

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2009**

CARIBBEAN STUDIES

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The Caribbean Studies examination comprised three papers - Paper 01 consisted of 15 compulsory short-response questions, Paper 02 consisted of eight essay questions of which candidates answered four, and Paper 03 was the Internal Assessment component for which candidates conducted research and submitted a research paper. Paper 03B was the alternative paper to the Internal Assessment which was written by private candidates.

Paper 01 contributed 27 per cent to the candidates' overall grade, Paper 02 contributed 33 per cent, and Paper 03A and 03B each contributed 40 per cent to the candidates' overall grade.

Paper 01

Once again, candidates are reminded that they should read all questions carefully. They are to **note key elements of the question**, such as terms that are to be defined and concepts that are to be explained and/or analysed. They should note the limits within time periods in questions and should provide examples when asked to do so.

There are many examples where candidates did not read questions carefully and gave inadequate and/or poor responses. It is evident that candidates who performed well had not only **prepared the topics**, but had also **paid close attention to the requirements of the questions**.

Module OneQuestion 1

Part (a) of this question required candidates to explain what is meant by the term 'plural society'. The question was straightforward and one which could be answered by reference to set texts such as 'The Haralambos', and to Caribbean writers such as M.G. Smith and R.T. Smith.

However, this question provoked inadequate responses such as: 'Plural Society is the adaptation of more than one named Society. It is the creation of other Societies in one society.' Another response indicated that '... plural society is one in which they (sic) are 2 or more ethnic groups present ...'

Each of these responses was obviously lacking in substance and there were others that failed to satisfy the request for a full explanation of what was meant by the term. However, the stronger candidates scored well by establishing that a plural society was one in which there were several distinct ethnic/racial groups who interacted with each other, but where there were clear lines between them in certain fundamental areas.

Many candidates experienced difficulties in answering Part (b) of the question as the term 'Mestizo' was apparently unfamiliar. Some provided vague answers by stating that a 'Mestizo' was the product of a Mexican parent and an East Indian parent. Others wrote that they were people who were still living in the Caribbean such as the 'Caribs' in Trinidad. Some asserted that the term referred to 'American Indians' found in continental areas such as Belize and that they were 'a type of Carib' with their place of origin being St. Vincent.

Candidates who were awarded full marks stated that the term ‘Mestizo’ was the name given to individuals of European and Amerindian or indigenous parents. It can also be noted that historically, a ‘Mestizo’ was someone who was born of Spanish and indigenous parents. This working definition still holds true in Belize today.

In Part (c), the majority of candidates provided good explanations for the term ‘Dougla’ which historically refers to an individual who was an offspring of an Indian indentured labourer and an African enslaved or freed labourer.

Teachers and candidates need to take note of these points to deepen their understanding of such concepts. They should also debate and review such issues as the characteristics of Caribbean societies in Guyana, Belize and Trinidad in particular, and the Caribbean island societies in general.

Question 2

In Part (a) of this question, candidates were required to demonstrate their knowledge of the nature and causes of soil erosion. Stronger candidates highlighted the continuous removal of the top layer of soil from the surface of the land, whether by the action of the wind, water, gravity, earth movements and by mankind.

In Part (b), many candidates gave full responses which pointed out that landslides, flooding, hurricanes and extreme wave action were the usual causes of the worrying development of soil erosion in this region. Others indicated that deforestation in places such as Haiti could be a major cause of soil erosion, especially on mountainous terrain. Some candidates placed emphasis on such factors as urban development, including construction, as being responsible for the increased use of land in the urban areas as well as industrial development, such as the bauxite industry.

Question 3

Candidates provided good responses for Part (a) of this question.

In Part (b), the responses varied from impressive to poor as many candidates struggled to find two separate and distinct reasons for the coming of indentured labourers to the Caribbean.

There was some confusion evident, as many candidates wrote about ‘push’ and ‘pull’ factors including poverty, poor economic prospects and harsh geographical and economic conditions in the native territories/countries. The better responses highlighted, for example, the fact that as an imperial power, Britain had control of these far-off lands. They also noted the European search for the cheapest possible labour, the shortage or scarcity of labour in some colonies, the deliberate use of such indentured immigrants to frustrate the militant black formerly enslaved and the demands of planters in the region for these ‘exotic’ peoples who were totally alien to the region.

Question 4

In Part (a), candidates were asked to explain the concept of ‘the family as a social institution’. Many candidates gained full marks for their responses in which they stated that this referred to the primary social unit which socialised the infant and growing young person in the mores, values and practices of the basic human unit and the wider society or group.

In Part (b), several candidates encountered challenges in providing two reasons why many Caribbean family forms were considered ‘dysfunctional’ by colonial authorities. For many, some confusion was evident in the interpretation of ‘dysfunctional’ which was held to mean ‘not working on the plantations’, or ‘those who ran away from work’, or the ‘slaves (sic) who preferred to eat, sleep and make merry rather than work’.

Candidates who were awarded full marks argued that, for example,

- the ‘nuclear family’ was seen as the norm and the colonial authorities did not regard Caribbean families, such as those with single parents, or extended families, as ‘proper’ forms
- these families were matrifocal as in Africa and this offended the sense of male superiority held by colonial authorities and the belief in male supremacy in the European household
- Western Christian teachings were highly ethnocentric and idealised a sense of White European norms and values.

Question 5

Many candidates encountered challenges in answering Part (a) of this question. For example, some highlighted the fact that immigrants from outside the Caribbean worked in this region and sent remittances to their families, a point not required by the question. Others provided responses which emphasised the impact on the economies of the Caribbean and not on those of Europe and North America.

Candidates who were awarded full marks noted that

- the historical situation of Caribbean soldiers in Britain during World War II who served the ‘Mother Country’ in the army, navy and air forces was important
- Caribbean migrants were vital for the operation of essential services in Britain and that nurses kept Britain’s hospitals performing satisfactorily at a critical time
- Caribbean migrants contributed to various areas of metropolitan economies, particularly agriculture, transportation, entertainment, technology, food handling and processing of the service sector in which Caribbean migrants worked hard providing new services, skills and knowledge
- migrant labour provided these countries with relatively cheap labour, especially in the manual, menial jobs which the natives of European and North American countries did not wish to perform
- Caribbean migrants became consumers in the host economies and so further contributed to the economies
- several festivals such as the Notting Hill Carnival and Caribana, which were introduced into the metropolitan countries by Caribbean migrants, provided large amounts of revenue to their host countries every year.

Again, many candidates were challenged in answering Part (b) of this question. Those who provided full responses to this question of Cuban immigrants influencing policy in North America were usually focussed on the powerful Cuban lobby in Florida and other southern states of the USA. This lobby has, for example, had a direct impact on legislation regulating legal and illegal migration from Cuba to the U.S. It has also served as a powerful pressure group that has affected governance and voting in the U.S.

Module 2

Question 6

Part (a) of this question required candidates to define the term ‘per capita income’. Some candidates experienced difficulty in answering this question as they could not clearly define the term but instead gave vague answers such as ‘the income earned by a country in a year’, or ‘the amount of money gained by a business or person’.

However, the majority of candidates, who defined the term correctly, gave answers such as:

- Per capita income is the total income earned from goods and services produced by a country in one year divided by the total population for that country in that year.

Part (b) posed the greatest difficulty as the overwhelming majority of candidates were unable to score full marks. Although most candidates agreed that level of income was a better measure of development than per capita income, they could not articulate why this was so. They experienced difficulty in explaining the term ‘levels of income’. Some candidates were at a loss as to the definition of ‘per capita income’. Owing to these deficiencies, only a minority of candidates was able to gain full marks, while a large majority of the candidates could only score one or two marks.

The following are examples of key arguments which would have helped to provide a good response:

- **Level of income** is a better indicator of development because levels of income speaks to **categories of income** of a variety of individuals such as teachers, lawyers, construction workers, engineers, minimum wage workers. These categories/levels can be used to indicate the growth levels in an economy especially, for example, when these levels of income are rising.
- However, **per capita income** cannot be used in this way as this measure speaks to the **average income** of the population, and does not take into consideration the unemployed, old and retired individuals as well as children, who, in most cases, earn no income but are included in per capita income calculations.

It is strongly recommended that teachers and candidates pay closer attention to these issues within Module 2 of the syllabus.

Question 7

From candidates’ responses to Part (a), it appears that ‘popular movement’ was a much neglected area of Module 2 as the majority of candidates were unfamiliar with this concept.

The few candidates who gained full marks argued that a popular movement was one that was initiated by the ideas from the masses, or was developed for the masses. It could have local and/or international appeal.

Inasmuch as the majority of candidates gave incorrect answers for 7 (a), they were challenged to provide correct answers for 7 (b). Some candidates did not name the popular movement, thereby losing a mark. Others identified two different popular movements and gave one way each.

Candidates who gained full marks for this part of the question reflected on, for example, the contribution of Rastafarianism, the Black Power Movement, U.N.I.A., and Women’s movements such as WAND, CAFRA and Sistren Theatre.

Question 8

Part (a) is another example of a question that posed a significant challenge to the majority of candidates as many of them were only awarded one mark. They were required to explain the ‘mutual advantage’ concept of social justice. Answers which implied concepts of ‘equal rights’ or ‘equal justice’ were inadequate as they did not provide a full explanation. Candidates could have explained that

- the term ‘mutual advantage’ referred to the social contract that existed between the state and its citizens, whether written or unwritten. The state was expected to protect the rights of citizens in so far as the citizens were expected to obey the laws and statutes of the state
- the ‘mutual advantage’ concept of social justice meant that the citizens of a state were expected to uphold their side of the bargain or contract, while the state was expected to uphold theirs. It was therefore a social contract which was mutually advantageous to both sides, as both sides stood to benefit as long as the ‘contract’ was upheld.

In Part (b), the majority of candidates were able to accurately define the terms ‘prejudice’ and ‘discrimination’, but were unable to distinguish between the two. Some candidates offered similar definitions for both concepts. Candidates who gained full marks gave responses such as:

- Prejudice is born of emotion, it is an attitude, a strong belief that is personal and subjective. Discrimination is action oriented and involves action that is directed against an individual or group. Prejudice can eventually lead to discrimination, that is, persecution, whenever action is engaged. The difference between the two is that prejudice does not pass the realm of belief or feelings and therefore usually inflicts no physical harm on the person or group targeted, whereas discrimination usually inflicts harm and hurt on the individual or group targeted. Often, these acts of discrimination are institutionalised and become part of the arsenal of policy makers.

Question 9

Candidates gave very good responses to Part (a) of this question.

For Part (b) of the question, some candidates had difficulty in explaining how the Caribbean mass media hindered the promotion of Caribbean entertainment. It also appears that many candidates may have understood the question but were unable to articulate the explanation.

Full marks were awarded for responses such as:

- The mass media in the Caribbean engages in the broadcast and re-broadcast of foreign entertainment thereby promoting foreign values and therefore crowding out Caribbean entertainment.
- The mass media only portrays Caribbean artists when they are recognized by international music labels and media, for example, Shaggy, Rihanna.

In Part (c), the majority of candidates who gained full marks gave responses as follows:

- The mass media has assisted in the promotion of Caribbean entertainment by engaging in the promotion through advertising and the broadcast of live concerts and entertainment packages of Caribbean entertainment in both the regional and international media.

- The Internet has provided opportunities for Caribbean entertainers to gain access to the global market and portray their art forms.
- With the creation of *Tempo* Caribbean music, artists have the opportunity to be viewed by a global audience.

Question 10

Candidates gave very good responses for Part (a) of this question.

In Part (b), many candidates were unable to explain why some interests groups opposed Pan-Africanism. Again, some candidates had difficulty in expressing themselves in writing. The following represents a good response:

- The main interest group in the Caribbean who opposed Pan-Africanism was the White planter-merchant class who saw the education and enlightenment of the former-enslaved peoples as destructive to maintaining the enterprise of colonialism. They saw it as an attack on their 'interest'.

The majority of candidates provided good responses to Part (c) of this question.

Module 3

Question 11

In this question, candidates were given the following statement: 'Dancehall culture has contributed to the erosion of moral values in the Caribbean'.

Part (a) required candidates to state why the above statement could be classified as a hypothesis. Most candidates gave good responses such as the following:

'The statement is a hypothesis because it seeks to identify variables which have a relationship.'

Part (b) required candidates to list three reasons for which an individual may want to research the hypothesis. Candidates who received full marks gave answers such as:

- To generate information on an area on which little data existed
- To generate information on an area that was not well understood
- To assist in problem solving
- For influencing policy development.

Question 12

Candidates gave good responses to this question as most of them were aware of the ways in which electronic mail could facilitate the conduct of research.

Question 13

Candidates gave very good responses for this question. They were aware of the data collection methods to be used for research projects on health and were able to state the ways in which the data could be presented, including the combination of graphic and tabular methods and using video and DVD technology.

Question 14

There were mixed responses to Part (a) of this question as some candidates could not clearly identify two advantages of using oral sources when conducting research.

Candidates who gave good responses explained that

- the data gathered was gained from the source.
- individuals could provide eye witness accounts for events.
- oral histories could be used to verify written texts and vice versa.
- cultural practices that may have gone from everyday experience could be recaptured through interviews and oral history techniques.

Candidates gave good responses for Part (b).

Question 15

In Part (a), full responses were provided by the majority of candidates.

In Part (b), some candidates were unable to provide two reasons why a bibliography should be included in a research study. Full responses explained that a bibliography

- provided verification of the data presented
- acknowledged the sources that were used in the study
- provided references for a reader who wanted to act on the research
- was essential for the integrity of the exercise.

Paper 02

This paper was divided into four sections containing a total of eight questions. Candidates were required to answer four questions, one from each section. Candidates are reminded to read the questions carefully, take note of the instructions and ensure that each paragraph **directly answers the** question.

Sections A and B contained questions that were worth twenty (20) marks each (Type A questions), while Sections C and D contained questions that were worth thirty (30) marks each (Type B questions). Type A questions tested the knowledge of, and the ability to, explain key concepts. Type B questions required more in-depth responses which included argument and a greater level of detail and analysis.

Candidates must organise their time accordingly and be aware of the difference in the degree of detail required by these two types of questions.

Section A

Module I – Caribbean Society and Culture

Question 1

This question was the more popular of the two questions in this section as the majority of candidates opted to provide responses on coral reefs. However, the question required candidates to concentrate on the **measures** implemented to minimise the danger of coral reefs. Some candidates did not do this and thus gave very general responses on the topic of coral reefs. Others made reference to possible measures without demonstrating how they would minimise the dangers posed to the reefs.

Candidates who gave good responses placed emphasis on the fact that coral reefs were an integral part of the ecology of the Caribbean and the identity of the region. They gave examples of the **dangers** such as siltation of the rivers that deposited soil on the reefs; the activities of water-sports individuals and divers that directly affected the ecological systems; the hunting and mining of fish by using explosive devices; and, the activities of fishermen and women whose pots could damage the reefs.

For possible measures that could minimise these dangers, candidates argued that

- educating individuals and groups such as fisherfolk, farmers, hoteliers, small craft operators, the inhabitants of the territories and even the tourists would be part of the effort to increase awareness about the importance of the reefs and to encourage all to protect them.
- governments have established, and should continue to establish marine-protected zones around important coastal regions inhabited by coral species and fish as the official stance or policy in the fight to guard the reefs. Such an official intervention and the creation of zones would require individuals to constantly patrol and notify authorities of any acts that could damage the reefs.
- laws should be passed to protect the shoreline and to establish activities that would be viewed as criminal and against the environment. Such laws would be against pollution of the seas and would guard against activities such as trawling, a method of fishing that can damage the reef and alter its environment.
- with legislation in place, beach rangers, marine officers, coastguards and police officers would be empowered to protect the shoreline and be watchful of cruise ships and pleasure crafts, such as large yachts, that have been noted to damage the reefs.
- governments could adopt a regional approach to the issue in the effort to provide a central policy for a critical aspect of the ecology that is so vital to the Caribbean, This would allow for a united stance against criminal and negligent activities that damage the reefs. Governments could share intelligence of the issue and benefit from a collective approach.

Question 2

This question required candidates to examine three ways in which the Justice System, as a social institution, has impacted on society and culture. In their responses, candidates tended to ignore the role of policy-makers in the system and placed their focus exclusively on the law, law courts and the prison system. This resulted in inadequate responses which only identified the negative aspects or features of the system.

For example, candidates could have referred to the occurrence of ‘unfair trials’, acts of discrimination based on race, gender, colour and age, as well as the loop-holes in the system which enabled wealthy persons to escape punishments which are meted out to others who are in the lower socio-economic brackets in Caribbean societies. In such cases, the candidates tended to produce a long list of complaints about abuse of police powers against unfortunate citizens, particularly those with dreadlocks and/or those who prefer the Rastafari faith.

Candidates who directly answered the question as asked gave substantial points about justice as they argued that the justice system had been put in place by the government to ensure that everyone enjoyed their civil and human rights. It also expected citizens to be law-abiding.

In such essays candidates

- identified the law courts as the seat of justice, with the CCJ at the apex of the system as the highest court of appeal in the Caribbean
- contended that the impact of the system in individual territories had been immense, positive and had brought about far-reaching benefits
- identified three ways of considerable impact as the weeding out of deviance through prisons; the settlement of disputes among citizens; and the establishment of laws by which everyone should live. In such cases, candidates provided an impressive list of examples of the justice system operating positively.
- went further to analyse both the positive and negative outreach of the justice system, identifying its challenges but also highlighting its efficacy and morally progressive thrust.

Section B

Question 3

This question asked candidates to describe the importance of economic, political and social development in the Caribbean. Candidates were to provide examples as they gave their responses. It was notable that many candidates were very familiar with the concept of economic development and were able to provide examples to support their arguments.

However, many candidates experienced difficulties demonstrating the importance of social and political development. Further, most candidates, having defined these concepts, failed to show the importance of each to Caribbean states.

Candidates were suitably awarded for full responses which argued the following:

- That **social development** placed emphasis on improving the social amenities of the people and on the delivery of social goods to improve their lives. Examples of these are such measures as establishing disposal plants, ensuring good and modern water facilities, modern road networks, tertiary education and good communication systems.
- That **political development** included respect for the rule of law and political institutions that fostered democracy, as well as respect for the outcome of general and local elections. Such aspects as upholding human rights within the state regardless of race, ethnicity, religion, class and national identity are also clear indicators of political development.

Question 4

This question asked candidates to describe three ways in which the discrimination of women hindered development in the region. In their answers, many candidates opted to place their focus on providing examples of acts of discrimination against women without providing the link between discrimination and development. Indeed, this element was missing in several responses.

Stronger candidates were able to demonstrate knowledge of the range of practices that discriminated against women and clearly link the practices to problems that the society experienced with development. They argued that the concept of development included the increase in productivity in society and therefore society must make full use of its female and male citizens. When women were prevented from taking part in the workforce, a key impact would be the reduction of productivity.

Other responses argued that gender discrimination leads to lack of leadership skills and lack of knowledge that would contribute to the advancement of society. They noted that international agencies researched the treatment of women in Caribbean societies and were vocal against acts of discrimination, sometimes not contributing to, or limiting funding for development.

Teachers and candidates are advised to pay close attention to the issues of development within this Module and to critically examine the debates that arise.

Section C

Question 5

This question asked candidates to confront the contentious role that race, class and ethnic affiliation have played in Caribbean society and culture. Candidates fell into two large groups in relation to this question. One group argued that these factors were no longer part of our collective consciousness and that persons were now being evaluated on more reasonable criteria, such as educational attainment, profession or religion. The other group of candidates argued that race, colour and ethnicity continued to dominate interactions in Caribbean society as they had since the ‘creation’ of these tropical colonies as slave plantation societies.

Consequently, few candidates paid much attention to the task at hand which was to **account for the changing role that these factors were playing today**. Stronger candidates analysed the historical narratives that established the constructs of race, colour and ethnicity in plantation societies and the resulting rigid social stratification by caste and class. They also debated the changing role of these factors by examining contemporary instances and questioning the extent to which they influenced present-day realities.

For example, some candidates argued that with the coming of Independence, persons of European descent were no longer viewed as superior and so were no longer feared. Others pointed to, for example, the Trinidad and Tobago national anthem which claims ‘Here every creed and race finds an equal place ...’ as the unofficial motto by which Caribbean people are currently living their lives. In opposition, some candidates disagreed with this position pointing out the ethnic tensions that continued to exist in some territories and argued that these factors still played a role in contemporary societies.

Question 6

In this question, candidates were tested on the intriguing and contemporary topic, ‘There is no single Caribbean culture’. The question required them to provide arguments and examples in their answers.

With regard to those candidates who supported the topic, they argued that there were several islands and territories in the region and that each one formed a separate socio-cultural entity with, often, all other Caribbean people being regarded as ‘foreigners’. Such candidates wrote about many Caribbean cultures which were really ‘copies’ of European cultural heritages; thus they claimed that these Caribbean societies would always be different one from another.

They also pointed to stark racial and ethnic differences between Indians, Chinese, Indigenous peoples and Africans in former plantation colonies. Their point was that there were strong similarities which the territories shared, but that there was also an equal set of differences such as vernacular languages and accents, cuisine, names of animals and physical features, in addition to which, there were products and clothing, habits of mind and leisure practices which assumed immense importance when Caribbean people were apart from each other. Such candidates contended that it was only when Caribbean people came together outside of the region that they operated as though there was a single Caribbean culture, but that this was for promotional, political and convenience reasons.

In contrast, the proponents of a notion of a single Caribbean culture wrote at length to establish the matrices of the region’s cultural heritage, namely Africa, Asia and Europe and to submit the argument that this region was unique because of the meeting between those cultures and an indigenous one. The result, they argued, was a rich blend which was evident in each territory, large or small, whether on the mainland or in the island spaces. They pointed to cricket, calypso, reggae, dancehall, African-Caribbean and Indo-Caribbean cuisine, Creole languages and Indo-Caribbean heritage. Both sides of the argument were well represented and there was a healthy debate in some of the better-written scripts.

Section D

Question 7

Few candidates offered responses to this question. Those who attempted it gave reasonable responses. However, some of these candidates had some level of difficulty in explaining such concepts as C.S.M.E., C.C.J., and single government. In some cases, there was a clear lack of knowledge of these concepts as candidates could not demonstrate how a single CARICOM government would help or hinder development.

Candidates who gave full responses discussed all the pertinent issues such as political union, integration, C.S.M.E., C.C.J., R.S.S., single currency, and therefore scored high marks.

Question 8

This question was very popular, with the overwhelming majority of candidates opting to answer this question in this section. Candidates were able to define the concepts correctly and demonstrated good analytical skills. Some candidates even related the Marxist perspective in relation to the issue of class and the question of development. Others cited examples and analysed key factors as they presented arguments for both sides of the question. Candidates were apparently well prepared for questions on tourism and development.

DETAILED COMMENTS

Paper 03/1

Internal Assessment

This year it was noted that there were **very few samples** of the Internal Assessment (IA) that were not submitted mainly because both candidates and teachers **paid close attention to what was required by the syllabus**. Consequently, such sections as Presentation of Findings, Discussion of Findings and Interpretation of Findings, as well as Conclusions, Recommendations and Limitations were properly completed enabling candidates to be awarded high grades for their work.

We also noted the following:

- The **Moderation Forms were missing** from the samples of many schools and, as a result, the section grades were often placed throughout the students' projects. This hindered the speed with which the projects were moderated and hampered the grading process. **Teachers are again advised to provide all required paperwork for the IA.**
- There were instances in which there was **a discrepancy in the grades on the Internal Assessment assignment and the grades recorded on the Record Sheet**. There were also instances in which the IA that was submitted by the teacher was not the one requested by CXC. Teachers are to exercise great care when transferring grades and submitting samples for the moderation process.
- **Several projects contained sections that were incomplete and/or missing**. There were also sections which did not follow the CXC guidelines of the syllabus. **Yet, in some instances, teachers still awarded grades for those sections that were missing**. For example, there were instances in which sections were completely missing, but the candidates were awarded full marks. We strongly advise teachers to closely follow the CXC mark scheme, as outlined in the syllabus, when grading the projects.
- **There were various cases in which teachers were either too lenient, too severe or were inconsistent in their marking.**

With specific reference to the Internal Assessment the following observations have been made:

Introduction

Three key issues should be noted:

- Some candidates did not include a Problem Statement in their Introduction. There were also examples of candidates who did include the Problem Statement, but who failed to clearly present and structure it.
- Many candidates failed to indicate their topic in the project. There were several instances in which the only reference to the topic of the project was found on the CARS-3 form, and only as a general theme.
- Some topics were too wide and contained too many variables. Thus, in following through the analysis, candidates often neglected most of the variables, or presented a project in which the required research was incomplete.

Candidates are asked to clearly present the topics on their projects, both on the covers and inside the text. They are also to include a clearly written Problem Statement.

Literature Review

Many candidates presented a Literature Review that was well structured and analysed. Many of them also made use of the required number of sources, for example, books, an expert in the field and a reputable website.

However, there were also several candidates who only included quotations and/or newspaper articles, without the required analysis of the literature. Indeed, there were candidates who committed acts of plagiarism by lifting sections of articles from the texts and the Internet without citation and without using quotation marks. One candidate presented the Internet article in its entirety, including the Copyright clause: *“Not to be reproduced in any form without permission from the newspaper agency”!* Further, this Copyright clause was reproduced at the bottom of several pages of their Literature Review!

In the effort to avoid committing acts of plagiarism, candidates must always cite their sources, use quotation marks when quoting passages of texts and/or must paraphrase relevant sections of the text. It is also important to integrate the research within the argument and not just present several large chunks of research as the Literature Review.

Data Collection Sources

Some candidates continued to use the format for Methodology though it has been a number of years since this format was replaced. It is to be re-emphasized that all candidates should comply with CAPE Caribbean Studies regulations and follow the guidelines for the use of the Data Collection Sources in their Internal Assessment.

Most candidates who focused on presenting Data Collection Sources, adhered to the requirements. They identified the sources, justified their relevance and presented ways in which the sources would contribute to the outcome of their research.

Presentation of Findings

Once again, there were many instances in which graphs were poorly labelled, percentage values were not indicated and similar colours – such as several shades of the same colour – were used in the presentation. With the emphasis on clearly presenting the findings, it is vital that all graphs and tables should be clearly labelled and that distinct colours be chosen for the presentation.

Interpretation of Finding

In this section, candidates were required to analyse and interpret their findings and give reasons why these results were the outcome of their research. However, many candidates narrated the findings without the required analysis, and simply stated what they were. They also failed to identify the trends and patterns, and did not provide plausible explanations for the kinds of results they had produced.

Discussion of Findings

Following on from the previous comment, several candidates attempted to provide what was required for Interpretation within this section. Yet the purpose of this section was to discuss and compare the findings with that of the experts – those scholars who have been cited in the Literature Review.

To enable this, candidates must have cited in the Literature Review all the literature that was used within the project. However, many candidates introduced new literature, not cited in the Literature Review, in the Discussion of Findings. This not only affected the flow of their argument for this section, but also affected the presentation of their Literature Review.

Conclusions/Limitations/Recommendations

It is important to note that up to fifteen (15) marks can be awarded for this section. It is expected that candidates would strive to be awarded full marks by carefully presenting well-structured and well-analysed responses in this section.

However, candidates continued to show scant regard for the section as they presented hastily-written, poorly structured and poorly written comments. Some opted to present the section as a series of brief sentences without any attempt to present analyses. Often, bullet points were used with brief phrases and not full sentences. Many did not present Recommendations, or when they did, presented an inadequate commentary which was often not relevant to the research undertaken.

Candidates and teachers must pay close attention to this section and ensure that complete and well analysed responses are provided.

Overall Presentation and Writing Skills

Four key issues were noted:

- Several samples were replete with grammatical errors, and as stated earlier, incomplete and missing sections. Candidates are strongly advised to proof-read and edit their work before submission.
- Candidates are to adhere to the word limit when writing their projects as they will be penalized according to the stipulations prescribed by CXC.
- Candidates are to use the APA format for their bibliography and when citing references.
- Teachers are advised to take care when writing their comments on the projects. There were instances in which it was difficult to read the project because the comments of the teacher were written over the work of the candidate, making it indecipherable. Some teachers also wrote lengthy comments on the CAR-3 form.

DETAILED COMMENTS

Paper 03/2

Alternative to the Internal Assessment

Once again there was a marked increase in the number of candidates who wrote this paper and the number of territories represented in the candidate entries. Moreover, **there was also a marked increase in the number of good responses provided by the candidates.** A strong knowledge base was evident which allowed some candidates to provide coherent arguments that closely addressed the relevant issues.

However, once again, it must be emphasised that **all candidates must conduct research on the topics and be prepared for this paper as required by CXC. Moreover, they must read all questions carefully and answer as instructed.**

Section A

Question 1

In this question, candidates were required to provide explanations of each of the following concepts of culture – popular culture, non-material culture and Internet culture.

Candidates who provided full responses argued that culture was a way of life and that these concepts outlined key aspects of contemporary culture. *Popular culture* was seen as the way of life of the masses as it appealed to a broad section of the populace, especially the youth. *Non-material culture* referred to the intangible aspects of the way of life such as beliefs, ideas and values and was integral to understanding the identity of the community. *Internet culture*, or the culture of cyberspace referred to the way of life of several members of the community who lived virtual realities as they ‘surfed’ the ‘net’ and chatted in cyber communities.

Question 2

This question required candidates to describe four ways in which Caribbean society and culture impacted the societies of the extra-regional countries. Candidates had to establish examples of non-regional countries, such as Canada, the United Kingdom and the United States of America to which Caribbean individuals migrated to over the centuries.

In arguing the ways in which these migrants and migration affected these countries, the stronger candidates made reference to instances where, for example,

- migrants became integral in the workforce of the country, whether as bus and train drivers, nurses, farm labourers or artisans.
- migrants also brought their cultural practices and influenced changes in the usage of food items, language, music and dance.
- Caribbean spiritual practices such as Rastafarianism and Vodun were now integral in these societies as a direct result of migration.
- carnivals, such as Notting Hill carnival, Caribana and the West Indian Day Parade held on Eastern Parkway in New York now formed part of the calendar of these territories.
- politically, the Cuban migrants have also had a great impact on the development of US foreign and domestic policy.

Section B

Question 3

The candidates were asked to examine four ways in which the IMF had hindered development in the Caribbean.

This question was eminently topical because at the time of the examination, Jamaica had indicated that it would be returning to the International Monetary Fund to rescue its ailing and failing economy. The question was, nonetheless, the single least popular one on the examination paper largely, one supposes, because it required exact knowledge of economic terms, models, issues and developments. This meant that candidates would have had to be well grounded in the subject.

As it turned out, the performance was fair and several of the responses contained creditable information and competent analyses. Many of the candidates correctly identified the negative consequences of Caribbean involvement with the IMF as the following:

- Devaluation of the national currency
- A high debt burden on the economy
- Low levels of investment in capital projects
- A freeze on wages throughout the private and public sector
- Sizeable lay-offs in the public service
- A hold on training for teachers and other candidates for higher education
- A flight of private capital
- An astronomical rise in the price of consumer goods.

The candidates tended to lament the long involvement of these countries with the IMF and commented with some specific knowledge on how the IMF relationship had hindered economic, social and political development in these named territories. Some even offered recommendations for avoiding the “web of the IMF”.

Question 4

This question was the more popular of the two in this section. Candidates were asked to discuss four challenges faced by Caribbean governments in their efforts to use sports to facilitate development. Many candidates sought to define “development” indicating that it meant the harmonious linkages established between various sections of the society and economy. The challenges of using sport to facilitate development were identified as the following:

- Lack of funds to promote sports development
- A heavy emphasis in schools on academic pursuits at the expense of sports
- The popular view of sports as merely leisure time activity not requiring brains or organisation
- The absence of university training programmes to develop sports management specialists
- Competing demand from other sectors on the national budget
- Lack of several different sports stadia for training and international competitions
- Gender (anti-female) discrimination in the allocation of time, resources, and facilities to certain (women’s) sports
- Management of sports facilities and personnel.

Many candidates were able to list some of these points, but the stronger candidates went on to show the linkages between sports and tourism, sports and culture, sports and wellness, sports and technology, and sports and gender development, in order to demonstrate that Caribbean governments were not ready to invest heavily in sports culture to develop the society overall.

Section C

Question 5

This question was compulsory. Candidates were required to read a synopsis presented and answer the questions that followed. To perform well on this question candidates had to be aware of and understand the various research techniques as stipulated for the independent study.

Once again, it is strongly recommended that candidates taking this paper have a clear understanding of how to conduct, analyse and present research.

For Part (a), the following are examples of research statements for the investigation of Caribbean music videos:

- Sexually explicit lyrics and violence are not the main features of Caribbean music videos.
- Caribbean music videos contain eighty per cent sexually explicit lyrics and references to violence.
- The 12 – 15 age group is not the main audience for Caribbean music videos.
- The 12 – 15 age group is the main audience for Caribbean music videos.

In Part (b), most candidates identified two reasons why they would conduct the research. They explained that it was an area in which not much research had been conducted; that such research could influence policy makers; and that new knowledge would be produced that may help to reduce the potential for crime and delinquency.

Most candidates gave good responses for Part (c) of this question.

For Part (d), candidates who gave full responses identified such ethical issues as: gaining the consent of those taking part in the research; ensuring that all data collected was confidential; ensuring the transparency of the research process; and providing safeguards to protect and not contaminate the data collected.

Most candidates gave good responses for Part (e) of the question.

For Part (f), most candidates gave good responses as they were able to indicate several limitations encountered in the conduct of research including the sample size and the paucity of literature on the subject of the research.