

**C A R I B B E A N      E X A M I N A T I O N S      C O U N C I L**

**REPORT ON CANDIDATES' WORK IN THE  
SECONDARY EDUCATION CERTIFICATE  
GENERAL AND BASIC PROFICIENCY EXAMINATIONS  
MAY/JUNE 2004**

**SOCIAL STUDIES**

**SOCIAL STUDIES**  
**GENERAL AND BASIC PROFICIENCY EXAMINATIONS**  
**MAY/JUNE 2004**

**GENERAL COMMENTS**

The number of candidates who wrote the May/June 2004 Social Studies General Proficiency examination was 34,540. The candidate entry at the Basic Proficiency level was 1,452. The overall performance at the General and Basic Proficiencies was similar to that of June 2003.

The performance of some candidates at the General proficiency level was outstanding. This may be attributed to several variables, one being the choice of questions of these candidates in the examinations.

Some questions on the core of the syllabus continue to be unpopular. For example the OECS as an organization in syllabus Section B was not well known and few candidates attempted the question set on it. In Syllabus Section C, Options, many candidates avoided the question on 'devaluation.'

The responses at the General Proficiency continue to be lengthy, substantial, well constructed and appropriate. Candidates who applied themselves and who had a good grasp of the critical concepts and terms in the syllabus performed well. In certain questions in Section A, some candidates obtained perfect scores. The performance in the Knowledge profile in most questions was satisfactory, while the overall performance in the Interpretation and Application profiles was not to the required standard. The major problem appeared to be inadequate explanations and the lack of development of the responses offered by the candidates in these profiles. Some candidates who wrote the General Proficiency examinations should have been entered for the Basic Proficiency.

Performance on the Basic Proficiency Paper 2 was satisfactory. Some candidates provided responses that were clear and lengthy, while others offered single word responses. Some responses provided for the Interpretation and Application sub-questions were less than satisfactory and were irrelevant to the requirements of the questions.

**DETAILED COMMENTS**

**Basic and General Proficiencies**

**Paper 1 – Multiple-Choice**

Paper 1, the Multiple Choice Paper, was common to both Basic and General Proficiencies. This paper examined the core of the syllabus assessing Knowledge and Interpretation. It consisted of 60 items. The reliability of the paper was very good ( $KR = 0.86$ ). There were a variety of items with various levels of difficulty, adequate syllabus coverage, and an acceptable range of equating items. The paper therefore consisted of items suitable for both proficiencies. The mean score for the Basic Proficiency was 28.01 while the mean score for the General Proficiency was 37.49. The mean scores compare favourably with those of 2003.

## General Proficiency

### Paper 02 – Structured Questions and Extended Essays

#### Section A: Individual Interaction

This section required candidates to respond to two out of the three structured questions set. There were varied responses to the questions in this section. Question 1 was the most popular while Questions 2 and 3 attracted an equal number of candidates.

##### Question 1

This question focused on the ancestors of the peoples of the Caribbean. It required candidates to name countries from which our ancestors came, to name family types and to state ancestral art forms that have endured in the region. Candidates were also required to give reasons for the continuance of these ancestral art forms over the years and to suggest ways to promote ancestral customs and practices. This question was very popular. Many candidates responded well to the Knowledge component of the question. They were able to name correctly countries such as India and Africa and to identify family types such as the extended, the nuclear and the single-parent. Candidates were also very familiar with ancestral art forms in the Caribbean and responses such as dance and pottery were common.

For the Interpretation part of the question, many candidates offered satisfactory responses. Responses included reasons based on cultural resurgence by ethnic groups, economic benefits, and government policy on the diversity of the people. Other plausible reasons included ideas on group survival and on tolerance and understanding of the citizenry. The Application part of the question was challenging to some candidates. Many candidates did read this part of the question well and offered responses that government rather than cultural groups could implement. Most candidates suggested correct responses such as “seminars, shows and exhibitions” and “printing of booklets and magazines” by cultural groups. In many instances candidates did not develop the ideas in their responses and could not receive full marks. The overall performance in this question was good. Some candidates received perfect scores.

##### Question 2

Many candidates attempted this question. It was based on competition and cooperation as modes of social interaction within and between groups. Candidates were asked to state the advantages of competition within a social group and to state activities that would show co-operation between social groups. Most candidates gave correct responses based on “more commitment and dedication” from group members and “strengthening group cohesion and self-esteem”. The activities mentioned by some candidates included “sporting engagements” and “special functions” such as fund-raisers. However many candidates identified activities that indicated co-operation between social groups such as holding “general meetings” and “decision making sessions”. For the Interpretation part of the question candidates were required to give reasons why all members of a social group may not participate in a group activity. Popular and correct responses were based on disagreements, the isolation of members, leadership styles, family commitments, and religious considerations. However, some of these responses were not clearly developed and did not receive full marks. The Application part of the question required suggestions which may be used by leaders of cultural clubs in order to keep their members together as a social unit. Many candidates suggested membership participation in decision-making exercises, information sharing and the delegation of tasks and responsibilities to group members. These responses were acceptable but they required some development to ensure clarity. Generally the overall performance was satisfactory.

##### Question 3

This question was based on the syllabus section related to government. It was just as popular as question 2 in this section. For the knowledge part of the question, candidates were asked to define terms such as “electorate,” “coalition government”, and “independent government”. Many candidates gave responses that were not sufficiently detailed to earn full marks. For example, the electorate was defined as “persons who go out to vote” rather than persons registered to vote and whose names were on an electoral register.

A coalition government was defined in most instances as political parties coming together to contest an election while an independent candidate was regarded as a person representing a village or community. For the Interpretation part of the question, candidates were required to look at data in a table and determine the political party that won the most seats and the party that received the most votes. In addition they had to give a reason why the election results would be different under proportional representation. Candidates were able to extrapolate from the table correct data and so offered correct responses. However, some candidates did not recognize that under proportional representation parliamentary seats are allocated in proportion to the votes obtained. A party with more votes is likely to obtain more seats. The Application part of the question asked for legitimate strategies political parties use to win an election. Many candidates mentioned strategies that were familiar to them. Popular strategies included the distribution of manifestos, advertisements in the media, and house-to-house campaigns. A few candidates mentioned “bribery” by candidates as a legitimate strategy. This was not accepted. Generally the performance in this question was satisfactory.

## **Section B: Development and Use of Resources**

This section is divided into two parts. Part I contained two structured questions while Part II consisted of two extended essays. Candidates were required to attempt one question from each part of this section.

### **Part I – Structured Questions**

#### Question 4

This question was very popular. It focused on resources and exports from the Caribbean. A table containing export products and their dollar value provided the stimulus. For the Knowledge part of the question, candidates had to define “natural resource”, name marine resources and to state the uses of the resources named. Many candidates did this part of the question reasonably well. Fish and corals were the main marine resources identified and food and attractions for tourists were the main uses stated. For the Interpretation part of the question, candidates were required to draw a bar graph to show the value of exports from the Caribbean and to write a statement about the data shown in the table. Many candidates presented bar graphs that were accurate and pertinent and provided statements that were reflective of the data in the table. These candidates received perfect scores for this part of the question. The Application part of the question required candidates to suggest types of assistance governments can give to help citizens to develop agro-based industries. Many candidates also did this part of the question well. Correct responses based on credit and loan facilities, technical assistance and markets were popular. Some candidates gave responses that were unrelated to the agro-based industry. These were not given any credit. Generally this question was well done. Some candidates obtained perfect scores.

#### Question 5

This question focused on physical resources in the Caribbean. Candidates were required to identify physical resources and to describe ways by which extraction of these resources pollute the environment. In addition candidates had to give reasons for conservation of physical resources and suggestions on how to show concern for conservation of these resources. For the Knowledge part of the question many candidates’ responses made references to bauxite, petroleum and forests. Some candidates also described how oil spills pollute the land, the rivers and the seas around us during extraction and how the wastes damage the flora and fauna. For the Interpretation part of the question, many candidates explained how environmental pollution results in diseases and human illness, and how it makes the land unsuitable for the growing of food crops. These were excellent responses and candidates were adequately rewarded. The main reason given by candidates for the conservation of our marine resources in the region was its importance to the tourist industry. Candidates recognized that sand and sea were major factors in Caribbean tourism packages and that fish was an important contributor to our food supply. These responses were adequately rewarded. For the Application part of the question, suggestions included tree-planting exercises, clean-up campaigns, and educational outreach programmes based on talk shows and seminars. Generally the performance in this question was satisfactory.

## **Part II – Extended Essays**

### **Question 6**

This question was not popular. It dealt with the Organization of Eastern Caribbean States (OECS). It focused on cooperation among member states in the OECS. Candidates were asked to name member states, to state the objectives of the OECS and to give reasons why a common financial service is an example of cooperation. Many candidates were able to name member states although a few candidates listed Barbados and Jamaica. Some candidates found difficulty stating the objectives of the OECS. Candidates' responses on the objectives were in the main based on trade and economic issues. Candidates who resided in OECS member states and who attempted this question were expected to do well. For the Interpretation part of the question, candidates' responses were vague and mostly irrelevant. Correct responses were based on a common currency and the creation of institutional arrangements. The Application part of the question required candidates to suggest measures the OECS secretariat may take to facilitate the easy movement of citizens from one member state to the next. The main suggestion was based on common travel documents for OECS nationals. Other correct responses such as training for port of entry officers and the compilation of a database on nationals were far and few. Overall this question was not well handled by most of the candidates who attempted it. The performance was less than satisfactory.

### **Question 7**

In this question candidates were asked to write an article on self-employment. In the article they had to define self-employment, describe challenges self-employed persons face, give reasons why some people choose to be self-employed and to suggest types of training persons who wish to be self-employed should undergo. This was the most popular question in the examination paper. For the Knowledge part of the question, many candidates were able to define self-employment as "working for oneself". The main challenges described were competition from established businesses, record keeping, long hours of work and stress. The Interpretation part of the question asked candidates for reasons why people chose to become self-employed. A wide range of reasons was given. Candidates' responses covered factors such as the need to be independent, inheritance of businesses and the desire to make money. Other correct responses were dismissals from the workplace and individual training and expertise. The Application part of the question asked for suggestions on the types of training Adult Education Coordinators may offer to young persons who wish to be self-employed. Candidates proposed a variety of training packages including bookkeeping skills, time management training and marketing skills. However these proposals were not fully developed and many candidates did not receive full marks for this part of the question. Generally the performance in this question was satisfactory.

## **Section C – Options**

There were three options in this section. Each option had two questions. Candidates were required to respond to one question in this section. All questions in this section were attempted.

### **Consumer Affairs**

#### **Question 8**

This question focused on devaluation. Candidates were required to write an article on "devaluation and the consumer". In this article candidates were asked to define devaluation, to state how devaluation negatively affects the consumer, to give reasons why a government devalues its currency and to suggest strategies to help governments to cope with the negative effects of devaluation. This question was unpopular. For the Knowledge part of the question, candidates in their definition of devaluation stated in the main that "it is a decrease/fall in the value of the local currency". Very few candidates offered a definition that referred to "a reduction in the value of the local currency against a foreign currency". Some candidates illustrated the reduction in value of a local currency against the US dollar. Most candidates had a good knowledge of the negative effects of devaluation on the consumer. Responses such as higher costs, drop in the standard of living and reduction in their stock of wealth were frequent. For the Interpretation part of the question, most responses were based on reducing imports, encouraging local production and addressing balance of payments difficulties. The Application part of the question was not well done. Candidates were not sure of the correct responses and so gave answers based on educating the consumer, creating employment, providing subsidies, and increasing salaries. In most instances these responses were not well developed and full marks could not be awarded. Overall the performance in this question was less than satisfactory.

### Question 9

This question was more popular than question 8. It dealt with electronic banking in the Caribbean. Candidates were required to write a letter defining “electronic banking” and outlining financial transactions that such banking provides for clients. Most candidates who attempted this question had some knowledge of electronic banking. In their responses they mentioned that it involved the use of ATM machines, computers and credit cards. Most candidates also knew about the various transactions that can be made through electronic banking. The most popular response was to make “deposits and withdrawals”. Other correct responses given by candidates were paying loans and utility bills. The Interpretation part of the question, asked candidates for the benefits of electronic banking. Many candidates gave correct responses such as “not waiting in long lines,” and “banking at any time”. Other good responses were based on safety and privacy. The Application part of the question required candidates to suggest to clients of the banking system precautions they should take. Popular suggestions were based on securing the pin code for credit cards and ensuring that you access the right transaction before pressing the key on the ATM. Overall the performance in this question was satisfactory.

### **Communication**

#### Question 10

This question focused on “Communication in the Caribbean”. Candidates were required to name means of electronic communication and to state ways this form of communication affects the social lives of people. Many candidates did the Knowledge part of this question quite well. Popular responses included the computer, the radio, the television and the telephone as means of communication. Some of the ways the social lives of people were affected included “too much time wasted on the phone”, “copying foreign lifestyles,” “following world events,” and “keeping in contact with friends and relatives”. For the Interpretation part of the question, candidates were asked to give reasons why commercial houses install and use electronic communication equipment. This part of the question was well done. Many candidates gave correct responses based on security and safety measures, speed in handling and dealing with customers and to inform the public about their products. The Application part of the question asked candidates to suggest measures that telecommunication providers may implement to ensure a reliable service. This part of the question was fairly well done. Many candidates offered suggestions based on “maintaining and updating equipment” and on the hiring of trained and efficient personnel. On the whole this question was satisfactorily done.

#### Question 11

Many candidates attempted this question and some of them offered good responses. This question focused on the “Computer as a communication tool”. Candidates were asked to write an article in which they had to identify ways the computer was used for communication, to state factors that influence the use of the computer as a communication tool, to give reasons why people prefer to communicate via e-mail and to suggest ways a company may introduce their clients to information technology. The Knowledge part of the question was well done. Many candidates identified the internet, e-mail and chat rooms as ways in which the computer is used for communication. Many candidates were also able to state the factors that make the computer a communication tool. Factors such as cost and affordability and the levels of computer literacy were common responses. For the Interpretation part of the question, most candidates gave responses based on speed, privacy, cost and accessibility of information. These were the main focus of most of the reasons offered. The suggestions given for the Application part of the question were based on holding computer classes and training sessions for clients. These were common responses given by most of the candidates. Generally the performance in this question was satisfactory.

### **Tourism**

#### Question 12

Of the two questions in this option, this question was more popular. It asked candidates to write an essay on “Developing a Caribbean Tourism Destination”. In this essay candidates were asked to describe factors other than sun, sand, and sea that influence tourists to visit a destination. These factors were widely recognized by many candidates but were not fully described. For example, some candidates mentioned

historical and natural sites without describing some of the features. Other correct responses stated were sporting events, cultural activities and the rate of currency exchange. These too were not fully described. The Interpretation part of the question was not handled well by many candidates. This part of the question asked candidates to give reasons why making a tourist destination accessible is important to the development of tourism. Many candidates offered responses to show why tourism is important to the development of the country and emphasized building of roads and the provision of water, electricity and communication facilities. These responses received consideration and were not awarded full marks. The Application part of the question asked candidates for ways a Caribbean destination may improve its attractiveness to visitors. Many candidates based their responses on maintaining a clean and attractive environment, developing tourists' sites and on marketing strategies such as the establishment of websites. However they failed to clearly develop these and other points. On the whole the candidates' performance in this question was fair.

#### Question 13

This question focused on employment opportunities in tourism. Candidates were asked to write an article identifying job opportunities in tourism for persons knowledgeable in finance and to outline requirements for these jobs. The jobs most candidates gave for the Knowledge part of the question were cashiers and accounts' clerks. The requirements outlined by most candidates included academic qualifications and computer skills. Other correct responses such as experience in keeping records of income and expenditures were far and few. The Interpretation part of the question asked candidates to explain ways by which computerization in the tourist industry would create employment opportunities. Most responses were based on technicians to repair hardware and personnel to make reservations. Other acceptable responses such as the need for more persons to be IT trained and skilled in developing computer games were vague and ambiguous. This resulted in low scores in this part of the question. The Application part of the question asked candidates for incentives that hoteliers may offer to attract the most qualified in the industry. Appropriate responses were based on "attractive pay packages", "lower travel costs" and "bonuses and profit sharing schemes". However, while these responses were good, they were not fully and clearly developed and could not qualify for full marks. On the whole many candidates who responded to this question were not adequately prepared for it. The candidates' performance was less than satisfactory.

#### **Paper 3/1: School-Based Assessment**

The School Based Assessment component (Paper 3/1) for General Proficiency candidates produced results that were similar to 2003. A notable feature of this year's SBA projects was the wide range of topics chosen from across the syllabus. However some candidates continue to research topics on current social issues related to contemporary life. There are some concerns about the quality of the research methodology used by many candidates. Many candidates are not adhering to the guidelines stated in the Syllabus for SBA projects. Many candidates are not framing problem statements in the form of a question. Candidates are not explaining how samples are chosen and are merging several tasks into lengthy paragraphs rather than dealing with these tasks separately. Many of the diagrams presented were inaccurate and were not appropriate for the data collected. There were inaccuracies in the calculations, interpretation and presentation of graphical and tabulated data. Many teachers are still using the old format of the SBA guidelines to help their candidates. In this regard some teachers are creating a task 10 for grammar rather than utilizing tasks 3, 5, 6 and 7 to distribute the marks allocated to spelling, punctuation etc. Candidates who were properly guided performed well. Their projects reflected teacher-involvement and facilitation.

#### **Paper 3/2: Alternative to the SBA**

This paper caters for private candidates. The objective of this paper is to test candidates' familiarity, knowledge, understanding and application of basic research methodology skills. In the paper candidates were required to select one of the topics provided and to respond to the questions that followed. They were also required to know about data gathering protocols and the various ways research data can be presented. In addition a case study was presented and candidates had to respond to research type questions. Many candidates could not address the questions nor comprehended the research terminologies such as "research question", "features of a sample" and "data gathering instruments". The case study also presented some difficulty to many candidates. Some of them could not translate the data in the case study into an acceptable bar graph and as a result could not state the findings nor make conclusions and recommendations. Candidates who prepared themselves for this paper did well. Overall the performance of candidates in this paper was fair.

## **Basic Proficiency**

### **Paper 02 – Structured Questions**

Paper 2 of the Basic Proficiency examination consisted of 12 questions distributed in three sections:- A, B and C. Candidates were required to answer two questions from Section A, two questions from Section B and one from Section C, which comprised three Options. From the number of responses marked in Section A, it can be concluded that questions 1 and 2 were very popular.

In Section B, questions 4 and 5 were more attractive than question 6. In Section C the popular questions were 9 and 12. Questions 8 and 10 in this Section were the least attractive.

From the candidates' responses it was observed that some candidates had the knowledge base to inform the content of their responses. These candidates were able to develop statements when asked to describe, give reasons or to explain. It was also noticeable that some candidates were not able to provide clear information when asked to define a concept. Generally many demonstrated an inadequate grasp of key concepts. While many provided responses that were adequate and relevant, there were several responses that were not focused on questions and were therefore irrelevant and inappropriate. It would seem that some candidates responded to questions for which they were not adequately prepared.

#### **Section A: Individual Interaction**

There were three questions in this Section. Candidates were required to answer two questions.

##### **Question 1**

This question required candidates to demonstrate their understanding of changes in traditional parental roles, to comment on the reasons for these changes and the consequences of these changes.

Many candidates experienced difficulty in responding appropriately to part (a) (i) and (ii). Most of them overlooked the context of the question related to parental roles, but interpreted traditional as cultural and wrote inappropriate responses, such as, "Parents are not punishing children".

Responses to part (b) on the reasons for changes were generally satisfactory when candidates focused on parental roles.

In responding to part (c), many candidates made suggestions related to communication to resolve situations, and counselling from social workers.

Although this was a popular question, scores were relatively low for each part of the question.

##### **Question 2**

This question tested the candidates' knowledge and understanding of the nature and function of two types of institutions. Most candidates were able to respond satisfactorily to part (a) (i) and (ii) but found difficulty in stating two functions of a commercial bank other than "change cheques" or "give loans". Candidates did not indicate knowledge of other functions such as payment of clients' bills, foreign currency exchange, or the safe keeping of documents, valuables and finances.

Many candidates gave appropriate responses for part (c) but several responses reflected un-informed perceptions such as "the bank will rob their money", "they can lose their money in the bank" and "they can only loan large amounts of money".

There were good suggestions in response to part (c) which included the lowering of interest rates, and "by advertising the bank and the things it offers".

This question was also a popular one but scores were generally higher for responses on this question than for question 1.

### Question 3

This question focused on the structure and functions of the legislative arm of government. The question also sought to test the level of candidates' understanding of a country's choice for political independence. Responses to part (a) (i) and (ii) were disappointing. Some candidates could not correctly name the relevant CARICOM states, while others focused on the stimulus and wrote "Upper House" and "Lower House", in response to (a) (i).

Responses to part (b) (i) included statements such as, "they don't have a government", "they have no one to run their country", "they are not a mature enough state". Responses to (b) (ii) through not very well expressed were generally acceptable. Some referred to a country's use of its own resources for its development or a desire to be self-supportive.

Part (c) was fairly well answered with suggestions for protest marches and voting government members out at a subsequent general election.

## **Section B: Development and Use of Resources**

### Question 4

This question tested candidates' ability to interpret a population pyramid and demonstrate an understanding of concepts related to population structure.

Many candidates could give only one method by which a government collects information about a country's population.

In response to (a) (ii) many candidates focused on the information the government received from a census rather than the use the government made of the information.

Generally, candidates found difficulty in identifying characteristics of a population. Responses such as "behaviour", "death rate", "birth rate", "migrants" were given.

Many candidates were able to make three statements about the population pyramid given, but far too many were unable to make at least one valid statement. These candidates need more practice in interpreting population pyramids.

Part (c) was reasonably well done with many candidates suggesting the establishment of Day Care Centres and Pre-schools by Government.

### Question 5

This question focused on employment, unemployment and categories of workers. Candidates were able to list many categories of workers, but many were not able to identify three types of unemployment. Responses included statements such as "the person isn't a skilled worker", "a criminal record could stop someone from getting a job", "people really sick and cannot work". These and other such statements suggested that candidates misinterpreted the question and gave reasons for unemployment rather than stating types of unemployment, such as seasonal, technical and cyclical.

Part (b) was answered fairly well, for candidates were able to draw reasons from their social experiences. Responses to part (c) were also very well handled. Candidates gave many workable suggestions such as "government-organised career showcases", "advertisements using the mass media" and "career talks to candidates by appropriate government personnel".

### Question 6

This question tested candidates' knowledge of OECS objectives and the membership of the organization as well as an understanding of the difficulties of development as individual states. Many candidates could not identify two member states of the OECS. Responses included: Guyana, Venezuela, Guadeloupe. Generally, responses to (a) (i) and (ii) earned below average scores, for candidates also found difficulty in stating two objectives of the OECS. Attempted responses to (a) (ii) were often broad generalized statements such as "To have economic growth", "To help member states in need", "To form the integration of the Caribbean states". Candidates need to be specific when stating objectives.

Part (b) was fairly well answered by many candidates who focused on the concept of cooperation. Responses included statements such as “They would have a weaker voice among large countries”; “They would have less power individually”; “There would not be cooperation among member states to boost up their way of living”.

Some candidates performed inadequately in their response to part (c) by not recognizing push and pull factors. The better responses suggested what the receiving country could do in relation to its immigration laws, and what another country could do such as establishing business ventures in the receiving country.

## **Section C: Options**

### **Consumer Affairs**

#### Question 7

This question dealt with the concept of demand, the factors affecting demand as well as consumers' rights and responsibilities. In response to part (a) (i) many candidates found difficulty in defining “consumer demand”. A significant number attempted a definition without mention of the key concepts of “price” and “quantity”. One candidate defined the term as “the request of wants and needs that a consumer ask for”. Many others defined the term as “goods and services that are mostly needed”.

Candidates performed reasonably well on (a) (ii) and (iii). They were generally able to give acceptable factors that influence consumer demand. Factors such as scarcity, price, income and advertisement were frequently mentioned.

There were several good responses to part (b) where candidates demonstrated a reasonable understanding for consumers' preference for recognized business places.

Part (c) elicited some very good responses demonstrating candidates' understanding of the right of consumers to demand value for goods and services that they purchase. Responses included the right of consumers to demand refund, to take legal action, to complain to consumer protection agencies, and to boycott the business place.

#### Question 8

This question was not popular. It tested candidates' knowledge and understanding of the principles of a co-operative society, reasons for members' dissatisfaction with management, and actions which a Commissioner of Co-operatives may take to deal with complaints of mismanagement. Very few candidates could express in any coherent manner three principles of a co-operative society.

The most common responses to part (a) were, “the need to communicate”, “the need to work together”. Responses did not include the principles of Democratic Control, Self-direction, or Self-reliance. Quite a number of candidates responded to (b) by repeating or rewording the speech bubbles in the stimulus. Others gave responses which might have been applicable to any business place. Responses did not include the vocabulary specific to dissatisfaction with management by members of a co-operative. Words and phrases such as “fraud”, “disregard for the views of ordinary members”, “lack of information about decisions taken”, and “non-receipt of dividends”, were not included in responses given.

Responses to (c) also reflected candidates' inadequacy in being able to state the functions or specific duties of a Commissioner of Co-operatives. Undeveloped responses simply stated that the Commissioner should, “change the chairman and the secretary” and “fire the members who are dissatisfied”. Despite inadequacies in responses to (b) and (c) many candidates achieved higher scores on the Interpretation and Application profiles than on the Knowledge profile.

## **Communication**

### Question 9

This question tested candidates' knowledge of electronic forms of the mass media, the type of information that the media provides and an understanding of the influences of the mass media on the lifestyles of young adults.

Parts (a) (i) and (ii) were well done and many candidates achieved high scores on knowledge.

Generally, candidates demonstrated the ability to respond to part (b) and explain with a certain degree of clarity how the mass media influence the lifestyle of young adults. Responses for this part focused on human sexuality, mode of dress, behaviour patterns, tastes in music and attitudes toward the use of illegal drugs.

Part (c) of the question required candidates to suggest two ways the mass media may promote education. Suggestions focused mainly on programmes for television and radio with little explanation or development. Responses however were acceptable. Candidates scored high marks on this question, and one candidate achieved full marks.

### Question 10

This question was not a popular one. It required candidates to demonstrate their knowledge and understanding of censorship and to explain consequences to a media company that publishes or broadcasts a false report. Very few candidates were able to define censorship. Some confused the term censorship with census and gave responses such as "The act of conducting a survey on the population of a country"; "Finding the number of persons living in an area or in a household"; "Making people aware of what is taking place in a country". Candidates who wrote an inadequate definition of censorship also wrote inappropriate responses to (a) (ii).

Responses to part (b) were generally well done. Candidates scored high marks on this interpretation profile.

Part (c), the application part, required candidates to suggest guidelines for a book on rules for media workers. Most suggestions were useful but in many cases the guidelines were not clearly stated nor well-developed.

## **Tourism**

### Question 11

The question focused on the importance of tourism to Caribbean people, types of tourism products and ways in which Caribbean governments have encouraged tourism.

Many candidates were unable to name two OECS countries whose economies depend on tourism. Responses given by many candidates indicated that they do not know the countries which comprise the OECS.

Responses to (a) (ii) were generally acceptable as were responses of (b) (i), which focused mainly on the creation of employment. Responses to (b) (ii) however did not demonstrate candidates' understanding of what was required. There was little mention of improvements in port facilities, training of workers, improving tourism products or advertising in international markets. Many focused on the benefits of tourism rather than explained how governments have encouraged the industry.

Responses to part (c), the application profile, were generally inadequate with undeveloped statements or one word responses focused on increasing the cost of accommodation and raising Departure and Head taxes.

### Question 12

This question tested candidates' knowledge of jobs in the hotel industry, direct taxes collected from the industry, and ways in which governments' increased revenue from tourism might be spent to benefit the country.

Candidates gave adequate responses to (a) (i), but responses given for (a) (ii) showed that they were not sure which taxes collected from the industry could be categorized as direct.

Candidates scored fairly high marks for responses to (b). Many received full marks for responses to this interpretation and question.

For Application, part (c), suggested strategies were often developed but some, such as the increase in taxes and accommodation as sources of increased revenue, would probably discourage tourists from visiting and perhaps reduce revenue. One candidate noted however, if the cost of accommodation and air-fare were decreased, tourists would stay longer in a destination and thus increase revenue. Candidates could also have included in their responses, strategies to make tourism products more attractive to tourists with varying interests or to help residents develop small properties to attract low-income visitors.

### **Suggestion to Teachers**

Teachers and candidates need to recognize that the questions set in the examination require candidates to have a good understanding of the terms and concepts stated in the syllabus. A common sense approach and life's experiences are not sufficient for the demands of the syllabus. A wide range of textual material is available for study. The following are useful reminders to teachers and to candidates attempting the examination:

1. All instructions with regard to answering the questions are clearly stated in each section of the paper and should be followed.
2. Candidates should be clear about their choice of questions in each section of the paper.
3. Candidates should select questions from the option in which they were prepared.
4. Candidates should recognize that responses to every part of a question is important
5. Teachers who were part of the marking exercise should share with their colleagues the experiences they gained so as to improve teaching and learning strategies.

The SBA project is an integral part of the assessment procedure. Teachers should use the recent marking guidelines provided by CXC. This would help candidates in the selection of manageable research topics and would assist them in presenting and analyzing data.

All candidates need guidance in order to begin and complete good research projects.