CARIBBEAN EXAMINATIONS COUNCIL

REPORT ON CANDIDATES' WORK IN THE SECONDARY CERTIFICATE EXAMINATION

MAY/JUNE 2010

SOCIAL STUDIES
GENERAL PROFICIENCY

GENERAL COMMENTS

Paper 01 - Multiple Choice

This paper consisted of 60 items distributed as follows: 30 on Individual, Family and Society and 30 on Sustainable Development and Use of Resources. The items tested various levels of difficulty in the Knowledge and Comprehension profile and provided adequate syllabus coverage. Performance on this paper was satisfactory.

Paper 02 - Structured Questions and Extended Essays

This paper consisted of three sections, labelled A, B and C comprising 10 questions. Candidates were required to answer a total of five questions. Each question was worth 20 marks. The profiles tested were Profile 1, Knowledge and Comprehension, and Profile 2, Application, Evaluation and Problem-solving.

DETAILED COMMENTS

Paper 02 – Structured Questions and Extended Essays

Section A: Individual, Family and Society

In this section candidates were required to respond to two out of the three questions set. The quality of the responses ranged from outstanding to less than satisfactory.

Question 1

This was the most popular question in Section A and the most popular on the paper. It tested candidates' understanding of family unions and family types, responsibilities of siblings within a specific union, laws to protect children, and actions to reduce conflicts in the family. It was attempted by approximately 95 per cent of the candidates and had the second highest mean score in this section.

In Part (a), most of the candidates understood the difference between family type and family union and correctly identified the union as common law and the family as nuclear. Incorrect responses included visiting union and sibling family.

Part (b) was generally well done. Candidates stated two likely duties of older children when they are responsible for their siblings. There were varying responses with popular ones ranging from physical to emotional responsibilities. These included *preparation of their meals, supervising and helping them with their homework and disciplining the younger siblings*.

Part (c) asked candidates to give two reasons why there are laws to protect children in the family. This posed difficulty for most candidates who were not knowledgeable of the laws and why these laws exist. Correct responses included *to prevent child labour in cases where children are allowed to work regular working hours for wages to help support the family, to ensure that children inherit what rightfully belongs to them on the death of their parents and to prevent parents, relatives, family friends and other persons from physically and emotionally abusing the children.*

Part (d) which focused on application, evaluation and problem-solving skills asked candidates to suggest to parents three actions they might take to reduce conflict in the home. The responses were varied and correct responses included

Action 1: Parents need to begin a job search using the newspapers and any other means and apply for higher paying jobs suitable to their qualifications.

Action 2: Parents and children should attend professional counselling sessions to get advice and guidance on managing family stress.

The following is an example of a relevant, feasible and well-explained justification for Action 1.

Obtaining higher paying jobs would enable parents to earn sufficient money to hire someone to take care of the children. This would allow the older children to socialize more with their friends and thus reduce conflicts in the home.

Many candidates who attempted this question performed well.

Question 2

This question tested candidates' understanding of the concept of norms, benefits of education to the individual, and areas in the curriculum which equip young people with skills to deal with rapid changes in today's society. The question also asked candidates to suggest strategies the government may adopt to make education more readily available to all sections of society and to give the justification for the success of the strategies. It was attempted by approximately 90 per cent of the candidates and had the highest mean score.

In Part (a), most candidates were unable to define norms. Correct responses ranged from standards of behaviour existing within groups or unwritten rules that guide behaviour within a group.

Part (b) asked candidates to state two ways in which education benefits the individuals. The benefits were well known by many candidates. Popular and correct responses included

   (i)   *Education prepares individuals for the world of work by providing them with knowledge, skills and attitudes to function in the workplace.*

   (ii) *Education provides individuals with opportunities for social mobility and thus the development of positive self-image.*

Part (c) asked candidates to choose two areas of the school curriculum and explain one way in which each area equips young people with skills to deal with the rapid changes in today's society. Popular responses included *extra-curricular activities such as clubs and societies, community service, school subjects such as Science and Technology, Social Studies and Physical Education*. A popular response was that *extra-curricular activities develop leadership skills such as communication, advocacy and participatory skills*. These are essential to survival in contemporary societies.

Part (d) (i) tested the application, evaluation and problem-solving components. Candidates were asked to suggest to their government, three strategies that may be adopted to make education more readily available to all sections of the society. Candidates' responses reflected awareness of the problems of providing educational opportunities for all. Popular responses that were well developed and clearly explained included the following:

Strategy 1: Government should introduce free education from pre-school to the tertiary level. This should include abolition of fees, free books, lunch and health care for students from the basic to secondary level. At the tertiary level, students would not pay tuition fees.

Strategy 2: Government should implement zoning policies concerning allocation of schools so that students are placed in secondary schools based on their location and accessibility to schools and not mainly on scores received in an examination.

Part (d) (ii) asked candidates to justify each strategy given in (d) (i). The following is an example of a relevant, feasible and well-explained justification for Strategy 1. *Even if the government provided more schools in communities, many people in the society are poor and therefore cannot afford to send their children regularly to school, some go without books and without lunch. Making education free, would solve these problems, thus making education available to the poor.*

Question 3

Question 3 was based on the system of government in some Caribbean countries. Candidates were provided with a diagram of the system of government in some Caribbean countries and asked to answer questions related to the diagram. This was the least popular question in this section with the lowest mean score.

The knowledge and comprehension section comprised Parts (a) — (c). Part (a) (i) asked candidates to identify the system of government illustrated in the diagram. Some candidates responded correctly by naming the system as a *constitutional monarchy* or *monarchy*. Although many candidates could not identify the system of government represented by the diagram, they responded correctly in Part (a) (ii) by naming one CARICOM country that uses the system of government represented by the diagram.

Part (b) tested candidates' knowledge of the House of Representatives and the Senate. This section was not well answered. Correct responses indicated that one characteristic of the House of Representatives and the Senate is that the House of Representatives consists of elected members while the Senate consists of appointed or nominated members.

Part (c) asked candidates to give two reasons why some CARICOM countries do not have Governors General. Responses that were correct and well-explained included the following:

(i)   *Some of the independent CARICOM countries have changed their constitution to become Republics and thus the Head of State is the President and not the Governor General.*

(ii)   *The system in which the Governor General represents the Queen of England is seen by some countries as a legacy of colonialism that must be abolished. The Queen is merely a figure head and does not participate in the governing of the country. Some of these countries have replaced the Governor General with a President.*

Part (d) (i), the application, evaluation and problem-solving section, asked candidates to suggest to citizens three actions they may take if they wish to prevent the legalization of marijuana. This section was not well done by most candidates. Some actions suggested could only be implemented by governments. The following are correct responses that were well developed and clearly explained.

Action 1: Citizens could arrange peaceful demonstrations in various sections of the country and use placards to inform the citizens of the harmful effects of marijuana on people.

Action 2: Citizens could sign their names on petitions which would be distributed across the territory. The signed petitions would be collected and sent to representatives to be taken to parliament for discussion.

An example of an inappropriate response was that citizens should visit the marijuana fields and burn all the plants.

Part (d) (ii) asked candidates to explain why each of the actions was likely to work.

An example of a relevant, feasible and well-explained justification for Action 1 was that *peaceful demonstrations island wide would develop a deeper awareness of the harmful effects of marijuana*

among a larger section of the population. With such knowledge many people would become involved in the campaign and pressure the government against legalization.

Section B: Sustainable Development and Use of Resources

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

Question 4

This question tested candidates' understanding of the population concepts crude birth rate, natural increase and infant mortality. Candidates were given a table with population data including crude birth rate, crude death rate and rates of natural increase and asked to answer the questions. This was not a popular question and had a low mean score.

Part (a) asked candidates to define 'crude birth rate'. Many candidates responded correctly by stating that it was the *number of live births per 1,000 persons each year in a particular country*. Some candidates simply stated the number of births in a country.

Part (b) required that candidates state two factors that may contribute to a decrease in the birth rate in a country. Many candidates were not knowledgeable of these factors. Correct responses ranged from increased educational level of women who prefer to advance their careers and occupy prominent positions in their institutions, rather than child rearing to the wide acceptance of family planning methods by both males and females.

Part (c) (i) asked candidates to use the table to calculate the missing rates for each country. Most candidates were able to calculate the rates correctly.

For Part (c) (ii), candidates were asked to give one reason why a country may not want to reduce its rate of natural increase. Correct responses which were well-explained ranged were:

(i)   *There may be an insufficient labour force in the country and thus the population policies would be to increase rather than reduce the rate of natural increase*

(ii)   *The country may be under populated and thus the resources cannot be fully utilized. Reducing the rate of natural increase would result in the country becoming dependent on immigrants to promote development.*

Parts (d) (i) and (d) (ii) assessed application, evaluation and problem-solving skills. Candidates were asked to suggest three strategies they might use to maintain a low infant mortality rate to planners in their country. They were required to explain why each strategy was likely to be successful. Correct responses for strategies which were well developed and clearly explained included

Strategy 1: To increase community health centres and equip them with trained health personnel, and improved services such as vaccination and immunization programmes for all children up to three years old. Services would involve prenatal care for expectant mothers.

Strategy 2: To organize community workshops with health professionals to educate the women on the importance of prenatal care such as monthly check-ups and care of the newborn baby. These workshops would be free of cost to residents.

An example of a relevant, feasible and well-explained justification for Strategy 1 was the following:
The use of trained health personnel and the availability of vaccinations and immunization programmes would give infants protection against diseases such as measles and whooping cough which could cause death.

It is important to note that some candidates misunderstood the strategies to keep the infant mortality rate low and strategies to keep birth rate low.

Question 5

This question tested candidates' knowledge of the term 'environment', solid waste disposal and the importance of proper disposal to the economic prosperity of a named Caribbean country. Parts (a), (b) and (c) assessed knowledge and comprehension and Parts (d) (i) and (ii) assessed application, evaluation and problem-solving skills. A high percentage of students attempted this question. It produced the highest mean score for the examination.

Part (a) asked candidates to define the term 'environment'. Popular responses included the combination of factors on earth such as physical and human which impact on life. Part (b) asked candidates to state two problems cities face in getting rid of solid waste. Correct responses to problems included

(i)   *The location of dumping sites which are in close proximity to areas of settlement which create health problems for the residents.*

(ii)   *The improper disposal of solid waste in rivers and gullies which may cause flooding.*

Part (c) created problems for some candidates who failed to make the connection between proper garbage disposal and the economic prosperity of a named Caribbean country. Some candidates did not identify the Caribbean country. An example of a correct response which was well-explained was *proper disposal of garbage prevents the breeding of rodents and flies and reduces contamination of food and thus illnesses such as diarrhoea and gastroenteritis. A healthy population is needed for the economic prosperity of a country, for example, Barbados.*

For Part (d), most candidates were able to suggest three strategies that governments may use to reduce pollution of the environment. The following are examples of correct strategies which were well-developed and clearly explained.

Strategy 1: Governments should institute measures such as the training of a special branch of the police force as 'environmental enforcers' who would work across the island to prosecute offenders who are violating the laws which serve to protect and conserve the environment. This includes the pollution laws.

Strategy 2: The Ministry of Education should make environmental education compulsory in all schools, from early childhood to secondary and ensure that all teachers are trained to teach environmental education.

The following is an example of a justification for Strategy 1 that was relevant, feasible and well-explained. *If students are taught environmental education which includes pollution and the effects on the environment from an early age, they will develop the appropriate values and attitudes and become environmental stewards and pass on these values to others. This will reduce pollution in the long term.*

Question 6

This question tested candidates' knowledge of the CARICOM Single Market and Economy (CSME). It assessed candidates' knowledge and comprehension of the topic and the application, evaluation and problem-solving skills related to CARICOM issues. This question was not popular and some candidates obtained low scores. Candidates were asked to write an essay on the stimulus, 'The CARICOM Single Market and Economy (CSME)'. The knowledge and comprehension section asked candidates to name two member countries of the CSME. Many candidates correctly identified the

countries. They were then asked to state two benefits that Caribbean people can obtain from being members of the CSME. Correct responses included *skilled Caribbean workers can obtain jobs in the different Caribbean member countries and Caribbean people can obtain goods at cheaper prices because of reduced trade barriers among the countries.*

Candidates were further required to explain two factors that hinder economic integration among Caribbean countries. Correct responses that were well-developed and clearly explained to warrant full marks included

The countries are at different levels of development and those which are at a higher level such as Jamaica, Trinidad and Barbados may consider that they will carry most of the responsibilities in the integration movement, which would retard their development.

The countries produce similar goods and thus there is competition among the territories to produce goods for inter-regional trade and trade on the international market.

To assess the application and evaluation components, candidates were asked to suggest three strategies that CARICOM leaders may use to strengthen the CSME. An example of a strategy that was well-developed and clearly explained was that *Caribbean leaders should implement similar immigration policies that would reduce restrictions in travelling and the discrimination shown to persons travelling from countries such as Guyana.* A relevant, feasible and well-explained justification for the strategy was that *if CARICOM citizens are treated with respect and dignity when travelling to the other islands and in seeking jobs, they would help to agitate for the development of the CSME based on their positive experiences.*

Question 7

This question tested candidates' knowledge of CARICOM's response to natural disasters in the region. It was the more popular one in this section and the third most popular in the examination. Performance was only fair. Some candidates also gained very low scores.

Candidates were asked to write an essay on the stimulus 'CARICOM: Helping Disaster Victims'. The knowledge and comprehension section required that candidates identify one natural disaster faced by Caribbean countries and state two effects of the natural disaster on the physical environment of the Caribbean. Many candidates correctly identified a natural disaster and popular responses included *hurricanes, volcanoes and earthquakes*. Many also gave correct responses for the effects. For example, candidates stated that *hurricanes which are usually associated with high winds result in the destruction of forests and other types of vegetation.* Another effect was that the *beaches are destroyed due to the high and powerful waves which remove sand from the beach*.

To assess knowledge and comprehension skills, the question continued by asking candidates to name the regional organization which has been established in the Caribbean to manage disasters and to give two reasons why Caribbean governments need to cooperate in the event of a disaster. Few candidates answered correctly by naming the Caribbean Disaster Emergency Response Agency (CEDERA) as the regional organization. Correct responses included the fact that *there may be damage to infrastructure such as roads and buildings and the country may be unable to rebuild these without aid from Caribbean neighbours. Some areas may be isolated and people may be without water, food and emergency supplies for days. A country may have sufficient trained personnel, equipment and supplies to help in the rescue mission, thus cooperation from among Caribbean governments would be necessary*.

Candidates were asked to suggest to citizens three measures they may take to assist community members in the event of a natural disaster. An example of a measure that was well-developed and clearly explained was for *citizens to organize themselves in various groups to do voluntary work in cleaning different sections of the community. Activities included removing fallen trees and properly*

disposing of the dead animals. A well explained justification for the measure was that if citizens helped in cleaning the community immediately after the disaster, this would prevent health problems such as the outbreak of diseases.

Section C – Optional Questions

There were three questions in this section and candidates were required to answer one. Question 10 was the most popular and Question 8 the least popular. All questions were attempted.

<u>Question 8</u>

This question tested candidates' knowledge and understanding of the ways in which artistic and creative works are protected. This was the least popular question in this section. Some candidates performed satisfactorily.

The question began with the stimulus of Caribbean artistes asking for help to protect their work and to stop piracy and plagiarism. Candidates were asked to write an article for a newspaper based on the stimulus. The knowledge and comprehension section required candidates to state what was meant by plagiarism. The complete definition was expected to include two features of plagiarism. Correct responses included

This is the illegal use of someone else's work such as writing or painting without acknowledging the source and giving the impression that it is your own creation. This is the illegal use of someone else's intellectual property, for example, his/her writing such as poems stories, research publications and photographs.

Candidates were required to identify two other categories of artistes apart from musicians who require protection for their work and to give two reasons why the work of artistes need to be protected. Responses for categories ranged from architects, poets and authors to photographers, artists and journalists. Examples of popular responses that were well-developed and clearly explained were

(i)   The artiste spent many hours and invested money to create his work. Thus his work must be protected to ensure that he earns income for the work to meet his needs.

(ii)   The reputation of the artistes must be protected by preventing other people from making changes to the original work.

To assess application, evaluation, and problem-solving skills, candidates were asked to suggest to musicians, in particular, three strategies they may use to reduce piracy of their work. Many innovative strategies were given. However, in some cases, overlapping of strategies occurred. Examples of such strategies that were well-developed and clearly explained were

Strategy 1: Report the matter to the police who would conduct an investigation so that the pirates may be arrested and the case taken to court for trial.

Strategy 2: Embark on public education campaigns using specialists in the area of piracy to deepen awareness and knowledge of what piracy is, how it occurs and why people should not purchase pirated work.

Strategy 3: Lobby the government to pass copyright laws, indicating the punishment for those who violate the laws.

The following is an inappropriate strategy:

Musicians should locate the pirates and punish them for stealing their work.

A relevant, feasible and well-explained justification for Strategy 1 was that *the pirate would not want to be arrested as this would result in embarrassment for the pirate and his family as well as additional costs in securing a lawyer for his defence. Furthermore if he/she is found guilty he/she may have to pay a fine or serve time in prison. Therefore, to avoid possible arrest, he/she would be less inclined to pirate the music which would reduce instances of privacy.*

Question 9

This was a popular question in Section C. It tested candidates' knowledge and understanding of the benefits of savings. The stimulus consisted of a conversation piece which introduced the candidates to a scenario based on the opening of a savings account with the credit union.

Candidates were asked to outline two advantages of saving with a credit union. This section was well answered and popular responses included

Credit unions provide credit at reasonable rates of interest to their savers compared with some large commercial banks; the customer can open various types of savings account including a shares account in which he or she is entitled to borrow from the shares without depleting the amount in the account, and as a saver you are given financial advice and counselling on savings, borrowing and pension plans.

Candidates were then required to outline two ways a country benefits from the savings of its citizens. Correct responses included *banks use the savings of citizens to generate investments by lending to businessmen who increase production and employment in the country and governments can borrow from the banks instead of lending agencies such as the International Monetary Fund which may result in the laying off of workers.* Candidates were asked to explain two reasons why the governments of Caribbean countries regulate financial institutions. Popular and clearly explained responses included *to protect citizens from banking with financial institutions which are unlicenced and which could result in the loss of savings such as the situation with Cash Plus in Jamaica, and since there are many financial institutions in a country with different methods of operation, there must be a regulatory body such as the government to help control their actions.*

For the application, evaluation and problem-solving marks, candidates were asked to suggest to credit unions three actions they may take to encourage their members to increase savings. An example of a suggestion that was clearly explained was *to provide incentives such as cash prizes or the chance to win a three-bedroom house to regular savers who maintain a minimum balance of a certain amount for a year.*

A relevant, feasible and well-explained justification for the strategy was that *given the hard economic times that people are experiencing, they will be willing to make the sacrifice to increase savings if they have a chance to win cash or a house that would improve their standard of living.*

Question 10

This was the most popular question in this section with the highest mean score. It tested candidates' knowledge and understanding of cruise tourism.

For this question the stimulus was a table on the number of cruise ship visitors to selected islands in 2002 and 2007. Candidates were asked to address a group on the benefits of the cruise industry. The knowledge and comprehension section required that candidates define the term 'cruise passenger'.

Most candidates defined a 'cruise passenger' as one who 'visits a place by yacht, cruise ship or any other means by sea'.

Candidates were then asked to outline four benefits of cruise ship visitors to any country. Correct responses for the benefits included *contribution to government revenue from berthing fees, increase in foreign exchange earnings from the purchase of goods such as souvenirs, increase in employment opportunities for the citizens who make items for sale to the tourists and improved tourism products such as eco-tourism which enhance the beauty of the country.*
However, some candidates did not answer this section well and spoke of the benefits to the visitors and not the country.

The final question in this section asked candidates to answer questions related to the table. Many candidates answered these correctly.

The evaluation, application and problem-solving section asked candidates to suggest three strategies the government may use to increase the number of cruise ship visitors. The following are examples of correct, well-developed and well-explained strategies.

Strategy 1: The Minister of Tourism and Ministry of Justice should collaborate to increase the number of specially trained police and security personnel to patrol the tourist areas and the sites visited by tourists to reduce harassment.

Strategy 2: Government may have to borrow money from lending agencies to expand the harbour facilities to accommodate the large luxury cruise ships.

A relevant, feasible and well-explained justification for Strategy 1 *was crime is a major deterrent to visitors, increasing the number of security personnel in tourist areas would provide a feeling of safety* and contentment and cruise ship passengers would be encouraged to return and take many others with them, thus increasing cruise ship visitors.

RECOMMENDATIONS

Candidates

The new structure of the examination paper requires that candidates answer a question on CARICOM. Most candidates obtained low scores for the questions on CARICOM, reflecting a lack of knowledge and understanding of issues pertaining to CARICOM. Candidates are advised to use the objectives for the regional integration section, the CARICOM website, newspaper articles and other media reports on CARICOM to help to improve their performance on the questions.

The application, evaluation and problem-solving profile requires that candidates use an informed position, principles based on fostering responsible behaviour and the promotion of democratic values and attitudes in proposing suggestions for social problems. The strategies should be relevant and feasible. Also, candidates must be aware that some suggestions may not be applicable to some groups.

The essay-type questions are structured to guide candidates in organizing their responses. There are too many cases where responses are disorganized and where sections of the questions are located in various parts of the essay. Candidates are thus advised to organize their responses based on the format of the question.

The suggestion of a strategy, measure or action, must be well-developed and clearly explained to achieve full credit. The definition of concepts continues to pose problems for candidates. Candidates are advised to use concept mapping techniques to develop an understanding of the concepts.

Teachers

- Teachers must engage students in problem-solving exercises such as case studies to enhance responses to the application, evaluation and problem-solving section.

- Teachers should also engage students in concept mapping exercises to improve understanding and application of concepts.

- Teachers should engage students in the process of skill-building so that they will be able to apply problem solving, critical thinking and research skills in information gathering to enhance responses.

- Teachers should discuss with students the rationale for Social Studies and the skills and attitudes to be developed. This subject must go beyond knowledge acquisition.

Paper 03/1 School-Based Assessment

Overall, performance on the SBA was good. The majority of the sample, 61 per cent scored in the upper ranges.

The popular topics were 'Teenage Pregnancy', 'Crime', and 'Drug Abuse'. While these topics are all relevant and acceptable, it would be good for teachers to suggest a list of non- traditional topics that are related to the Social Studies syllabus, from which they can encourage students to make a choice of topic.

Some examples of non-traditional topics that were very interesting were as follows:

- How has the decline in tourism from 2005 to 2009 affected tourism related activities in the community of ----?

- What are the factors which cause internal migration from --- into urban areas?

- What are the effects of poverty in my community of ---?

- What are the students' views towards the school rules at --- High School?

Many projects had clearly expressed problem statements such as

- How prevalent is unemployment among the youth in the community of ---?

- What are some of the factors that contribute to the abuse of drugs by some young people residing in ---?

- What problems are faced by single parent families in ---- District?

Clearly formulated problem statements are written in question form and they provide a focus for conducting the research. In some projects, candidates failed to write the problem statement in question form and they also included too much information in the question. The other tasks were well done in the majority of samples. However, there were areas of weakness in the following tasks:

Task 4: Data Collection Instrument — Instruments that were well constructed were those which had a few open-ended questions among the questions and which had questions that were relevant to the research question. Students should be instructed accordingly.

Task 6: Data Presentation: — Many candidates did not present their data in three different forms. There are **different ways** of presenting data that are applicable to this SBA from which students may select three: **pie charts, bar graphs and tables, tally charts, pictographs.** The majority of candidates presented three different types of bar graphs or pie charts as three different ways representing the data. In some scripts, much of the data presented was biographical and this was insufficient to support the problem statement.

In order to strengthen performance in this task, students should be exposed to the different ways of presenting data and should be provided with adequate opportunities to practise using them. This is important as this section is worth six marks.

Task 7: Data Analysis and Interpretation: — This was also an area of weak performance for many candidates.   Following the presentation of each data set, candidates described the statistics presented. The analysis section was presented later as a repetition of the description that had been presented earlier rather than as an analysis of how the data addressed the problem statement.   It is important to encourage students to analyse the data with relevance to the problem statement.

Generally, candidates presented findings and recommendations from the data but very few of them presented any implementation procedures for the recommendation.   In the procedures that were provided, more description of the implementation was necessary.

Most projects were well-presented and neatly bound in folders.   However, there were some submissions that were presented as loose pages.   A greater attempt, for example, securing the pages, should be made to facilitate easy handling of these projects.

There were four instances of plagiarism of the sample SBA, 'The Efficiency of Garbage Collection...' presented in the textbook *Modules in Social Studies* by Ramsawak and Umraw. Due vigilance should be exercised to discourage students from engaging in this practice.

While collaboration on project work / SBA is acceptable, students should be directed/ encouraged to present elements of the SBA that identify the individual effort of *each* student in the group.   It is not acceptable to submit for moderation five **identical samples** as representing the efforts of five different students.

Produced below are two examples of clearly developed implementation procedures that are relevant to the recommendations presented. Students should be encouraged to read them as a form of guidance in preparing their projects.

Example 1:

1. Recommendation: Community support groups should be organized in order to help persons who are going through a crisis and would usually turn to drugs for help.

Implementation Strategy: The government could set up workshops to train persons on how to counsel people with addictions and how to help them overcome them. These trained personnel could then go into the community centres around the country and set up support groups to give guidance to the abusers.

2. Recommendation: Improve the standard of living in (named community) by developing basic infrastructure and provide better social facilities. This will most certainly prevent members of (named community) from migrating.

Implementation Strategy: To improve the standard of living in Sherwood will be very costly but with the holistic effort of community members, the second recommendation can become a reality. The strategy is the creation of a home-coming committee which will send out invitations to all community

members currently living in urban areas. The committee would then organize fund raising and other charitable events to generate large sums of money. All proceeds from fundraising would go directly to improving the standard of living in the community.

Paper 03/2 – Alternative to School-Based Assessment

This examination consisted of five questions. Questions 1 — 3 tested candidates' knowledge of basic research concepts and the research process. Questions 4 and 5 tested their application of research concepts and skills.

Question 1

The overwhelming choice of topic was Topic (ii) 'Views of the Citizens in My Community on Abortion'. Many candidates had difficulty stating a clear problem statement. However, some examples of appropriate problem statements written for the topic were as follows:

- The study will uncover what people really think about abortion.

- The study will show what citizens in my community think about abortion.

Topic (i), 'Factors that Influence Deforestation in My Community', was the less popular topic.

Examples of appropriate problem statements for this topic were:

- This study will seek to find out the factors that influence or cause deforestation in my community.

- This study will show why our forests are being depleted and try to find a solution to the problem of deforestation.

Stating a problem requires that candidates focus on the topic that is given. Frequent practice of this skill is therefore recommended to enable candidates to perform well in this aspect of the examination. Performance on the remaining sections of the question was good.

Question 2

This question was generally well done, except for Part (c) which required candidates to formulate a research question. In preparation for the exam, candidates must be instructed that research questions provide direction to the entire study. Therefore, research questions should be clear, stated in question form, and may not be answered by a yes/no response.
Appropriate examples were:

- What is the most common reason for deforestation?
- What is the main reason for deforestation?

Question 3

This question tested candidates' knowledge of the concept of 'sampling'. Performance was very poor because the majority of responses to (a) and (b) indicated that candidates were not familiar with the concept of sample in research.

Some methods of sample selection are as follows:

Random sampling — use a lottery system in which all the names are placed in a box and the required sample size is drawn out.

Stratified sampling — group the population into strata and select the required number randomly from each strata.

Purposive sampling — choose from the population a sample of only those who have special information on the topic being investigated.

Candidates performed slightly better on Part (c) which tested their knowledge of research ethics. To improve candidates' performance on this question, preparation for this examination should pay close attention to basic research concepts and research skills.

Question 4

This question presented candidates with a case study that required application of some research skills and knowledge of some research concepts to interpret the case. Many candidates performed well on this question scoring in the upper ranges of 5 — 9. Responses to Part (d) indicated that candidates had difficulty formulating an appropriate research question. Some appropriate examples presented were as follows:

- What is the main method of farming in Mount Rosa?

- What are the farming practices of the farmers in Perth?

- What type of farming is done in Perth?

Question 5

Candidates were also required to practise research skills in this question. Performance was generally weak as many candidates were unable to calculate the statistics provided and to draw a bar graph.

In the preparation of candidates for this exam, the areas requiring most urgent attention are:

- Expressing a problem statement

- Drawing a bar graph

- Knowledge of the concept of sampling

- Formulating an appropriate research question