

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2012

CARIBBEAN STUDIES

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GENERAL COMMENTS

The Caribbean Studies examination comprised the following papers: Paper 01 which consisted of 15 compulsory short response questions; Paper 02 which consisted of eight essay questions of which candidates were required to answer four questions; Paper 031, the School Based Assessment (SBA), for which candidates conducted research and submitted a research paper. Paper 032, the alternative to the SBA, was written by private candidates.

DETAILED COMMENTS

Paper 01 – Short-Response Questions

This paper consisted of three modules — 1, 2 and 3. Both Modules 1 and 2 consisted of five questions and were each marked out of 30. Module 3 consisted of five questions and was marked out of 20.

Module 1 focused on Caribbean Society and Culture, Module 2 on Issues in Caribbean Development and Module 3, Investigating Human and Social Development in the Caribbean.

Over the years it has been observed that candidates score high marks in Modules 1 and 3, but have challenges scoring highly in Module 2. This trend was again observed in 2012 and therefore teachers are being encouraged to pay closer attention to the requirements of Module 2.

Module 1 – Caribbean Society and Culture

Question 1

Candidates were given a map of the Caribbean and asked to identify countries where (a) Chinese indentured labourers worked after emancipation; (b) where large numbers of Indian indentured labourers worked after emancipation; and (c) where Javanese indentured labourers worked after emancipation.

Most candidates were able to score at least one or two marks from this question. Part (a) posed the greatest challenge as most candidates were not able to identify where Javanese indentured labourers worked after emancipation. The Javanese indentured workers served in Suriname and also in Aruba, Bonaire and Curacao.

Part (b) was generally poorly done. In most cases, candidates scored one mark with a minority scoring two marks. Not many candidates scored the full three marks for this question, mainly because of confusion over the words *stipulated* and *contracts*.

Question 2

In Part (a), most candidates were able to offer a credible definition of the term *hurricane*.

Part (b) attracted a wide range of answers with the majority of candidates scoring at least one mark. Candidates were able to cite adverse effects of hurricanes such as *destruction of housing and stock, loss of life, disruption of school programmes and business activity, devastation of agriculture and social dislocation*. Those who had informed expressions were able to score full marks.

For Part (c), candidates offered a variety of interesting responses including *the provision of insurance for property, expansion of hurricane shelters, advance warning facilities and closer monitoring of tropical depression and waves*. This part of the question posed the greatest challenge to those candidates who had difficulty expressing themselves fluently. However, some candidates were able to express themselves appropriately and earned full marks for this part of the question.

Question 3

Part (a) was poorly done by most candidates. It appeared that a significant number of candidates did not understand the meaning of the term *peasantry* and therefore could not answer this part of the question.

Similarly, in Part (b), candidates were unable to respond appropriately because of their seeming unfamiliarity with the term *peasantry*.

However, candidates who understood the term scored highly on all the parts of the question. Some candidates mistakenly wrote about plantation tenants who were tied to the estates by the Masters and Servants Acts.

Part (c) also posed problems for candidates who did poorly on Parts (a) and (b). A level of confusion was evident because candidates did not seem to understand that the question dealt with the emergence of a new class of small agricultural businessmen who created villages as a response to the oppressive plantation society.

Question 4

In Part (a) the term ‘colonial education’ posed some difficulty for a minority of the candidates; however, the majority understood the meaning of the term and were able to score at least one mark for this part of the question. Candidates who gained high marks focused their answers on British, French, Spanish and Dutch Imperialism, which was taught in the education system.

Most candidates understood Part (b) but had some level of difficulty in expressing themselves. Many of them scored at least one mark for this part of the question. Those who gained full marks highlighted the wide range of subjects offered by CXC at both CSEC and CAPE levels and also indicated that the regional examining body had stimulated scholarly research and writing on several aspects of Caribbean life and society.

For Part (c), most candidates were able to identify two ways in which UWI was a leader in tertiary education in the Caribbean. They highlighted UWI’s role in replacing Oxford and Cambridge universities in training professionals in several disciplines such as medicine, law, engineering and teacher education. Additionally, they pointed out that UWI conducted research into social issues and provided expert consultants to governments, business leaders, welfare agencies and churches.

Question 5

This question called for special scrutiny as it asked for how the Indigenous, African–Caribbean and Indo–Caribbean peoples have influenced culinary practices in the Caribbean. The responses were varied and came with a plethora of examples. The majority of candidates were not able to score high marks on this question. Some candidates confused Indo–Caribbean with Indigenous peoples, while others gave examples for Indo–Caribbean people which were in fact examples of African–Caribbean peoples. Some candidates confused culinary practices with cultural practices. A large number of candidates did not respond to this question.

Module 2 – Issues in Caribbean Development

Question 6

For Part (a), some candidates were not sure of what comprised economic development, while others thought that sustainable development was the same as economic development. These candidates could not distinguish between the two concepts. Also, a minority of candidates equated financial development with economic development. However, most candidates were able to score at least one mark for this part of the question.

Part (b) was poorly answered as candidates could not explain how the growth of population is an indicator of economic development. Some candidates linked population growth to an increase in labour supply; however, they failed to articulate how this increased labour supply could be an indicator of development.

For Part (c), there were some poorly articulated responses by some candidates who could not demonstrate why economic growth could only provide a limited indicator of development.

Question 7

Part (a) was fairly well done, in that candidates gave examples of what constituted natural disasters and by virtue of this most of them gained at least one mark.

A minority of candidates gained full marks for Part (b). Most candidates gained one or two marks because they struggled to show the ways in which natural disasters hindered development. It was obvious that some candidates were not sure what the word 'hindered' meant.

Question 8

Most candidates understood the concept of multi-national corporations (MNCs) and were able to gain full marks. A minority of candidates had difficulty giving an accurate definition of the concept.

While candidates did better on Part (a), the majority struggled to state two characteristics of multi-national corporations. A significant number of candidates gave examples that were best suited for a standard company and not an MNC.

Question 9

For Part (a), the overwhelming majority of candidates could not correctly state who wrote the Communist Manifesto. Many candidates wrote Fidel Castro, Stokely Carmichael, Marcus Garvey and other prominent international figures. Apparently this topic was rarely taught.

Most candidates correctly gave Cuba as the answer for Part (b). A minority of candidates gave Jamaica, Grenada and Guyana as their answers. This part of the question was therefore fairly well done.

Part (c) posed some difficulty to candidates. Some candidates gave reasonable answers and gained marks; however, some answers had no connection to social change. Those who gave Cuba as the answer to Part (b) gave more accurate responses than those candidates who gave Jamaica or other Caribbean countries.

Question 10

This question required more specific knowledge and many candidates were not aware that the negritude movement actually began in France. For Part (a), most of the respondents wrote Martinique or some other Francophone Caribbean territory.

Having little knowledge of what constituted the negritude movement candidates had much difficulty in answering Part (b). Only a small number of candidates answered correctly.

This part of the question posed much difficulty to most candidates. Candidates were however more adept at answering Part (c) which asked for a twentieth-century movement influenced by the negritude movement. A large number of candidates did not respond to this part of the question.

Module 3 – Investigating Human and Social Development in the Caribbean

Question 11

Most candidates performed satisfactorily with regard to this question. However, in some instances, candidates confused the hypothesis with the problem statement in Part (a). Generally, for Part (b), candidates were able to provide justifiable reasons why the study would be important.

Question 12

The majority of candidates were able to identify the independent variables in Part (a). Only a few candidates did not respond to this question.

Part (b) was very well handled by a majority of the candidates.

Those candidates who scored full marks for Part (b) also scored full marks for Part (c).

Question 13

Generally, candidates performed very well on this question. Most candidates scored full marks on both parts of the question.

Question 14

Candidates gave similar answers for Parts (a) and (b) of the question. The responses revealed that many of them were not exposed to the research content of the syllabus.

Candidates did not have a clear understanding of the terms *quantitative* and *qualitative* as they were misused in many of the answers provided.

More time must be allotted to expose students to the research section of the syllabus within each academic year. Teachers are advised to teach Modules 1 and 3 concurrently in the first semester of each academic year to ensure that adequate time is allocated to Module 3.

Question 15

Candidates explained measures to guarantee confidentiality instead of validity in Part (a) and vice versa in Part (b).

There were far too many candidates who did not respond to this question.

Some candidates' responses revealed that they did not have a clear understanding of the term *validity*.

Paper 02 – Essay Questions

This paper consisted of four (4) sections — A, B, C and D. Section A focused on Module 1, Caribbean Society and Culture, and contained two questions. Candidates were required to choose one question from this Section. Section B, which focused on Module 2, Issues in Caribbean development, had two questions. Candidates were required to do one question from this Section. Section C, which focused on Module 1, Caribbean Society and Culture, had two questions. Candidates were required to do one question from this section. Section D, which focused on Module 2, Issues in Caribbean Development, had two questions. Candidates were required to do one question from section.

Sections A and B were marked out of 20 and were descriptive essays. Sections C and D were argumentative essays and were marked out of 30. Paper 02 was worth 100 marks.

Section A

Module 1 – Caribbean Society and Culture

Question 1

Most candidates emphasized the social role of the family such as nurturing, caring, providing food and shelter but ignored the wider role of the family and failed to acknowledge the other functions of the family. Also, candidates failed to acknowledge the changes in the family and how this impacts society and culture. Candidates mentioned the popular family types but failed to mention same-sex families as an emerging family type. Some candidates had knowledge of families but could have deepened the discussion by citing examples to bring out the arguments, such as the incidence of crime and illegal drug use within the nuclear and extended families. Some full responses were produced on Hindu and Moslem families, particularly in Trinidad, Guyana and Jamaica. A reasonable number of candidates who understood the question scored high marks.

Question 2

On the whole, this question was fairly well done. Most candidates scored over 10 marks on this question by citing three well-known measures that can be taken to diminish the devastation which earthquakes can cause in the region. These measures included *the relocation of houses and factories away from banks and hillsides*. Other suggestions included *educating the populace about the nature of earthquakes, the provision of shelters for persons living in endangered areas*.

Candidates showed good knowledge and use of knowledge on this topic. Some candidates gave more than three measures to lessen the effects of earthquakes. Candidates demonstrated their knowledge on this topic by citing relevant examples and expanding on the topic. However, very few candidates scored highly on this question.

Section B

Module 2 – Issues in Caribbean Development

Question 3

Candidates scored well on the knowledge concepts and also adequately developed that knowledge into well structured essays. However, most of the focus was on how technology has advanced development from an economic standpoint and less on human and sustainable development.

Question 4

A number of candidates relegated productivity to an increase in production, paying little attention to the other concepts such as the efficient use of resources, human development and sustainable development. Most candidates did not make the link between productivity and efficiency, and could have improved their presentation by arguing that improved education and health services were contributing factors in the overall improvement in productivity. A few candidates showed that improved technology contributed to an increase in productivity and showed how this was achieved.

Section C

Module 1 – Caribbean Society and Culture

Question 5

This question was fairly well done by the majority of candidates. The majority received high marks, however some candidates received borderline grades and/or low marks. Those candidates who scored poorly did not make the link between the term *key feature* and the historical development of Caribbean societies; rather, they wrote about the enduring features of social stratification such as race, class, shade and religious affiliation.

Some candidates mentioned status symbols such as consumer items, that is, cars, houses, property and jobs, while a few identified education as the main determinant of social stratification today. Very few candidates disagreed with the topic sentence. There were indications that candidates who scored highly were knowledgeable about the topic and this was demonstrated in the presentation of their arguments.

Question 6

The question encouraged a high level of analytical and interpretative skill. The question also required candidates to have a good knowledge of Caribbean culture. Where candidates were knowledgeable of Caribbean culture and gave excellent examples, they sometimes failed to *capture* the essence of the question by linking these to the concepts of *erasure* and *transformation*.

Overall, performance on this question was average. Those candidates who understood the question and offered developed arguments scored highly; however, these were in the minority. The candidates who performed well mentioned Indo-Caribbean cultural practices and those of Jews, Latin Americans, French creoles and Indigenous peoples.

Section D

Module 2 – Issues in Caribbean Development

Question 7

This was the more popular question in this section. Candidates opted to agree or disagree that it is feasible for the Caribbean to practise sustainable tourism. Many candidates seemed not be cognizant of the fact that sustainable tourism concerns an approach to tourism which ensures that all policies, activities and programmes for tourism are environmentally, socio-culturally and economically sustainable. They discussed how the Caribbean can sustain tourism ensuring that the numbers of visitors increase every year. Also, some candidates looked at sustainability instead of sustainable tourism, and focused on the economic benefits of tourism rather than sustainable tourism.

Candidates who scored highly were able to examine the feasibility of sustainable tourism and advanced points such as *the expansion of ecotourism and the use of education*.

Question 8

This was the least popular of all eight questions. Some candidates were fairly knowledgeable about some of the concepts and institutions associated with CARICOM but they were unable to give detailed discussions stating the extent to which they agreed with the statement that CARICOM would not last another five years in view of the challenges it faced. Many candidates focused solely on the challenges CARICOM faced and only a few discussed

the areas in which CARICOM has been successfully promoting and providing avenues for social and economic integration. This question was poorly done by the majority of candidates.

Paper 031 – School-Based Assessment (SBA)

Reminders to Students

There were still some students who neglected to develop aspects of the introduction. Many of them did an introduction without the problem statement. Students should note that the introduction must include:

1. Purpose of the Study
2. Problem Statement
3. Educational Value
4. Definition of Key Terms
5. Background to the Problem

Marks are allocated for each component of the introduction, so if any section is missing, students automatically lose a minimum of two marks and a maximum of four marks, depending on the value of the missing section.

Most students presented a fair literature review this year. The weak ones lacked sources that were relevant to the problem statement and the purpose of the research. When this happens it is almost impossible for students to provide a discussion of the problem that focuses on the aims of the research, since they would have gone off tangent from the initial stages of the study.

Examiners found that even the SBAs that were fairly well done had a poor showing in the data collection sources. Students continued to inform the examiners of the tedious tasks they endured issuing and receiving questionnaires to the population. While this can be included in the data collection source, students must inform examiners in this area about why they chose to use the methods they utilized to collect information for their projects. Students should also include the reasons they chose the secondary sources used for their project and state/outline their relevance in fulfilling the purpose/aims of the research. Students must be mindful that merely describing the sources and stating how many were issued is not enough; they must also state the relevance of the sources and the methods used to collect the information.

Students need to ensure that they include a variety of ways to present the data collected. They continue to use graphs and charts as the main means of presenting data when the requirements state that they should utilize at least four methods. Students should note that they can include a map (if it is relevant) in this section. The students also need to ensure that the data being presented is relevant in executing the aims and purposes of the study. Bar graphs, pictures, histograms and line graphs are useful.

Most students seem to be under the misconception that presenting the data collected in text form constitutes an interpretation. Students must examine the data collected and show trends, patterns, and anomalies or discrepancies that may arise. The data that is interpreted must be relevant to the research; students should not just ramble on about the data in this section. It is important to note that it is from the interpretation that the students will form conclusions about the research aims, purposes and ultimately address the issues that arise from the problem statement.

This year most students did a fairly good job in the discussion of findings. They are finally making the required comparison and contrast with the primary and secondary data collected from the literature review. The main problem found with the discussion was that many students lost sight of the aims and purpose of the research in this segment. Hence, some of the information that was dissected had no relevance to the problem being examined.

The main problem the examiners found with the conclusion was that, very often, what was concluded was not coherent with the aims and purposes of the research. When the conclusion became apparent, it was discovered that students did a completely different study than what they had set out to do. Quite frequently this was as a result of having a problem statement that attempted to examine too many issues. Hence, upon concluding, few if any of the aims were addressed. Students need to remember that the problems being examined, the aims and purposes of the research must be addressed in the conclusion.

Reminders to Teachers

Guidelines for marking were not strictly adhered to; marks were awarded for tasks not done, for example, students being given perfect scores (15/15) while subsections of a task were missing.

The cover sheets for recording SBA scores were not done for some samples. Each SBA must be submitted with a completed cover sheet (**CARS – 5 FORM**).

The geographical area of some studies was too wide and not limited to a particular community.

The sub-sections for some SBAs were highlighted in the introduction which included

- Background to the Study
- Statement of the Question or Problem to be Researched
- The Educational Value of Research
- The Purpose of the Research
- The Definition of all Technical Terms.

At least four types of relevant sources must be cited in the literature review; for example, books, journals, newspapers, magazines and internet articles. Some students wrote an essay on their topic for the literature review.

In the data collection section, the sources, the instrument and the sample must be described adequately. An explanation of how the sources contributed to an understanding of the research problem must also be done. Both primary and secondary sources must be included.

Data must be presented using at least six diagrams. A minimum of at least three methods of data presentation must be used, (graphs, line bars, pie charts, histograms, text, tables, maps, pictures). These must be accurate, appropriate and adequately labelled. Data presented should be relevant to the topic being investigated thus reflecting causes, effects, and solutions to the problem.

In Section E, many students continued to give the textual presentation of data. For this section, the research findings must be explained, trends and patterns described and meanings arrived at.

In Section F, many students discussed their research findings but failed to state the implications and compare/contrast them with those presented in the literature review.

In the interest of quality assurance, schools should ensure that the marking of the SBAs is consistent. During the marking exercise, it was observed that schools with two or more teachers submitting samples often had inconsistent marks, that is, the distribution of marks varied over the same task. This can impact on the result for schools which fall within this category. Schools with several teachers teaching the subject should be encouraged to conduct an internal standardization or engage in cross-marking to aid in consistency and quality assurance.

Teachers should ensure that the SBAs are adequately secured, for instance, utilizing the paper backed folders with punched holes to fasten the document together.

Teachers should ensure that recommendations made by the students are based on the conclusions drawn from the study.

NB. There was high evidence of plagiarism this year. Too many candidates produced SBAs that were similar in parts.

Paper 032 – Alternative to School-Based Assessment

This paper consists of three sections: A, B and C. Section A focused on Caribbean Society and Culture and had two questions from which candidates were required to do one. Section B, which focused on Issues in Caribbean Development, had two questions. Candidates were required to do one.

Section C, which focused on Investigating Human and Social Development in the Caribbean, had one compulsory question.

Section A

Module 1 – Caribbean Society and Culture

Question 1

The majority of candidates answered the question by discussing measures such as restriction of tourist activity, prohibiting fishermen from using dynamite in fishing, removal of coral from the reefs and disposing of waste from homes and hotels into the sea. However, they did not develop their arguments or examine the implications of the measures they discussed.

Question 2

Many candidates focused on the topic *migration* rather than discussing the historical migratory movements into the Caribbean and its impact. Most candidates identified East Indians, Chinese and Europeans as having the most impact; however, their discussions were restricted to a few examples, and where examples were given, their arguments were not in depth.

Section B

Module 2 – Issues in Caribbean Development

Question 3

Candidates performed moderately on this question, which focused attention on the negative impact of the International Monetary Fund (IMF) on Caribbean societies. However, the responses were generalized and lacked specific evidence of IMF disruption of economic development in the Caribbean. The better informed candidates cited structural adjustments and conditionalities imposed by the IMF as impediments to economic growth and development.

Question 4

This question was also moderately handled by candidates, mainly because most of them tended to write about the characteristics of growing old and the refusal of businesses to employ the elderly. Also, candidates wrote that growing old was seen as a handicap; however, they did not show how these issues impacted development in the Caribbean.

Section C**Module 3 – Investigating Human and Social Development in the Caribbean**Question 5

This question focused on research methodologies and contained six parts all focusing on research. Most candidates scored a passing grade on this question; however, some of them got scores below 50 per cent, mainly because of their inability to handle technical questions about collection and presentation of data.