

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2006**

CARIBBEAN STUDIES

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GENERAL COMMENTS

Caribbean Studies has shown a thirty three per cent increase in the number of candidates examined. This year there were 6 684 candidates compared with 4 496 in 2005. The performance at the upper level in terms of candidates gaining Grades I and II was not as good as in 2005. There were, however, some excellent scripts in Paper 02 in which some candidates earned full marks for some essays. The Paper 01, in general, reflected a serious knowledge deficit with respect to the Caribbean region. There were some excellent projects for Paper 03/1, the Internal Assessment, but a number of them were excessively long.

This report for the 2006 examinations analyses the performance of the candidates and suggests guidelines which may be helpful to teachers.

DETAILED COMMENTS

PAPER 01

Section A

Module 1 – Caribbean Society and Culture

This section of Paper 01 consisted of five questions, each carrying six marks. Although the candidates gave their best performance in this Module, the general quality of responses was remarkable rather than exceptional.

Question 1

In part (a) of this question candidates were given a map of the Caribbean region and asked to identify Belize, Jamaica, the Gulf of Mexico and the Atlantic Ocean. Very few candidates knew the location of Belize; a number of them labelled Cuba for Jamaica; some placed the Atlantic Ocean in the Caribbean Sea and the Gulf of Mexico ended up in the vicinity of Trinidad for quite a number of candidates.

Part (b) required candidates to give a “political” definition of the Caribbean. Most of the candidates gave reasonable responses to this section of the question.

Some of the correct responses are given below.

As defined by Britain during the colonial rule:

- The Windward and Leeward Islands, and Dominica, Trinidad, Barbados, British Honduras, Bermuda, Bahamas, British Guiana
- The West Indies Federation.

As defined by the European powers during the colonial rule:

- The British West Indies (including British Honduras and British Guiana).
- The French West Indies
- Dutch West Indies
- Spanish West Indies
- US colonies including Puerto Rico and the Virgin Islands.

The question had a mean score of 2.76.

Question 2

Candidates had a general understanding of the term “society” but they experienced difficulty in distinguishing between the terms “society” and “culture”. In part (c), candidates were able to show the association between values and norms (the mean score was 2.87)

Some of the responses for part (a) could have been:

- A shared common purpose
- A defined territorial space
- Citizenship within a space
- Continuity over time and space

Suitable responses for part (b) could have been:

- Any of the terms used to describe society, for example, ‘shared common purpose’, ‘continuity over time and space’ indicating that people must have forged close bonds, norms and values in order to survive as an institution.
- Social institutions which sociologists consider to be the building blocks of society are described as cherished ideas, prejudices, beliefs and values of a people (their ways of life).

Candidates performed well on part (c).

Question 3

This question was the best done in the Module. The mean score was 3.98. The majority of the candidates had a basic understanding of the concepts “cultural diversity”, “hybridization” and “societal institutions” but they experienced difficulty in expressing the responses. A few candidates who confused **social** institutions with **societal** institutions. Examples of some of the correct answers are given below.

- (i) Cultural diversity: A range of cultures within one society or community.
The existence of multi-cultures in one society or the existence of a plurality of cultures.
- (ii) Hybridization: Hybridization refers to an admixture of races and cultures within a society (Creolisation).
- (iii) Societal institutions: Any institution which represents individuals with a shared common purpose or a clearly defined territorial space.

Question 4

Parts (a) and (b) were expected to be straightforward questions but candidates’ responses were far below expectations. Many candidates appeared to have no knowledge whatsoever of “adult suffrage”. There were responses such as “adults suffering” and “Rastafarians are sufferers”. This question was worst done in the paper. The mean score was 1.98. Examples of the type of responses expected are given below.

Part (a):

- Adult suffrage allowed the participation of a significant mass of the population in a process whereby they could determine their political future.
- Voting rights were now conceded to the population.
- Members of the population were now eligible to participate in the government.

Part (b): Some of the reasons for the growth of support for adult suffrage in Caribbean societies in the 20th century were:

- the effects of the 1930s riots, including labour discontent with economic and political conditions;
- the growth of economic institutions giving a sense of self-sufficiency and self-determination to each country;
- the economic distress suffered in the colonies through the 1930s brought about the rise of trade unions whose leaders made a bid for political power, for example, Butler in Trinidad and Tobago; Bustamante in Jamaica.

Question 5

In part (a) of this question most of the candidates did not demonstrate any knowledge of “plate tectonics” but they were able to respond to part (b) by describing two ways in which volcanic activity influenced Caribbean society and culture. Hence there was a mean score of 3.64. Examples of acceptable and relevant responses are listed below.

(a) Plate tectonics refer to the movement and shifting of the plates which form the earth’s crust.

(b) Some of the ways in which volcanic activity has influenced Caribbean society and culture:

- volcanic rocks weather over time to form fertile soils, full of minerals that plants need, thus encouraging agriculture in high risk areas;
- it brings to the consciousness of all Caribbean people the nature of environmental hazards, for example, the destruction and loss wrought on Montserrat;
- it results in the migration of Caribbean people from the territory at risk to other regional countries or to the metropole, for example, Montserratians to England;
- it increases the tourism potential of certain countries through the creation of spectacular scenery.

Section B

Module 2 – Issues in Caribbean Development

Question 6

A very small percentage of candidates interpreted parts (a) and (b) correctly. In part (a) the question required an explanation of the term “sustainable development”. Many candidates appeared to have read this as just “development”. Part (b) also posed a challenge. The mean score was 2.57. Responses expected are given below.

(a)(i) Sustainable development refers to a philosophy that sees development as a holistic undertaking that seeks to improve the lives of people by balancing economic, social and environmental objectives or needs of present and future generations.

OR

Sustainable development is meeting the needs of the present without compromising the ability of future generations to meet their needs, for example, by making conscious efforts to protect the environment.

(ii) In this part of the question candidates were asked to identify one challenge faced by their country in implementing a policy on sustainable development. The accepted responses were:

- national development plans which emphasize economic/development growth may conflict with efforts to preserve natural resources (viz. tourism development facilities – marinas and wetlands);
- lack of capital, expertise and policies required to prevent erosion and to conserve the topsoil-factors which impact directly on poor families' need for firewood and to farm marginal lands.

(b) In this part candidates were required to show why “modern knowledge” is considered an indicator of development. The content in this section was more familiar to candidates. They understood the concept of modern knowledge but the challenge for some of them was in showing the relationship between modern knowledge and development. Some of the acceptable responses were:

- modern knowledge refers to concepts, practices, habits and attitudes appropriate to the era in which we live and which allow people to live satisfying lives. More of this kind of knowledge is likely to enable ‘development’ to take place;
- improvement in people’s knowledge and skills to enable them to be optimally productive in a safe environment.

Question 7

This required candidates to outline three ways in which tourism poses challenges to the development of Caribbean countries. Several candidates wrote on the challenges to tourism instead of considering the impact of tourism on development issues. Examples of some of the accepted responses given by candidates are given below.

- Tourism has the potential to cause great harm to the environment – waste management problems, and destruction of fragile ecosystems in countries where institutions and infrastructure to monitor environmental standards are minimal.
- Local economic activities and resources are used less for the development and benefit of the communities and increasingly for export and the benefit of others – tourists and consumers in other areas of the world, for example, golf courses and condominiums rather than agriculture and affordable housing.
- In Guyana, Belize and other countries with significant numbers of indigenous people, there is the threat that the tourist industry is encroaching on the remote areas where it may affect the way of life, for example, indigenous knowledge and intellectual property rights, sacred rights, social structures.
- Most of the hotels are foreign-owned and the profits are repatriated instead of being used to help in the development of the country.
- Hotels may also import a large proportion of foods to satisfy the tastes of their guests rather than promote/support local agriculture.

Question 8

In this question there was a clear indication that the candidates did not know the concept although it was taken directly from the syllabus. The mean score was 1.54 and approximately 33 per cent of the candidates scored zero. Some of the correct responses to part (a) could have been:

- the sector in the economy responsible for accessing and supplying goods to the local markets;
- the commercial sector responsible for the supplying of the network of wholesalers and retailers in the local market.

Responses in Part (b) should have been developed around points such as:

- provides employment
- encourages/promotes entrepreneurships in society
- in a well-run system it strives to eliminate the differences between demand and supply hence it promotes efficiency in the market
- promotes local manufacturing
- foreign exchange – contributes to the management of foreign exchange by sourcing goods at low/ reasonable rates.

Question 9

This is another question which was poorly done. The responses indicated clearly that most of the candidates had not been taught the content related to the objective which makes reference to Marxist thought. Those who knew it did well. The mean score was 2.82. Possible responses to part (a) are given below.

- Work is very important for human happiness and if workers are only involved in menial, repetitive tasks for menial wages, under bad working conditions, they will become alienated from their work and conflicts with the owners of the means of production will result.
- Political change is the only way the workers' rights can be upheld, so that they may actually come to own the means of production, for example, through a change to socialism and communism.
- Marxism predicts the eventual and inevitable overthrow of capitalism by communism.
- Western religion exists to seduce the masses into uncritical acceptance of social stratification.
- Capitalists exploit the labour of the working classes - the wages they are paid are minimal compared to the value capitalists get from selling the products workers produce.

In part (b) candidates were required to identify one Caribbean country in which the political regime was influenced by Marxist ideas and also to name the leader of the regime indicated. Quite a number of candidates identified Trinidad as the country and Patrick Manning as the leader. Candidates experienced difficulty in matching the country with the leader. In some cases Maurice Bishop was named but the country given was wrong. The expected responses included:

Jamaica - Michael Manley
Grenada – Maurice Bishop
Suriname – Desi Bouterse
Cuba – Fidel Castro
Guyana – Forbes Burnham/Cheddi Jagan

Question 10

Some candidates answered this question fairly well. The mean score was 3.39. The challenge for many was in relating “the mass media” to “developmental” goals in the region. Candidates were required to suggest three ways in which the mass media in the Caribbean can be organized to support developmental goals of the region. Some of the better responses included;

- the media could be a promotional form of the government with vested interest in capital venture;
- find innovative/interesting ways to introduce information, news, music, artistes and other cultural products from Caribbean territories to increase the understanding Caribbean people have of their own space;
- use the persuasive power of the media to heighten awareness of the challenges to our development posed by health-related issues, HIV/AIDS, narcotics traffic, youth and crime, violence, pollution, where habitual/traditional behaviours need to be examined.

SECTION C

Module 3 – Investigating Human and Social Development in the Caribbean

Question 11

This question proved to be extremely challenging for several candidates. The mean score was 1.54. Most of the candidates experienced difficulty in explaining the term “systematic inquiry”. Candidates listed the procedures in conducting research rather than identifying factors in selecting a research problem. Possible responses are given below.

Part (a): The candidate should indicate that this term has to do with:

- research or investigation of an issue
- using procedures which are rigorous/unbiased/logical/coherent. It can be quantitative or qualitative.

Part (b): Criteria that are important in identifying a research problem are:

- researchable (that available / accessible data exist about it)
- clear (or unambiguous)
- feasible (manageable and can be completed in a timely way)
- ethical

Question 12

This question was among the best answered in Module 3. It had a mean score of 3.06. Candidates were asked to give four questions to be included in a checklist when evaluating information from the internet. Candidates listed questions pertaining to:

- authority
- adequacy
- objectivity

Question 13

This question was well answered by most candidates who were aware of the sources of the type of information required. There was a mean score of 3.07. The responses given included:

- Internet
- oral history
- minutes of meetings
- archives
- Hansard reports
- newspaper reports

Question 14

The majority of the candidates performed poorly in this question. The mean score was 1.43. Most candidates were unable to (a) explain why sampling is an important procedure used in research (b) distinguish between probability and non-probability sampling. There were responses such as “sampling is what the DJs use in mixing the music”. Most of those who attempted Part (b) simply tried to define the terms.

(a) Some examples of the correct responses include:

- to ensure that the findings in the study are generalizable to the larger population from which the sample was selected (the target population);
- a researcher may not be able to include all the persons relevant to the study, so sampling limits the participants, but still allows for findings to be generalized to persons who cannot be included;
- saves human resources.

(b) Probability sampling depends on chance in the selection of the sample. Thus, in probability or random sampling every individual has an equi-probable chance of being chosen. In non-probability sampling, chance is not the important factor in determining who is included in the sample; for example, in purposive sampling deliberate judgment on the part of the researcher, or factors such as circumstances or convenience determine who is selected.

Question 15

While some candidate were able to give a reason for ethical practices being employed in research, they experienced great difficulty in suggesting two ethical practices researchers should observe in reporting on the research. Many candidates confused “ethnic practices’ with ‘ethical practices’ and therefore placed much emphasis on racial issues. The mean score was 2.18. However, some of the correct responses provided included those below.

Part (a):

- In social research the main sources of information are human beings and as humans they ought to be treated fairly and with respect.

OR

- Research involves making judgments at every stage which may have serious moral implications for human subjects.

OR

- In the case of a research study being conducted where the participants experienced harm, then the findings of that study would be considered to be flawed.

Part (b): Ethical practices to be observed include:

- the subjects' anonymity should be preserved – protecting their wishes, interests and possible well-being;
- the report should not contain confidential data and if it did there should be no way of tracing data back to the source;
- the report should in no way be used to victimize or cause harm to the participants. Research is normally conducted on subjects with a view to helping or benefiting them in some way;
- the report should portray the findings of the study and not the wishes of the researcher.

PAPER 02

This Paper consisted of eight questions – four on Module 1 (Caribbean Society and Culture) and four on Module 2 (Issues in Caribbean Development). The candidates were required to choose two questions worth 20 marks each (Type A questions) and two worth 30 marks each (Type B questions). Type A questions tested candidates' ability to explain and elaborate conceptual issues and apply general principles to a problem situation. Type B questions required candidates to analyse problem cases, discuss and make evaluative comments on issues, and present arguments for, or against, a particular point of view. Question 2 was the most popular of the Type A questions. It had a mean score of 10.42. Question 8 was the most popular of the Type B questions. It had a mean score of 18.18. The mean score on the paper was 60.24.

Section A

Module 1 – Caribbean Society and Culture

Question 1

This question was the less popular of the two in this section. It had a mean score of 11.23 with marks ranging from 0 to 20. Most of the candidates who responded to this question misinterpreted it and wrote on 'social justice' instead of the justice system in the Caribbean. Many candidates wrote on inequality in the distribution of wealth, discrimination against women and inequalities in education. The candidates were expected to identify at least four challenges faced by the justice system and to explain them. Some of the challenges identified in the better responses are listed below.

- Increase in violent crime against women, examples to be noted are: rape, incest and other forms of physical abuse.
- Increase in narcotics, trafficking and drug related violence.

- The increase in poverty, amidst the apparent need to acquire the means of social capital such as brand-name wear, has led many young persons, most of them ‘drop outs’ from the education system, into a life of crime.
- Deportation of convicted criminals, from Europe and North America to the Caribbean, has led to an increase in crime. There is also the increase in crime involving the use of weapons.
- There are also the alleged cases of policemen and judges accepting bribes.
- The Pratt and Morgan ruling has imposed a time frame on the resolution of serious crime brought before the court.
- Archaic laws. Many of the laws need revision to deal with the types of crimes in the Caribbean.

Question 2

Most of the candidates who attempted this question misinterpreted the “impact of Caribbean society and culture upon the economies of extra-regional countries”. Many of them wrote on the impact of extra-regional economies on Caribbean society and culture. The mean score was 10.42 with a range of 0 to 20. Candidates needed to develop points such as those below.

- Carnival celebrations created by the large Caribbean populations in New York, Toronto, London, and other cities of the North present opportunities to boost the economies of these extra-regional cities because they are attended by thousands.
- The Caribbean, Canadian and US governments have allowed temporary migrant workers from the Caribbean to pick fruit in Florida and Canada at the end of summer. They work for minimum wages. These economies are, therefore, dependent on Caribbean workers to harvest fruit before the onset of winter.
- Crime and violence impact negatively on the economies of extra-regional countries. A number of Caribbean people are in British and American prisons and when they are released they find themselves on welfare in those countries or are deported to the Caribbean.
- With Caribbean citizens in extra-regional countries, there is a demand for Caribbean foodstuff – vegetables, goods. Small businesses and some major distributors import these from the region for sale in the metropole with an impact on the economy.

Section B

Module 2 - Issues in Caribbean Development

Question 3

The response to this question was quite good. The marks ranged from 2 to 20 with a mean score of 15.33. The candidates were required to describe four ways in which globalization is affecting development in the Caribbean. Some of the candidates who attempted this question were able to define globalization, development, Caribbean and trade liberalization but failed to make the link between globalization and development in the Caribbean. Candidates’ responses could have included those below.

- Emphasis on efficiency/productivity holds a competitive edge. This entails downsizing and automation, which results in unemployment and a preference for workers with technical skills who can adapt to rapid changes in technology. In terms of development, more students and workers are becoming trained in ICT as a basic requirement for work, study and leisure; and consumer benefits - cheaper prices.
- Closing down of companies and operations which cannot compete in a liberalized trade environment: for example, car assembly has become a thing of the past in the economies of the Caribbean countries as the roll-on-roll-off service, using ICT, is now widely available. In terms of development, consumerism is mushrooming and there are challenges posed to the environment and the roads since vehicle ownership has grown.
- Culturally, goods produced for Caribbean consumers, for example – cornflakes and peanut butter compete directly with products from the metropole. Also, Caribbean arts, films and videos compete. This has a direct impact on development in the Caribbean as key elements that would lead to cultural confidence, a sense of identity and national zeal are suppressed.
- More multinational corporations are establishing a presence in the Caribbean, especially food and hotel chains which may be significant for employment over short and medium term but do not aid in the strengthening the institutions of a country for sustainable development; in such circumstances a compromise may be the best course of action where development is concerned. Development then is a process of negotiation and bargaining with MNCs rather than prohibiting their entry.

Question 4

Most of the candidates who attempted this question were able to describe four challenges Caribbean governments faced in their effort to promote tourism development. The marks ranged from 4 to 20 and the mean score was 15.16. Generally this question was well done although it was less popular than question 3. The failure to provide logical development of ideas or facts was a weakness in some candidates. Some of the issues described by candidates were:

- the lack of finance or capital and infrastructure to promote tourism, develop sites and maintain properties;
- fragility in the industry and any failure in the economy in Europe or North America could result in the failure of the tourist industry;
- high level of crime against tourists - the challenge is not only to provide adequate security but to address the issues which lead to the crime;
- an epidemic, a natural or man-made disaster could adversely affect the tourist industry. (there is the belief that the islands are the same and the challenge is to convince tourists that the islands are separate);
- difficulty in organizing airlines with adequate seating capacity to bring passengers to the Caribbean. (Caribbean has two ailing airlines - the challenge is negotiating with foreign-owned airlines);
- hotel occupancy depends on the airline and hotel rates. The challenge is to provide a range of rooms and hotel rates.

Section C

Module 1 – Caribbean Society and Culture

Question 5

This question was the more popular of the two in this section. It required candidates to discuss two of three labour systems with reference to the exploitation of labour. Many of the candidates did not read the question carefully and in quite a number of cases they tried to discuss all three systems – slavery, indentureship and the encomienda. The candidates knew slavery quite well and were able to explain/define slavery and the nature of exploitation the slaves received. Indentureship presented the greatest challenge. Some candidates referred to the white indentureship before slavery but not to post-emancipation indentureship. The mean score was 16.03 and the marks ranged from 3 to 28.

Question 6

In this question candidates were given the statement, “All ah we is one”, and were required to discuss the social challenges faced by Caribbean people in achieving Caribbean unity. The range of scores was 2 to 30 with a mean of 17.63. Candidates were fairly familiar with the concepts required to respond to this question. Many of them discussed unity in relation to CSME and CARICOM. A number of them attempted to use sociological theories in an effort to support their arguments but they had difficulty in applying these theories to the topic discussed.

Identifying relevant social challenges presented the greatest difficulty to candidates. In quite a number of cases they discussed economic, political and even geographical challenges rather than social challenges. Some candidates brought their experiences to bear on the question.

Some of the good responses included the challenges given below.

- Class distinctions provide a varied understanding of what it is to belong to one Caribbean. The underclass, the middleclass and working class concepts create divisions and barriers to the realization of the “all ah we is one”.
- Race and colour continue to provide distinctions for Caribbean people. Historically, race and colour created a rigid stratification for Caribbean people.
- Culturally, music serves to unite Caribbean peoples. Calypso and reggae are played across the region regardless of the country of origin. Caribbean peoples share similar foods, sayings/proverbs, stories.
- Parochialism: the tradition of seeing one country as better or more influential than the other – the ‘big island’ versus ‘small island’ issue. Countries have traditionally competed against each other and still do so today.
- Festivals, such as carnival and CARIFESTA, unite Caribbean people. Each festival emphasizes the common elements in Caribbean culture. Yet festivals, by their nature, are held for short periods of time. It can be argued that this sense of unity is temporary.

Section D

Module 2 – Issues in Development

Question 7

This was the least popular question in the entire paper. The range of scores was 3 to 30 with a mean of 17.05. A number of candidates misunderstood the concept of ‘freedom of movement’. The question was based on the statement that “Freedom of movement poses the greatest challenge to the establishing of CSME”. Candidates were required to comment on the statement indicating the extent to which they agreed. Most of the candidates agreed that it was the greatest challenge. Many of them listed reasons such as requirement for passports, accreditation of qualifications, geographical distance, and security problems but they failed to give a logical discussion or explanation. There was the need to develop the points.

Additional challenges which candidates could have included are listed below.

- The need to change legislation which restricts other CARICOM nationals from employment.
- Work permits. Under the existing CARICOM regulations work permits are not required for five categories of CARICOM nationals – university graduates, musicians, other artistes, sports’ persons and media workers, self-employed persons, technical managers and artisans all require work permits.
- Trade imbalance in goods within the Caribbean.
- Political independence – sovereignty and its exercise have become impediments to regional programmes such as movement of labour and capital.
- The devising of a treaty to avoid double taxation of incomes of citizens who move from country to country to work.

Question 8

This was the more popular of the two questions in this section and it also earned the highest mean among the higher-order questions. The range of scores was 2 to 30 with a mean score of 18.18. Candidates dealt with education and sports with great facility but experienced difficulty in explaining the “as well as a route to Caribbean nationalism”. Candidates’ responses could have included those listed below.

- A sense of identity is created when Caribbean people in sports meet, for example, at the Olympics – pride in success Bahamas, Jamaica, St. Kitts, Barbados, Trinidad and Tobago even though at these meets they competed or participated as citizens of their respective countries.
- Sports transcend race, colour, and creed.
- Sports which give Caribbean people educational opportunities include: swimming, cricket, football, athletics, volleyball, netball and basketball.
- A description of the sports which are played at a regional level and internationally. A candidate may consider how sports played at a regional level contribute to integration and hence a sense of Caribbean nationalism.
- The award of sports scholarships.

The essays in this paper were marked on knowledge, use of knowledge, enquiry and communication.

PAPER 03/1 - INTERNAL ASSESSMENT

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

The comments that follow are organized according to the various components of the study. Generally, most of the projects met the requirements of the examination. There were some good projects. However, there were some excessively long projects and teachers should be reminded that there is a penalty which they must impose for written work over the stated limit. Some interesting topics were researched but schools have exhausted research on crime, teenage pregnancy and tourism. The candidates' comprehension of the concepts in Module 3 is reflected in the performance in the internal assessment. The candidates who opted to focus on topics in their communities did better than those who tried to research national or regional phenomena.

In cases where candidates were allowed by the teacher to research the same topic and use a team approach to the research, the introduction, literature review, interpretation of findings, discussion of findings and conclusion must be each individual's work. There were quite a number of projects in which there was evidence of team work and candidates submitted identical reports.

- Introduction (Purpose of Research – Statement of Problem)

Some candidates did well in the introduction. However, there was a general weakness in the formation of the problem statement. Candidates must be encouraged to sequence the components of the introduction, for example – Statement of the Problem/Research Question and Definition of Terms. Too many variables were introduced in some projects.

- Literature Review

This section still needs improvement although a few candidates wrote well. In general, candidates should be reminded that they should research a minimum of four sources of literature and references should be cited. The candidate is expected to review the literature and then report on the findings. Plagiarized work is not accepted.

- Data Collection Sources

This section was sometimes confused with Presentation of Findings. Candidates may use primary or secondary sources. Candidates using secondary sources must be able to indicate any biases.

- Presentation of Findings

The presentation of findings in most cases was well done. Many candidates with the aid of the computer were able to produce a variety of graphs. Some of the graphs were not labelled. Text and pictures were also used. **Candidates who do not use the computer are not in any way disadvantaged.**

- Interpretation of Findings

This section was not well done. Candidates need to be advised that in this section they need to reflect on the research problem in relation to their findings. Where pictures or texts are used there must be some interpretation of the contents. Data must be analysed and research interpretation provided.

- Discussion of Findings

In this section candidates are expected to be able to compare their findings with the literature reviewed. A few projects were excellent in this area but the majority were weak.

- Conclusions, Limitations and Recommendations.

A number of candidates presented this section in the form of a list. The response must be in prose and paragraph format. Several of the candidates, especially those who did projects on the environment were able to make recommendations which were highly commendable. Limitations were not well addressed.

- Presentation and Writing Skills

Most of the projects were very well organized. However, attention must be paid to syntax and spelling.

The following were recommendations in the 2005 report and are being repeated this year since they could be taken as a useful guide in the preparation for a project.

- Use the syllabus and select one or two themes which are of interest to the candidate.
- The candidate should think of the possible areas within the theme.
- The candidate should consider topics within the area.
- The candidate should seek the teacher's guidance in reducing the topic to a manageable level.

In addition to the above, the candidate should note the points listed below.:

- The literature review is an analysis of previous studies done on the same topic or a related area and should, therefore, be relevant to the research.
- Data collection sources refer to the areas from which the researcher gathers the data, whether primary or secondary.
- Interpretation is more than a description of what the data say. Candidates are expected to give reasons for obtaining the type of results, indicate what the data say, imply and highlight how the data connect to the question/issue under consideration.
- Discussion of the findings is a comparative analysis of the findings with the literature review, that is, comparing the findings with what is said in the literature.
- The format for the layout should be strictly adhered to, from the introduction to the conclusion. Limitations and recommendations should be properly sequenced.

PAPER 03/2 - ALTERNATIVE TO INTERNAL ASSESSMENT

This year has seen a great improvement in the performance of the candidates who wrote this paper. The mean score for this paper was 59.45. This is a paper consisting of three sections A, B and C. Sections A and B consist of two questions each. Section C consists of one compulsory question based on Module 3 (Investigating Human and Social Development in the Caribbean). Section A is based on Module 1 (Caribbean Society and Culture) and section B based on Module 2 (Issues in Caribbean Development). Candidates were required to answer one question each from sections A and B. Each question in this paper carries a maximum mark of 20.

Section A

Module 1 – Caribbean Society and Culture

Question 1

This was the more popular question in this section. It had a range of scores of 4 to 15 with a mean score of 10.08. The responses to this question were satisfactory. Most candidates who attempted this question had a fair knowledge of the festivals and their contribution to a sense of identity. They responded fairly well.

Question 2

Only 25 per cent of the candidates responded to this question. The range of scores was 6 to 16 with a mean of 13.00. The question required candidates to indicate the extent to which they agreed with the statement, “The best way to describe the Caribbean is by using geographical and political definitions”. Some candidates experienced difficulty in defining the political and geographical Caribbean.

A few candidates indicated in the discussion and description that the definitions varied at particular times, according to the circumstances and according to who did the defining. For example, the ‘Caribbean Basin’ definition was devised by the US for trade purposes. In colonialism, the mother country found it convenient to arrange the islands into ‘Leeward’ and ‘Windward’ for the purpose of governing.

Section B

Module 2 - Issues in Caribbean Development

Question 3

This was a popular question but candidates did not perform well. The mean score was 9.63 and the range was 6 to 15. Although candidates understood the term “mass media”, they experienced difficulty in defining ‘the erosion of traditions in the Caribbean’. The responses could have taken the approaches given below.

- Argue that in a globalised world, multinational companies, such as Coca Cola, Kentucky Fried Chicken, Nike and Shell invest millions of dollars advertising and exhibit a form of neo-imperialism that the media may find difficult to negotiate.
- Discuss the issue of cultural imperialism especially via the USA and the difficulty that small developing nations, such as those in the Caribbean, have in dealing with the effects.
- Discuss examples of those cultural traditions such as dress, foods, language and show how they have been affected in recent times. Also discuss whether other factors are responsible for the reduced practice of cultural traditions.
- Candidates may also take the view that the mass media help to preserve traditions.

Question 4

This was the less popular of the two in this section. Only 16 per cent of the candidates attempted it. The mean score was 11.17 and the range of scores 5 to 14. The six candidates who attempted this question gave barely satisfactory responses. The candidates were required to discuss the statement, "For a long time, the contribution of women in the Caribbean to development has been ignored". Candidates identified the contribution of women but they marginally related them to development. They did not discuss the contributions in relation to being ignored for a long time.

Section C

Module 3 – Investigating Human and Social Development in the Caribbean

Question 5

This question was compulsory and was based on the concepts which candidates would have had to apply in preparing the independent study. Candidates did poorly on this question. The mean score was 9.67 with a range of 4 to 15. Candidates were given a scenario and seven structured questions to which they were expected to respond. The responses given by the majority indicated that they were unable to identify and apply basic concepts of research.