

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2004

CARIBBEAN STUDIES

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GENERAL COMMENTS

Caribbean Studies has continued to show an increase in the number of candidates and schools being examined. This year there were 3080 candidates compared with 2087 in 2003, a 47.58 per cent increase. There were some excellent scripts in this the first year of examinations set on the revised syllabus. The performance this year was a marginal improvement over that of 2003.

This report is designed to help teachers of this subject become more familiar with its testing requirements especially with the now revised syllabus. It also analyses the performance of candidates in the 2004 examinations and suggests guidelines and areas of content that may be useful to teachers.

DETAILED COMMENTS

PAPER 01

There was a general improvement in candidate performance especially in Module 1 which reflected a fairly good knowledge of society and culture. Candidates' responses in Module 2 showed an inadequate knowledge the syllabus content especially in the areas of economics and development.

Module 3, although the syllabus has been revised to give it more clarity, still continued to pose problems. Few candidates were able to state the "variables". Most of the candidates could not explain the difference between a hypothesis and a problem statement. It should again be emphasized that Module 3 be started in Term 1 simultaneously with Module 1.

Module 1 – Caribbean Society and Culture

This section of Paper 01 consisted of five (5) questions, each carrying 6 marks. Candidates performed quite well on this Module.

Question 1

Candidates answered this question very well with 40 per cent earning full marks. Generally, candidates had a good understanding of what is culture and the impact of Rastafarianism on the cultures outside of the region.

Question 2

Candidates had a general understanding of social stratification but had some difficulty explaining the way education influences social stratification.

Some of the correct responses could have been:

- Individuals who have minimal education are usually confined to manual or working class jobs
- With educational qualifications one can access elitist social clubs and professional circles
- Highly qualified and learned individuals can become members of the intelligentsia

Question 3

Candidates' response to Part (a) demonstrated a good understanding of cultural pluralism. However, in Part (b) they showed limited knowledge of the positive and negative impact on Caribbean countries. Correct responses could have been:

Negative impact:

- Emigration results in a brain drain from the Caribbean countries
- The country very often suffers from the loss of many professionals and many skilled personnel to the big countries
- The country also loses investment after training a number of persons who leave at the end of the training (for example, nurses

and teachers)

- Often it is the young and able-bodied who emigrate leaving the relatively less able to develop the Caribbean country

Positive impact:

- The country benefits economically through the remittance of funds to the home country by the migrants
- The festivals staged by the new or newly adopted countries aid the Caribbean as Caribbean artistes often have to be imported for these festivals
- Less population pressure in the Caribbean, for example, less competition for jobs and other resources
- Recognition of Caribbean people and their potential through the achievements of the Caribbean diaspora

Question 4

For the most part, excellent answers were written for both parts (a) and (b). Candidates demonstrated a clear understanding of the meaning of indentureship. However some were still not clear on how indentureship differed from slavery. Correct explanations that were offered in response to (b) included:

- Indentureship mainly involved East Indians and Chinese while slavery involved West Africans
- Indentured labourers were contracted to work for a time and paid a wage. African slaves were regarded as chattel
- Indentureship was confined to certain territories such as Trinidad and Guyana whilst slavery was widespread
- While indentured labourers were treated harshly, they were not systematically beaten, tortured and murdered as were Africans

Question 5

Part (a) of this question required candidates to identify two ways in which music festivals staged by Caribbean nationals in the United Kingdom or the North America influence the culture of either society. Many candidates misinterpreted the question and wrote about the impact of music festivals on Caribbean societies. A number of those who attempted to write on the impact on the United Kingdom or North America lacked the knowledge to give adequate answers. Correct responses could have been:

- They influence the music forms of the metropolitan country, for example, Reggae mixed with 'hip-hop'
- Increased sales in Caribbean music enable the artistes to develop the art form in foreign countries.
- Fans of Caribbean music take along their friends to these festivals who in turn are exposed to aspects of our culture.
- Festivals are included on the calendars of the United Kingdom and North America.

Part (b) of the question that asked on a cultural practice that is gradually being erased in the Caribbean, was very well answered.

Module 2 - Issues in Caribbean Development

There were five (5) questions in this section of the paper each carrying a maximum of 6 marks. Although there was a general improvement in the performance of the candidates, a general weakness was manifested in this section of the syllabus.

Question 6

Although candidates generally responded well to Part (a), which required them to identify indicators of development, many encountered difficulty with Part (b). An excellent response for Part (b) (i) on how technological factors can influence development should have included:

- Technology can have both negative and positive effects. It can

assist government in devising strategies to solve problems. It can also create new products and services which would influence economic growth and hence development.

(b) (ii) Environmental

- Economic growth depends on supplies, raw materials and the absorption of waste. Natural disasters can retard development. Development can destroy natural resources. Natural disasters can retard development.

Question 7

In general, there was poor response to the question. Candidates encountered difficulty with key concepts such as “inappropriate land use in agriculture” and “development in the Caribbean”. A few candidates cited incorrect methods of ploughing but did not give any further explanation. Other candidates simply listed deforestation. Answers that could have been given are:

- The ‘slash and burn’ method decreases productivity and in some cases results in erosion
- Use of agricultural land for projects such as housing, reduces production of some crops resulting in negative impact on the economy
- Construction of highways through agricultural land not only results in the loss of land for production but the highways sometimes have a negative effect on the remaining land
- Deforestation resulting in the denuding of the land
- Ploughing practices especially of land on slopes

Question 8

Parts (a) and (b) were expected to be straight-forward questions, posing few problems to candidates. The majority of candidates performed far below expectation for this question.

(a) Some of the organizations or factors which candidates could have identified are

- World Trade Organization (WTO)
- International Monetary Fund
- World Bank
- The use of modern technology e.g. Computers
- Liberalisation of Trade
- Transnational Organizations
- Mass Media

(b) Some examples of the ways in which globalisation affected Caribbean economies include

- Rise in unemployment
- Contraction of manufacturing because of competition
- Negative influence on the distribution sector
- Increased demand for first world product and first world taste
- Accelerated brain drain.

Question 9

Excellent answers for the most part were submitted for Part (a), the contribution of a named institution to development, and Part (b), the contribution of sport to development. The following are examples of correct responses submitted by candidates.

(a) Candidates were expected to name one institution and show how it contributed to development.

- University of the West Indies – Regional integration
- Caribbean Examinations Council – Improvement in secondary education in the region
- CARICOM – Regional integration

Some examples of the contribution of sports:

- Generation of income
- Development and fostering Caribbean Integration
- Promotion and development of tourism
- Sense of Caribbean Identity

Question 10

The majority of the candidates misinterpreted the term “industrialization by invitation”. Correct responses included:

- “Industrialisation by invitation” refers to a policy on the part of Caribbean governments, whereby they offered attractive terms such as tax free concessions to foreign manufacturers to set up factories in the Caribbean

Some of the benefits cited were:

- Creation of employment
- Generation of foreign exchange
- Expansion of trade
- The relief of social pressures and threat of upheaval.

Part (b) on the mass media’s contribution was well answered.

Module 3 – Investigating Human and Social Development in the Caribbean

This section of Paper 01 consisted of 5 questions. Although there was marginal improvement in the performance on this Module, candidates generally displayed a lack of knowledge of some fundamental concepts.

Question 11

Part (a) of the question required candidates to identify two variables in the problem statement.

Candidates generally lacked a clear understanding of the term “variables”.

However, some of the correct responses were:

- Involvement of Caribbean women in cricket
- Family obligation

In Part (b), candidates encountered problems explaining the difference between a hypothesis and a problem statement.

A correct explanation could have stated:

‘A hypothesis is a tentative prediction or an explanation of a relationship between two or more variables, whereas a problem statement shows or states what the researchers want to find.’

Question 12

While the question was well answered by some candidates who were aware of valid sources of information [Part (a)], a few had difficulty with methods of data collection [Part (b)]. Answers that could have been given for Part (a) are:

- Oral history
- Internet
- Archival Data
- Existing Literature
- Newspapers

Correct answers for Part (b) could have been:

- Surveys
- Questionnaires
- Content analysis
- Structured and Unstructured Interviews

Question 13

Part (a) was well answered with most candidates receiving full marks. However, Part (b) posed problems. Many candidates appeared unaware of the areas which should be included in the conclusion of

any study. Some candidates stated “discussion” and “data”. Correct responses for Part (a) included:

- Descriptive (text)
- Tabular
- Graphic

Responses that could have been given in Part (b) are:

- Main findings in relation to the research question
- Areas of contention
- New and interesting findings
- Limitations of the study
- Areas for further research

Question 14

The majority of the candidates were unable to describe ethical issues which should be considered in conducting the stated investigation. The ethical practices include

- Privacy and confidentiality must be respected
- The research process should be transparent and have integrity
- Consent for research subjects and their parents if they are under age sixteen
- Schools must also obtain the permission of the respective Ministry of Education

Question 15

This was the worst answered question on the entire paper. The majority of candidates did not demonstrate any knowledge of the function of the literature review. Some stated that the review of the literature was conducted to obtain data for analysis. The better responses included the following reasons:

- To explore the possibility of generating new knowledge
- To understand the limitations of previous studies
- To examine the areas of contention in relation to the research objective of the earlier studies

PAPER 02

This Paper consists of eight questions – four on Module 1 (Caribbean Society and Culture) and four on Module 2 (Issues in Caribbean Development). Candidates were required to choose two questions worth 20 marks each (Type A questions) and 2 worth 30 each (Type B questions). Type A questions test candidates' ability to explain and elaborate on conceptual issues and apply general principles to a problem situation. Type B questions require candidates to analyse problem cases, discuss and make evaluative comments on issues, and present arguments for, or against, a particular point of view.

Module 1 – Caribbean Society and Culture

Question 1

This was the most popular question in the paper. Candidates performed well on this question with 88 per cent of them scoring above 10 marks. The majority of the candidates had a clear understanding of the causes of social stratification in the Caribbean and were able to outline the historical factors that have contributed to the present day situation. Candidates identified other issues such as education and determined how this is used as an avenue for social mobility.

Question 2

Candidates also performed well in this question as reflected in 76 per cent of them scoring between 11 and 20 marks. Candidates had a good understanding of what the tourism sector entails and of how the industry contributes to the territories. However, weaker candidates experienced problems in demonstrating how the tourist industry shaped patterns of behaviour in the Caribbean. They tended to discuss the advantages and disadvantages in terms of development of the economy instead of the ways in which it has shaped behaviour.

Module 2 – Issues in Caribbean Development

Question 3

Candidates appeared to have a good knowledge of the meaning,

origin, implications and the features of globalisation. Most candidates placed the emphasis on goods and services, “dumping” and “flooding the market with goods”. Seventy-five per cent of the candidates scored between 11 and 20 marks. However, many candidates failed to show the impact of globalisation on prices, its connection with unemployment, the effect on agriculture and the rise in poverty.

Candidates need to focus on the ‘defining’ or ‘discriminating’ words in the question as they write the essay, for example, “prices of goods and services”. This is where analysis or use of knowledge encourages critical thinking.

Question 4

This was the more popular of the two questions in Section B of the paper. Seventy-seven per cent of the candidates scored over 10 marks. Candidates stated that education, technology, economic management of resources and integration were ways of achieving productivity but they failed to develop these points. Weaker candidates experienced difficulty in defining high levels of productivity.

Candidates could have included points on

- Stable and just social relations
- An education system which also focuses good interpersonal skills, a good foundation in literacy, numeracy, technology studies and critical thinking
- Social justice
- Human development
- Good economic management of resources

Module 1 – Caribbean Society and Culture

Question 5

There was a mixed response to this question. Sixty-seven per cent of candidates scored between 16 and 30 marks. While strong candidates gave an impressive collection of indicators of Caribbean uniqueness and even pointed to the diversity of characteristics in the region that one could or could not re-establish outside of the Caribbean, the weaker candidates struggled to show how Caribbean na-

tionals who meet outside of the region express their identity. Many concentrated on expressions of Caribbean identity in the region itself. As a result, these candidates only answered a section of the question. Some of the correct responses of those candidates who chose to agree with the statement are:

- Caribbean people come from very diverse backgrounds which do not help them to identify closely with each other while within the region. These differences stem from
 - insularity and fragmentation
 - the colonial heritage of French, Spanish, Dutch and the British Caribbean
 - the physical nature of the archipelago
- Internal societal and cultural differences stem from
 - social stratification
 - ethnic separatism

Candidates also discussed the factors that encourage a bonding of Caribbean people when they meet abroad, examples of such factors being loneliness, nostalgia, sports, festivals, funerals, a feeling of belonging.

Candidates who disagreed with the statement, went on to describe the defining elements of Caribbean identity: - a common historical legacy, a common high regard for cricket, a common inheritance of norms and values of a plantation society.

Question 6

This question also received some excellent responses. Sixty-two per cent of the candidates scored above 15 marks. Most candidates demonstrated a good knowledge of earthquakes and the dangers posed to man. They were able to identify precautionary measures that should be taken prior to an earthquake. They discussed innovative and realistic precautionary measures such as:

- Upgrading monitoring technology
- Upgrading aseismatic standards for building, enforcing standards at public facilities

- Strict enforcement of building and other codes
- Designing modern buildings so that they are either mounted on shock absorbing rubber or else can sway with the motion of earthquake activity
- Securing and improving evacuation sites and routes

Module 2 – Issues in Caribbean Development

Question 7

This question was the best answered of the Type B questions. Candidates showed knowledge of the evolution of the integration movement - the West Indies Federation, Caricom, OECS and CARIFTA. They demonstrated a good knowledge of development and the indices of development. The majority of candidates defined disparity, identified and discussed the disparity in most cases. However the extent of the “wide disparity in the levels of development among member countries of Caricom” was not fully explored. There was the need for synthesis of the concepts with the challenges.

Candidates needed to show or explain how different levels of development can hinder the goals of integration. Alternatively, the candidate could have highlighted other challenges to integration than just the economic, for example, insularity, fragmentation, jealousy, the MEDCs, incompatible or different political systems.

Question 8

This question appeared challenging for a number of candidates who attempted it although 62 per cent scored above 15 marks. Candidates discussed the social inequalities in societies, for example, educational opportunities, standard of living, social stratification, poverty and access to medical service in some Caribbean countries. Some candidates confused the Justice System with Social Injustice. They also interpreted the question to mean distribution of wealth among Caribbean countries rather than within Caribbean countries.

Some issues which were considered by candidates are:

- Recognition of natural rights
- A historical explanation of the plantation society leaving a legacy

of stratification according to race, colour and class

- A discussion of the concept of social injustice and an analysis of how poverty impacts on social groups, impairing their ability to enjoy a satisfactory standard of living

Some candidates adopted a position that if governments are doing the best they could amidst the backdrop of scarce resources and globalised economies, that continued inequities in the distribution of wealth should not be regarded as a breach of social justice. Alternatively, other candidates took the view that governments alone should not be relied on to address problems such as inequities in the distribution of wealth.

Essays were marked on knowledge, use of knowledge and enquiry and communication.

It is recommended that teachers give candidates practice in writing essays according to these criteria.

PAPER 03 – INTERNAL ASSESSMENT

This paper consists of a research project and accounts for 40 per cent of the entire assessment.

The comments are organized according to the various components of the study. Generally, most of the projects met the requirements of the examination. However there is still room for improvement. The topics chosen were varied, very interesting and relevant. Candidates who opted to focus on phenomena in their local communities in general did better than those who attempted national or regional studies. There was much evidence that in depth research was done.

- **Introduction and Purpose of Research, Problem Statement** - There was a general weakness in the formation of the problem statements. In too many cases no clear 'cause' and 'effect' variables were included. Many others were too wide with candidates attempting to study issues on a national or a regional level. Many candidates attempted to define all the technical terms used throughout the study as opposed to the key terms in the problem statement.

- **Literature Review** – Generally, this section still needs improving. In some cases candidates gave information but failed to indicate the source. In a few cases conclusions were included in the literature review. It is suggested that candidates research a minimum of four sources of literature which they can analyze critically.
- **Data Collection Sources** - This was a major problem area. This section was mistaken for methodology. Candidates should be reminded that the emphasis in the revised syllabus is on data collection sources.
- **Presentation of Findings** – This was fairly well done by some candidates using an average of four or five different forms of presenting the findings. However, graphs when used, should be labelled and should also be relevant to the topic.
- **Interpretation of Findings** – Teachers need to advise students that in this section they need to reflect on the research problem in relation to their research findings. Many candidates simply presented the information rather than explaining the findings and giving reasons for the results which they have generated.
- **Discussion of Findings** – Candidates at this point should be able to evaluate the strengths and weaknesses in previous studies. They should be able to compare their findings with the information in the literature review. It should however be pointed out that the discussion of findings was well done in the outstanding projects.
- **Conclusion** – Candidates did this section fairly well. However, some conclusions did not match the findings presented throughout the study,
- **Overall presentation and Writing Skills** – This was very well done by the majority of candidates with the necessary additions of ‘Table of Content’, and ‘Appendices’.