'Employment opportunities in the Tourist Industry'. Candidates were required to identify jobs in the hotel industry and to state the tasks associated with each job identified. Jobs such as receptionists, clerks, chefs, technicians, security officers and waitresses were correctly identified. However in some instances, the tasks associated with the jobs were not clearly stated. Some candidates outlined the qualities persons should possess as responses to this part of the question. For the Interpretation part, candidates were required to give reasons why school graduates may choose to work in the hotel industry. Responses such as 'to get an opportunity to take courses' and 'to interact with tourists' were offered. The Application part required candidates to suggest ways tourism officials may encourage young people to seek employment in the industry. Many candidates suggested that tourism officials should 'offer courses and incentives' and to promote programmes revealing the 'joys of working in this sector' and to 'organize school competition about the tourism industry'. These suggestions in many instances were simply mentioned and were not awarded full marks.

In other words, candidates did not develop their suggestions in any meaningful way to earn full marks. The overall performance of the candidates in this question was satisfactory. The mean score was 8.24.

Paper 03/2: Alternative to SBA

This Paper is structured to test the candidates' familiarity, knowledge, understanding and application of basic research methodology skills. In this paper, candidates were required to select one of the topics provided and to respond to the questions that followed. The questions were based on research constructs such as rationale, problem statement, research questions, data gathering instruments etc. In addition a case study was provided and candidates were required to study the case study and to display data contained therein, state findings, make conclusions and offer recommendations. Many candidates treated with this paper using a 'common sense' rather than an informed approach. In other words most candidates were not fully prepared and therefore could not address the questions adequately. They did not comprehend basic research terminologies such as 'variables', 'sample', 'ethical principles', and 'numerical measures' used for reporting data etc. In some instances some candidates were unable to place data accurately in the table provided, make statements about the data, draw conclusions from the data, and make recommendations. Candidates who were prepared in research methodologies and designs performed reasonably well. The scores ranged from 0 to 32. The mean score in this paper was 17.05.

Paper 02

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

Syllabus Section	Question	No. of Responses	Mean	Std. Deviation	Range
Individual Interaction	1	1,230	8.43	2.66	0-17
	2	311	6.64	3.00	0-14
	3	1,073	9.80	2.88	0-17
Development and use of Resources					
Part 1	4	1,231	7.69	3.29	0-16
	5	76	4.67	2.68	0-11
Part 11	6	166	4.77	3.12	0-15
	7	1,127	8.46	3.38	0-17
Options					
Consumer Affairs	8	182	6.64	3.69	0-17
	9	226	6.30	3.41	0-15
Communication	10	42	6.26	2.63	0-12
	11	257	7.17	2.76	0-14
Tourism	12	49	6.39	3.22	0-12
	13	532	8.24	2.90	0-17
Paper 03/2	ALL	1,167	17.05	5.13	0-32

