

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
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2013

**GEOGRAPHY
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

This year 12,571 candidates sat the CSEC Geography. Approximately 68 per cent of these candidates obtained acceptable grades of Grades I – III. This figure is consistent with that of 2012.

Candidates' responses continue to show that there is a lack of understanding of basic geographical concepts and terms. This was particularly evident in the interpretation of the questions. Candidates misinterpreted terms such as temperature range, characteristics of soil, and land use pattern.

Some other areas of concern include the following:

- Maps and diagrams were often poorly drawn, untidy and inaccurate. Conventions for drawing maps and diagrams, even such basic conventions as giving a title, were often ignored.
- Poor written language skills.
- Lack of appropriate elaboration in describing items and giving reasons when explaining measures and processes.
- Failure to provide specific examples when requested by the questions.

In Papers 031 (School-Based Assessment) and 032 (Alternative to School-Based Assessment) many candidates displayed an inability to conduct geographical field research and in Paper 031, in particular, to write independent reports on that research. The use of computer graphics in Paper 031 seems to be having a negative impact on the ability of candidates to draw graphs and pie charts.

Unfortunately, many candidates earned Grade VI, a grade which indicates a very limited knowledge and understanding of the content and concepts tested. This suggests that these candidates were not adequately prepared to write this examination.

DETAILED COMMENTS

Paper 01

This paper consists sixty multiple choice questions. Performance was generally satisfactory. The mean was 58 per cent compared to 60 per cent in 2012.

Paper 02 – Structured Response

This paper comprised ten structured response questions, the first of which was compulsory and tested map reading skills. The other nine questions tested Natural Human and Human Environment systems. Candidates were required to answer one of the three questions based on each system. The mean for this paper was approximately 49 per cent, a similar figure to that in 2012.

Section A: Map-reading (Compulsory)

Question 1

This question was not well done as approximately 70 per cent of candidates earned between 0 and 10 marks, out of a possible 28. The mean was 8.89 or 32 per cent.

Part (a), which tested candidates' ability to give a six-figure grid reference for a location was not well done. Over 80 per cent of candidates were able to give the correct grid square for the feature but fewer than half of those were able to calculate the correct fractions to give the six-figure reference.

In Part (b) (i), candidates were asked to give the ratio scale of the map as a statement by saying how many metres were represented by one centimetre on the map. About 20 per cent gave the correct answer. Candidates gave answers which suggested that they had no concept of distances. Common answers were one centimetre represented 25,000 metres and 2,500 metres instead of *250 metres*.

Part (b) (ii) was fairly well done despite the lack of a concept of distance seen in (b) (i). About 70 per cent got the correct answer using the line scale.

Part (c) (i), which tested the ability to identify grid bearing was also well done as over 80 per cent gave the correct bearing.

Part (c) (ii) tested the ability to give a compass direction. The answer was *west*, but only about 50 per cent gave that answer.

Part (d) provided a grid on which candidates were required to plot various features taken from the map extract. Although the question said the grid was at half the scale, the grid provided was at the same scale as the map. This error did not pose any problem to the candidates. However, many candidates lost marks because they failed to label or provide a key for the beach and airport. Symbols must be labelled or explained in a key. Candidates were asked to give the scale as a representative fraction and despite the grid being obviously at the same scale, because the question said it was at half the scale. The scale of the map and half the scale were both accepted as answers. Many candidates gave incorrect answers such as 1:12,500. The concept of scale, the representative fraction in particular, was clearly not understood.

Part (e) required candidates to describe four characteristics of the land use pattern. They were able to identify the types of land use but most failed to describe the pattern. Candidates were expected to say specifically where the types of land use were found with reference to the position on the map. For example, forests could have been described as *being found largely in the northern and central areas on steep slopes*. Just saying on steep slopes would not be enough and was not considered an adequate response. Many, instead of describing the spatial distribution of the types of land use, gave descriptions of settlement patterns and drainage patterns, clearly misunderstanding the term, *land use pattern*.

For Part (f), candidates were asked to give reasons to explain the distribution of cultivation and plantations, using evidence from the map. Many were able to identify some factors influencing the distribution but failed to give adequate explanations for role of the factor. An unacceptable number of candidates had the misconception that estates were located close to the coast to obtain seawater for irrigation.

Section B: Natural Systems

Question 2

This was the most popular question in this section. It was attempted by more than 50 per cent of the candidates and about half of them gave satisfactory answers. It tested the candidates' ability to draw a diagram showing intrusive and extrusive volcanic features and their knowledge of plate boundaries and of the processes leading to the formation of volcanoes and fold mountains. The mean of 11 or 45 per cent was the highest in this section.

Part (a) which required candidates to draw a diagram illustrating features of a volcano was not well done. Many candidates scored only one mark of the possible four. Intrusive features were placed on the surface (without any explanation claiming exposure by erosion) and many when drawn underground, indicated no apparent source of magma. Candidates confused sills and dykes and showed them as small as magma chambers feeding a volcano. Lava plateaus were often depicted with a dome shape fed by a pipe. Candidates need to pay more attention to diagrams when studying topics in the Natural Systems.

Part (b) required the candidates to name two types of plate boundaries and describe what happens at one of them. This was the part of the question that was answered best. Some candidates however did not earn full marks as they failed to give an appropriate example.

In the answers to part (c), many candidates were able to explain the formation of volcanoes better than that of fold mountains. Some candidates did not know that fold mountains were *formed by compression of the sediments on the edge of converging plates*.

Question 3

This question tested candidates' understanding of the water cycle, their knowledge of drainage patterns and their ability to explain the formation of surface and underground features in limestone areas. More than 60 per cent of the candidates earned less than 14 out of a possible 24. The mean was 9.47 or 40 per cent.

Part (a) was very well done but some candidates did not earn any marks because they listed the processes but did not indicate which of the letters in the diagram applied to each one.

In Part (b), candidates were able to name two drainage patterns but did not describe them adequately, even with the aid of diagrams. Some wrongly stated that tributaries take water away from the river and placed arrows in their diagrams to show the flow away from the main rivers. The syllabus requires candidates to be able to describe trellis, radial and dendritic patterns and they should be able to draw appropriate diagrams.

In Part (c), the majority of the candidates knew of the features created in limestone but many were not clear as to whether they were surface features or underground features. Many did not detail the processes explaining the formation of the features.

Question 4

The mean of this question 5.6, or 23 per cent, the lowest in the whole paper. It tested the candidates' ability to read and interpret a climate graph, explain the process leading to relief rain, describe any two characteristics of soil and explain how climate and vegetation influence the formation of soils. All of these topics proved to be difficult for the candidates.

For Part (a) a climate graph was provided and most candidates scored 2 out of the 4 marks available. While candidates read the values of temperature and rainfall correctly, the majority did not recognize the relationship between temperature and rainfall. Many did not understand what was meant by the "range of average temperature".

Candidates were asked to define the terms weather and climate in Part (b) (i). Surprisingly, most were unable to do so. In Part (b) (ii), they were asked to explain what happens when warm, moist air is forced to rise over a mountain. Few were able to recognize the process leading to relief rain and to explain what happens in any great detail.

In Part (c) (i), candidates were able to identify characteristics of soil but could not develop the description. Many gave examples of types of soil as characteristics.

The majority did not understand the requirements of Part (c) (ii). Some knew the characteristics of the specific climatic types and vegetation types but were unable to relate them to soil formation. Some recognized weathering material but did not link it to soil formation. Candidates were asked to explain the influence on the formation of soil in either equatorial or tropical continental areas but some failed to say which area they chose and so lost marks.

Section C: Human Systems

Question 5

Many candidates who answered this question gave satisfactory responses. It tested candidate's understanding of population distribution and their ability to define key terms and understand the factors affecting population change, using case studies (examples) of populations inside and outside of the region. The mean was 10.35 or 41 per cent, the lowest in this section.

Answers to Part (a) were barely satisfactory. Not many candidates were able to accurately draw and label a sketch map of a named Caribbean territory and to correctly indicate where dense or sparse settlements are located within that territory. Some candidates used the map of Nevis provided for Question 1. Although Nevis is not a country, they were not penalized nor were those who drew one island of other multi-island countries. Candidates can learn to sketch maps by using geometric shapes to form a frame which they can then enhance.

Part (b) (i) was not generally well done. Candidates were unable to give complete definitions of the terms: 'birth rate' and 'infant mortality rate'. Most candidates gave better responses for birth rate. Candidates were expected to state that *birth rate is the number of babies born per 1-000 persons per year in a nation or country. Infant mortality rate is the number of babies under one year old who die per 1-000 live births per annum for a nation or country.*

Part (b) (ii) was also not well done. Many candidates were aware of the impact of migration on population increase; however, they did not develop the concepts of net migration and natural increase. Candidates were expected to briefly outline that *natural increase occurs when birth rate exceeds death rate or total number of births per annum outstrips total number of deaths per annum and net migration occurs when **immigration** exceeds **emigration** or total number of persons entering a country outstrips the total number of persons exiting a country.*

Part (c) (i) was fairly well done by many candidates as they were able to use appropriate examples and to fully explain how population distribution is affected by the availability of services. The candidates who selected relief did not score well as they did not indicate that *flat or gently sloping areas attract settlement due to the ease of construction, developing infrastructure or suitability for agriculture*, or to give reasons why it is difficult to settle on hilly, steep or mountainous areas. Some candidates did not follow instructions and wasted time giving responses to both relief and services instead of just one of the two.

Part (c) (ii) posed a great challenge for many candidates because they needed to know about growth rates in More Economically Developed Countries (MEDCs) and one Caribbean country and how growth rates were affected by fertility rates and migration. Many of them were quite familiar with migration but dealt poorly with the relationship between fertility rate and population growth. Also they were unable to correctly use **examples of a developed country listed in the syllabus**. Several candidates used a Caribbean country that has a greater level of development than the rest of the region such as Barbados, Trinidad and Tobago, Bahamas, Turks and Caicos rather than using a MEDC outside of the region. Far too many candidates cited China as a MEDC.

Many of the candidates were not familiar with the relative fertility rates of the MEDC and the Caribbean country that they selected for comparison. As a result, they were unable to link fertility rates to the population growth rates. Only a small number of the candidates were able to adequately demonstrate how fertility rates contributed to higher or lower growth rates. This may suggest that more attention needs to be paid to the effective teaching of this topic. In fact, some of the weaker candidates misinterpreted fertility rates as the ability of rich soils to produce high yields and hence higher population growth. Too many candidates incorrectly proposed that the size of countries impacted on population growth rate. They stated, for example, that the United States of America being larger than Trinidad and Tobago, must therefore have a higher population growth rate.

Candidates were expected to identify trends or patterns in fertility rates then explain some factors influencing these rates namely religion, career choices, culture and the role of females of child bearing age.

The migration section of this question was fairly well answered although most candidates needed to organize and structure their responses more clearly. Many of them had a fairly good understanding of how push - pull factors led to and impacted on population growth in the two countries. Many were able to recognize that *emigration from the Caribbean is relatively high and tended to slow the population growth of Caribbean countries, while MEDCs, such as Canada and the United Kingdom, which received large numbers of young immigrants with higher fertility rates have increasing population.*

Weaker candidates, however, interpreted 'migration' to mean rural to urban migration and explained the effects of temporary movements associated with tourism.

Question 6

This question tested candidates' skill in reading and comparing pie-charts and their knowledge and understanding of the types and benefits of different economic activities in the Caribbean. The mean was 10.55 or 44 per cent.

In part (a) candidates were asked to read and compare two pie-charts. It was generally well done.

Part (b) required candidates to give a definition of 'secondary economic activity', an example of a secondary economic activity and the main features of three types of tourism. It was well done but weak candidates confused 'secondary economic activity' with 'secondary level of education'. Candidates lost marks for failing to give an example of secondary economic activity because they simply said manufacturing rather than giving an example of a manufacturing or construction activity. In giving the main feature of the types of tourism, some candidates did not link the types with attracting visitors. Answers on ecotourism and sports tourism were not as good as those on heritage tourism.

Part (c) proved difficult for half of those who attempted this question. They were asked to explain three benefits of primary activities to the Caribbean with reference to specific examples. Some named tourism as a primary economic activity. Some listed three benefits, but gave no specific examples and no explanation of the benefits to the Caribbean. By contrast, a few candidates earned full marks showing a specific benefit linked to a specific primary activity and gave a satisfactory explanation of the benefit.

Candidates need to pay attention to the instructions of the question and the marks allocated. They should note that the instruction words have specific meanings. 'Explain' does not mean 'list'. It requires an expansion of the point. For instance, *earning foreign exchange helps to pay for imports and provides funds for development.*

Question 7

Candidates were required to construct a pie-chart, given three percentage values; state benefits of agriculture, outline two problems faced by peasant farmers in the Caribbean and to give reasons for the decline of the importance of agriculture in a named Caribbean country and also compare wheat farming and commercial arable farming in a named Caribbean country using the two headings given. This was the least popular question in this section. The mean was 12.21 or 51 per cent.

In Part (a), the pie-chart was fairly well done. Some responses lacked a title. Some candidates shaded the three sectors. That should not be done in an examination unless the question asked for it.

In part (b) (i), most candidates had difficulty stating four benefits of agriculture. In Part (b) (ii), even the weakest candidates were able to identify the problems faced by peasant (small) farmers but they had difficulty earning full marks as they did not outline the problems adequately.

Part (c) (i) was answered poorly as candidates wrote about the *importance* and the *decline in agriculture* rather than *the declining importance of agriculture.*

Part (c) (ii) was fairly well done but many candidates failed to earn full marks because they did not develop their points fully in making the comparison. Both parts of (c) saw several candidates naming countries outside of the Caribbean, but most identified a Caribbean country.

Section D: Human – Environment System

This section had responses which earned the highest average marks. Most candidates had their best answer in this section.

Question 8

This was the most popular question, with a mean of 13.44 or 56 per cent. It tested the candidates' skill in extracting information from a table and their knowledge of the effects of one of the natural hazards and the nature of a natural hazard. They also had to explain ways an individual should prepare for a chosen natural hazard and measures used by a national disaster organization in a named Caribbean country in response to hazards. The answers were good and in most cases, it was the best answer in the candidate's entire script, but there were some weak areas.

Most of the candidates got Part (a) (i) wrong as they did not check the list to realize that the year 1933 was listed twice. Candidates should be cautious of this type of problem in using tables.

In Part (b), many candidates in defining a natural hazard did not include the element of threat.

Part (c) was the best answered part of this question. Nearly all the candidates described the effects of the chosen hazard and the specific causes. A few candidates did not get full marks because they did not develop their answer by giving the specific cause of the effect.

Part (d) (i) was also well done. Most candidates gave the reasons for the specific acts of preparing for the chosen hazard and earned full marks.

In Part (d) (ii), about half the candidates did not identify a national disaster organization in a named Caribbean country and/or give reasons for two measures these organizations use in response to hazards.

Question 9

This was the second least popular questions in this section. It tested the candidates' ability to use data in a table, knowledge of the definition of the term 'greenhouse effect' and of the causes of coral reef destruction and deforestation and their ability to explain the contribution of global warming to the tourism industry and of the impact of the destruction of coral reefs on that industry. Despite some sections which candidates did not answer adequately, the question had the highest average mean, 14.37 or 60 per cent, in the examination.

Part (a) (i) to (iv) tested the candidates' interpretation of a table showing global average temperature change over six periods. Candidates performed reasonably well on this task but most failed to interpret the word 'trend'.

Responses to Part (b) (i) were less than satisfactory. The term, 'greenhouse effect' was not fully understood by candidates which was perhaps reflected in the variety of inappropriate answers. Some candidates confused 'greenhouse effect' with 'global warming'. More than 50 per cent of the candidates who did this question failed to score a mark for Part (b) (i).

Part (b) (ii) tested candidates' grasp of the causes of deforestation and was well done. About 90 per cent of the responses earned full marks for this question.

Part (b) (iii) was answered appropriately by some candidates did not recognize that they had to do more than just list two causes of coral reef destruction but they gave a brief description of the causes.

In Part (c) (i), most candidates were able to identify ways in which tourism development contributes to global warming, but failed to fully explain how these actions or activities contribute to it. Only about 25 per cent of the responses scored full marks for this section.

Part (c) (ii) proved difficult for most candidates. They failed to make the link between coral reef destruction and its effect on the tourism industry. Some simply listed causes of reef destruction, instead of looking at the impacts the destruction could have on the tourism industry.

Question 10

This was the least popular question in the whole examination and was attempted by fewer than 5 per cent of the candidates. The mean was 12.32 or 51 percent. It tested the candidates' ability to construct a bar graph, to describe types of pollution and measures to reduce their harmful effects and to explain measures used to reduce the effects of deforestation.

Part (a), which tested candidates' ability to construct a bar graph, was generally well done. Some candidates failed to label the axes and some had difficulty with the scale given (1cm to represent 50,000 people), perhaps not realizing that the data in the table was in thousands.

Candidates did well on Part (b) in describing two types of pollution but many focused on the effects rather than on measures to reduce the effects as required by the question.

Part (c) had the weakest responses. Candidates failed to give reasons for the measures used to reduce the effects of deforestation and most were unable to give an example of the measure in the Caribbean. It is not enough to know how but one must be able to say why and where the measures are being used.

Recommendations

- Students (and teachers) in preparing for the examination should use the FREE guide for CSEC Geography on the Internet. This guide is provided by CXC through Notesmaster Caribbean at <http://caribbean.notesmaster.com>.
- Students need to acquire the skill of drawing sketch maps, including those of Caribbean countries, and statistical diagrams.
- Students should pay attention to the details of and practice drawing relevant diagrams, especially of features in the Natural Systems.
- Candidates should know the meaning of terms like 'list', 'state', 'describe', 'outline', 'explain' and 'account for' when answering questions.
- Simple map-reading skills need to be practiced frequently to be mastered.
- Estimating distances, 10, 20, 100, and 400 metres, even as a game, to build a concept of distances would be helpful.
- Attention should be given to the objectives on climates, vegetation and soils since questions on them are always poorly done.

Paper 03/1 – School-Based Assessment

GENERAL COMMENTS

There is need for greater guidance for students in selecting topics for study.

Plagiarism in reports is a problem which ought to be addressed by teachers, as stated in the syllabus. Some teachers appear to condone plagiarism by grading reports that include plagiarized material without applying a penalty and then leaving it to the decision of the moderation team to detect and penalize. When these cases reach to the CXC moderators the consequences for the candidates are more drastic.

Comments on the body of the Field Report

Strategy Sheet

More attention has to be given to the strategy to ensure the study is appropriate and manageable.

Table of Contents

The majority of candidates were able to produce a satisfactory Table of Contents. However, the recommended format was not followed by many. This format is:

- Aim
- Location Maps
- Methodology
- Presentation and Analysis of Data
- Conclusion
- Bibliography
- Appendix

Aim of Study

The aims presented by candidates needed to be more specific and measurable. In a lot of cases, aims were either too general or were not geographical in focus. For example, a study “to determine the types of pollution in Country A” is beyond the scope of a CSEC study. Several candidates did projects on topics that were not in the syllabus. The study area was not included in the aims of some studies. The exact area and the territory must be clearly stated.

A good example of an aim is *To examine and account for the distribution of litter in the streets of Town /suburb (named) in country (named) on Saturday (date)*. A vague, non-geographical aim is ‘To investigate biodiversity in (named territory)’. Candidates are encouraged to use verbs such as *assess, examine, evaluate, measure, analyse* and *discuss* in their aims or to pose a question to test an idea. This will help focus the work in the field. To ensure that the topic is geographical, apart from being on the CSEC syllabus, the spatial distribution of features or characteristics should be included in the aim.

Location of Study

Most candidates failed to score full marks on this aspect. Maps were untidy and lacked information. Candidates are required to provide a map of the territory on which the position of the study area is shown and a site map of the study area. The study area must be clearly highlighted on the territory map.

All maps should be drawn neatly. A title, scale, north arrow, key, and border should be provided. Labels should be printed (and not in cursive script).

Site maps need to have the specific features studied clearly labeled and highlighted. Details of the immediate environment, such as roads, physical features and buildings should be shown.

Where maps are photocopied or computer generated they must be altered to suit the purpose. Unnecessary details should be removed and labels, including the name of water bodies, added.

Methodology

There was an over-reliance on questionnaires and these were often used even when they were not appropriate to the aim of the study. As such, many studies, such as those done on pollution, tended to be based on respondents' perceptions rather than quantitative measurements. Teacher input into the strategy is necessary so as to prevent this. Methods must suit topics.

Many candidates did not indicate the time period during which the study was done. Topics chosen should permit the collection of primary data in the field and the specific times of data collection should be recorded. In other words, **where** and **when** the study was conducted must be clearly stated, for example, *5 January 2013, between the hours of 10:00 a.m. and 3:00 p.m. at Site X, Parish/Town, Country C.*

Where questionnaires are used as the main instrument for data collection, candidates should give the sampling details, such as the population size, the sampling method and size of the sample. A copy of the questionnaire should be included in the appendix.

Presentation of Data

Some studies had data that did not support the aim. Work in the field must be guided by the aim. The data should be presented using different illustrations and integrated into the discussion, and the illustrations must be appropriate. Some candidates used a pie chart to show an item with a 100 per cent value, which was clearly inappropriate. Although tables, bar charts, line graphs and pie charts should all be used, candidates should select the method of presentation which is most appropriate. Some candidates used illustrations from secondary sources, for example pictures and diagrams from textbooks or the Internet. These are only acceptable if used for comparison with pictures or sketches made at the site during the field work for the study.

There were some other weaknesses which were also noted last year. These included:

- failure to give illustrations a title and figure number
- improperly labelled axes on graphs
- unlabelled photographs and photographs with no arrows pointing to features being highlighted
- use of more than one type of diagram to represent the same data
- unclear and untidy diagrams

In some cases, all or most of the candidates from the same school presented identical illustrations. Candidates need to be reminded that no credit is given to illustrations copied from secondary sources.

Quality of Data

Many candidates failed to obtain full marks for this area because their data were either inappropriate or irrelevant to the aims or lacked evidence of field work. Too often, the data were not sufficient to achieve the aim of the study.

Analysis and Discussion

Generally, candidates did not do well in this section as they failed to refer to the data and illustrations appropriately, to analyse the data in relation to the aim and to present their findings in a properly sequenced and logical manner. Candidates must be encouraged to account for and explain patterns and trends in their field data and clearly relate these to the aim of the study. Candidates who rely only on secondary data can earn no more than two marks in this section.

Conclusion

For most studies, the conclusions were too simplistic. Candidates had some difficulty in summarizing their findings and others attempted to introduce new information not mentioned in the analysis and discussion. Candidates often engaged in discussion that should have been placed in the section for presentation and analysis of data. Candidates need to be aware that in the conclusion they have to give a concise summary of their findings and state whether or not the aim was achieved.

Communication of Information

Candidates must be encouraged to review and thoroughly edit their projects before submission in order to reduce the incidence of spelling, grammatical and punctuation errors. They must be strongly encouraged to make better use of appropriate geographical terms and to ensure the report is within the word limit.

Bibliography

Many candidates failed to adhere to the format in compiling the bibliography as outlined in the Geography syllabus. Many of them did not present their sources in alphabetical order and used the first name of the author rather than the surname when listing sources. Further, some candidates did not include sources referred to in the study.

Candidates should use at least three references.

Paper 032 (Alternative to SBA)

GENERAL COMMENTS

This paper is a substitute for the field study report and is usually done by students who are not attending an educational institution where they will have the benefit of a computer teacher to provide the required guidance to complete the school-based assessment. It is designed to test the same skills demonstrated for the work in the field. It tests a candidate's knowledge of field research techniques, methods of presenting information and data, and ability to summarize and analyse data obtained in the field. It is clear that the majority of the candidates were not adequately conversant with these techniques and methods. The mean on the paper was 13.76 or 34 per cent. This was consistent with the performance in 2012.

Question 1

This question required the completion of a site map and a location map from a topographical map with a scale of 1:25,000. The site map was at the same scale as the map while the location map was a thumbnail size. Most candidates had difficulty in plotting the features on both maps.

Question 2

Candidates performed poorly on this question which tested the ability to frame a research question or hypothesis. A suitable response for the scenario given might have been: *Are most of the tourists coming from other areas in the Caribbean and mainly interested in rainforest, reefs and ruins and not the beaches?* In other words, the suggestion given in the question could have been rephrased as a question to guide the research.

Question 3

Part (a) required candidates to identify six variables on which to collect data. Many candidates were not familiar with the term 'variables' so responses were poor. Most candidates listed methods of collecting data rather than the data they would collect (such as the *origin of the tourist, the four main reasons for visiting, age and gender*).

In Part (b) most candidates who knew the term 'variable' were able to identify an appropriate time to conduct the research but most did not mention sampling techniques.

Part (c) required candidates to identify one problem (excluding weather, illness and injury) they might encounter in conducting the research and state how they would overcome that problem. This was not done well. Trivial reasons, such as a school event were advanced. The better answers anticipated the unwillingness of tourists to be interviewed by a strange person.

Question 4

Part (a) required the construction of a line graph showing temperatures in Nevis and given in a table. It was well done. In a few cases, the graphs were untidy.

Part (b) asked candidates to show how two features of the temperature in the table might make the climate suitable for agriculture. This was a difficult exercise for most candidates. Candidates needed to examine the values and note that there were no freezing temperatures, and that temperatures were suitable for plant growth throughout the year.

Question 5

Part (a) required the candidate to name the instrument used to collect rainfall data. Surprisingly, the majority of the candidates did not give the correct answer.

Part (b) was fairly well done. It asked for a bar graph to show rainfall data given in a table.

Part (c) asked for six possible reasons for the above average rainfall at the station in eastern Nevis for the month shown in the table. Candidates had great difficulty doing this. They needed to recognize the difference between weather and climate data, the difference between the average data for the whole island and the record for one station, the importance of the position of the site on the eastern side of the island, the vagaries of weather and of the risk of error in the measurement and recording of rainfall or in placement of the rain gauge.

Question 6

The knowledge of the elements of a book that are to be given in a bibliography was tested by this question. Most candidates did well on this question. However, some had absolutely no idea that the missing element was the city of publication and suggested the size of the book or the number of pages.

Generally, candidates need more instruction on the requirement for Paper 032 if they are to improve their performance. Candidates need to know how to conduct fieldwork and prepare a report in order to achieve higher scores on this paper.