

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2005

SOCIAL STUDIES

SOCIAL STUDIES

GENERAL AND BASIC PROFICIENCY EXAMINATIONS

June 2005

GENERAL COMMENTS

The candidate entry for the May-June examinations was 42289 for General Proficiency and 1833 for the Basic Proficiency. This increase of about 9 % over 2004 entry, demonstrates the popularity of Social Studies at the General Proficiency level. The candidate entry for the Basic Proficiency level was slightly lower than that of last year. The overall performance at the General Proficiency was comparable with that of June 2004. While the Basic Proficiency candidates performed a little better than in June 2004.

For Paper 1, (Multiple Choice common to both Basic and General Proficiencies), the mean score of 42.79 at General Proficiency was slightly better than that of June 2004. At the Basic Proficiency level the mean score was 31.54 and was slightly better than that of June 2004.

Most of the responses for Paper 02 at the General Proficiency level were lengthy, written in sentences and paragraphs, though not always well sequenced and grammatically correct. The responses indicated that many candidates had a good grasp of critical terms and concepts in the syllabus, and were able to analyse and interpret information and write coherently. Some candidates performed well in the Knowledge, Interpretation and Application profiles. Many candidates tended to score less on the Interpretation and Application profiles. The problems appear to be less than careful reading of the questions, inadequate preparation by candidates and limited acquaintance with syllabus sections for this level of the examination. In the Basic Proficiency, Paper 02, the quality of responses has remained more or less the same when compared with June 2004. Like the General Proficiency Paper 02, the Interpretation and Application parts of the questions in the Basic Paper 02 challenged candidates who were not well prepared.

The School Based Assessment component (Paper 03/1) at the General Proficiency level produced results comparable with those of June 2004. The mean score was 24.65. The design, content and research methodologies used by most candidates were relatively good. There were some instances of incorrect and inadequate application of statistical techniques. The Alternative Paper (03/2) continues to be characterized by a lack of knowledge and understanding of the critical concepts in research methodology. Some candidates who attempted this paper were not prepared for this type of examination. The mean score in Paper 03/2 was 15.29.

DETAILED COMMENTS **Basic and General Proficiencies**

Paper 1 – Multiple Choice

Paper 1 was common to both, Basic and General Proficiencies. This paper examined only the core of the syllabus using only the Knowledge and Interpretation profiles. The reliability of the paper was very good. There were a suitable variety of items, measured by the level of difficulty, syllabus coverage and structure of items for both proficiencies. The mean score on the Basic Proficiency examination was 31.54 compared to 28.01 in June 2004. The General Proficiency candidates attained a mean score of 42.79.

General Proficiency

Paper 02 – Structured Questions and Essays

Section A: Individual Interaction

This section contains questions on Individual Interaction and required candidates to write short responses to two of the three structured questions set. The responses in this section were satisfactory and many candidates produced good scores.

Question 1

This question focused on the family. Candidates had to define sibling and single-parent family, describe non-legal unions in which consenting adults enter, state problems children face in single-parent families. This question was very popular and many candidates offered very interesting and acceptable responses. For the Knowledge part many candidates correctly defined 'sibling household' and 'single-parent family.' Some candidates who were not well prepared misunderstood the term 'non-legal union' for a type of trade union. This was reflected in their responses. Many candidates provided satisfactory responses with regard to the problems children face in single-parent households. Common correct responses included lack of love and affection and ridicule by others, and financial problems. For the Interpretation part candidates were required to give reasons why parents need guidance in dealing with teenaged children. This part was fairly well done. Most of the reasons stated lack development. Common responses were based on teenage attitudes and frustrations, the prevalence of drugs and teenage pregnancies and glamorous life styles portrayed by the media. For the Application part, candidates had to suggest ways single parents could develop the necessary skills to deal with young children. Most of the suggestions were based on counselling, interactive sessions with other parents, meeting with the youth to hear their views and research literature on the subject. Generally this question was well done. Some candidates had perfect scores. The mean score for this question was 8.60.

Question 2

The focus of this question was on the elderly. Candidates were required to describe the factors that would improve the quality of life of the elderly. Most of the responses were based on nutrition and medication. Some candidates hinted at care and affection, while others concentrated on companionship. In many instances the responses lacked description and full marks could not be awarded. The Interpretation part asked candidates to give reasons why some families prefer to have the elderly at home and why some prefer to have them at an institution. For each part of the Interpretation candidates offered responses that were acceptable. The responses were based personal care and attention and privacy and companionship by family members; and on specialist care and the inability to deal with special problems of the aged. For the Application part candidates were asked to suggest actions that the government may take to improve the conditions of poor elderly persons. Most of the candidates' responses focused on financial assistance such as better pensions and cheap but reliable health and accessible recreational facilities. Many candidates responded to this question. Overall the performance was satisfactory. The mean score was 9.33.

Question 3

Many candidates chose this question. It was based on leadership, the relationship between the leader and the group and the action leaders may take to encourage the youth to participate in group activities. For the Knowledge part, candidates identified the democratic and laissez-affaire styles of leadership. Some candidates named the autocratic style while others ventured into the area of dictatorship and charismatic leadership. Many candidates could not adequately state how the leadership style they identified, affected interaction among the members of the group and could not be awarded full marks. The Interpretation part asked candidates to give reasons why a service club may experience difficulties in achieving its goals. Common but correct responses were based on the lack of cooperation by members, conflict and membership dissatisfaction with the approaches of

the leadership and the attitude and differences of group members. The Application part required actions the leader of a youth group may take to stimulate members. Many candidates suggested visits by influential group members, fund raising activities, fun activities such as friends and family day and the holding of training sessions through workshop and seminars. Generally this question was fairly well done. The mean score was 8.31.

Section B: Development and use of Resources

This section is divided into two (2) parts. Part I consisted of two (2) structured questions and Part II consisted of two (2) extended essays. Candidates were required to attempt one (1) question from each part in this section.

Question 4

This was a very popular question. It was based on terms and concepts commonly used in the topic 'Population.' Candidates were asked to define 'life expectancy' and 'natural increase.' Many candidates who attempted this question defined the terms correctly. Responses such as the 'length of time a person would live' were accepted. Some candidates had no knowledge of these terms and made assumptions about their meanings. Responses pertaining to natural resources were among the assumptions. The part of the question that asked for factors other than natural increase that affect population growth was not properly answered. Some candidates ignored the directions in the question and offered birth and death rates as responses. The Interpretation part also presented some difficulty to candidates who were not prepared for the question. The question required reasons why Caribbean governments may want to limit the growth in population. The candidates' responses focused mainly on the effects on education and on stresses on the infrastructure. These responses were not fully developed and candidates could not be awarded full marks. The Application part required suggestions on how senior citizens may enrich their lives. Most of the responses that candidates offered as suggestions were based on engaging senior citizens in activities that would provide opportunities to share their experiences and expertise. A few candidates suggested the formation of Associations for the aged. Some candidates hinted at using senior citizens as resource persons in interactive sessions for the youth. Generally this question was not well done. The mean score was 5.47.

Question 5

This question was not very popular. The main reason given by examiners and assistant examiners was that topic, CARICOM, is not taught by some teachers. It is regarded as dry and uninteresting. For the knowledge part however some candidates were able to state the meaning of bilateral and multilateral agreements but could not provide examples. The most common examples were in relation to fishing agreements and trade. The Interpretation part asked why Caribbean states enter into agreements with other countries. The main responses focused on the need to obtain goods and services and disaster assistance. Responses such as size of the domestic markets and geopolitical alignment with the developed world were far and few. The Application part asked for ways CARICOM governments can resolve their concerns about the terms and conditions of agreements. Candidates offered good suggestions based on communication and dialogue but did not indicate the level these should take place. In other words the suggestions were not developed and candidates could not receive full marks. Generally the candidates' performance in this question was less than satisfactory. The mean score was 4.82.

Question 6

This question focused on the 'Conservation of Forest Resources' and was very popular. Candidates were required to state economic uses of forests and to describe activities that have influenced the need to conserve the forest. Many candidates offered correct responses related to lumbering and furniture making. Some candidates identified the activities, such as 'slash and burn agriculture,' 'illegal fires,' and 'flooding.' Responses based on protection against storms and other disasters were also offered. However many candidates did not provide

adequate description of the activities stated. The Interpretation part asked candidates to give explanations why conservation is necessary for the Caribbean. Some candidates responded well to this part. Their responses contained references to the habitat for flora and fauna, watershed reserves, and the role of the forests in attracting rainfall. Some candidates discussed the contribution of forests to the quality of the air humans breathe in the region. The Application part asked for measures that forestry officials may implement to conserve the forest resources. Most of the measures suggested were based on reafforestation projects, patrolling and monitoring and on educating the citizenry about conservation practices in seminars and workshops. The performance in this question was satisfactory. The mean score was 7.85.

Question 7

The focus of this question was on economic integration among CARICOM states. A small number of candidates responded to this question. For the Knowledge part candidates were required to state the factors that facilitate and factors that hinder economic integration among CARICOM states. Some candidates offered responses based on historical and cultural considerations. A few candidates stated factors such as the limitation of market capacity and the inability to earn substantial foreign exchange. As hindrances some candidates indicated the disagreements among leaders and the insularity of some member states. The Interpretation part asked candidates to explain ways CARICOM states would benefit from economic integration. Most candidates had difficulty with this part of the question. The most popular response was based on trade and the movement of goods and services. Other correct responses such as agricultural development and self reliance in food were far and few. The Application part asked candidates to suggest measures that would encourage producers of goods and services to support economic integration in the region. Many candidates could not respond to this part of the question. Most answers were based on the removal of restrictions such as taxes. Generally this question was poorly done. Candidates were not adequately prepared to handle questions on this topic in the syllabus. The mean score was 4.29.

Section C: Options

In this examination the questions on the Consumer Affairs option was the most popular. This was followed by the questions on the option, Tourism. Fewer candidates responded to the questions on the option, Communication.

Consumer Affairs

Question 8

This question tested candidates' knowledge and understanding of shopping on the Internet. Candidates were required to define the term 'Internet shopping' and to describe ways consumer pays for goods and services ordered through the Internet. Many candidates knew that Internet shopping was a way to purchase goods and commodities by using the computer. Candidates also knew that payment for these goods and services was made through chequing accounts and credit /debit cards. Some candidates had difficulty in describing the process. For the Interpretation part candidates were asked to give reasons why consumers may be unwilling to shop on the Internet. Several good reasons were offered. Most common reasons were based on the impersonal nature of the transaction, the fear of losing money and a suspicion of the methodology. Other responses focused on the credibility of the company to deliver as advertised. The Application part asked candidates for suggestions on how to help consumers who shop on-line avoid exploitation. Several suggestions based on verification of the website and consulting with friends and relatives were given. Some candidates however wrote about consumer rights and getting value for money. These were not considered and candidates were not awarded marks. Generally this question was quite popular since it's an accepted way of shopping today. The mean score was 6.83.

Question 9

This question focused on Advertisement and Consumer Expectation. Candidates had to identify types of advertisements and to outline their features. Some candidates thought that types of advertisement meant the medium through which it was done. These candidates identified the TV, the radio and the print media as types of advertisement. Candidates who were prepared for this option gave correct responses such as informative and persuasive advertisement. These candidates were also able to outline the features of each type. Some candidates provided examples to demonstrate their knowledge of the topic. For the Interpretation part of the question candidates were asked why consumers may be exploited by the business community. Most of the responses were based on unfair trading practices such as 'blackmarketing' and ignorance of their rights. The Application part required candidates to suggest legitimate actions consumers should take if dissatisfied with a product. Acceptable suggestions were based on complaints to the manager of the store, letters to the media and seeking the assistance of consumer protection agencies. Generally this question was fairly done. The mean score was 5.72.

Communication

Question 10

The focus of this question was on 'Ownership of Mass Media in the Caribbean.' Many candidates did not respond to this question. The Knowledge part required candidates to define mass media, to give examples of mass media and state its functions. Most candidates who attempted this question were able to provide examples such as the TV and the radio, and to indicate informative and entertainment functions. However many candidates could not offer a clear definition of the media. Some candidates correctly identified private and state ownership. The Interpretation part asked for reasons why state ownership of the media is important. This part was poorly done. The most frequent response was based on the promotion of government views. Good responses such as to promote local programming and to build patriotism to country were far and few. The Application part asked candidates to suggest strategies the government could implement to encourage local programming in the media. Most of the strategies suggested funding and financial assistance to media houses. This part of the question was not well done. Responses based on educating and alerting the public to ask for more local content in the electronic media were rare. Generally the question was poorly done. The mean score was 6.06.

Question 11

This question asked candidates to write an article on 'Factors that Influence forms of Communication.' The Knowledge component required candidates to describe the factors that influence forms of communication used in the Caribbean. This component presented some difficulty to the candidates. From their responses it was obvious that many of them were not aware of the socio-cultural and geographical factors. However, in almost every response some mention/description of technological factors such as the computer, the telephone and the television. The Interpretation part was just as challenging to some candidates who were not prepared for this option. Many candidates were not able to explain the effects of technology on worldwide communication links. Some candidates focused on the speed with which information is sent from one country to the next through electronic devices such as the Internet and cell phones. Good responses based on reduced cost of sending messages and on the advances in technological knowledge to many people, were rare. The Application part was widely known. This part asked for ways to improve communication links in an isolated village. Some candidates responded well to this part of the question. Correct suggestions based on improvements in the infrastructure such as electricity supplies and the provision of equipment were given. Overall the performance in this question was less than satisfactory. The mean score was 4.14.

Tourism

Question 12

This question focused on ‘Careers in Tourism.’ The knowledge part asked for the different types of jobs in a hotel and the responsibility of the supervisor of each job type stated. Many candidates correctly identified jobs such as chefs, waitresses, tour guides, managers and receptionists. Most candidates submitted that the responsibility of the supervisor was to see the worker do his /her job. Candidates also provided reasonable descriptions of the benefits the industry received from trained workers. Many candidates gave responses based on increased efficiency and the continued success of the industry. Candidates were reasonably comfortable with the Interpretation part. In this part they had to give reasons why hotel workers needed to develop their careers. Correct responses based on specialization and high quality of skills and competence by workers were offered. Some candidates indicated the need for workers to be familiar with technological changes and developments in the hospitality industry. Other good responses were based on promotion possibilities and better incomes for workers who developed their careers. The Application part asked candidates for strategies hoteliers may implement to ensure job satisfaction for workers. Many candidates responded well to this part. Some of the strategies suggested included improved working conditions, a system of fringe benefits, and pension plans for workers. Generally the performance in this question was fairly satisfactory. The mean score was 7.59.

Question 13

This question asked candidates to write an essay on ‘The Socio-Cultural Impact on Tourism destination in the Caribbean.’ For the knowledge part candidates were asked to describe positive and negative ways in which residents interact with visitors. The content of the responses offered by candidates indicated smiles, welcome reception, music and shows by residents for visitors. On the negative side there was mention of crimes and abuse of visitors by residents. For the Interpretation part candidates were required to explain factors that cause residents to react negatively to developments in tourism. Many of the candidates who attempted this question correctly referred to restrictions to the use of facilities placed on residents by hoteliers and the deprivation of amenities to residents while visitors enjoy up-to-date facilities in hotels. Some candidates suggested the destruction of flora and fauna by hoteliers and the tourism authorities to satisfy the demands of the industry. The Application part asked for measures a Tourist Board may take to improve visitors’ perception of tourism in Caribbean destinations. Candidates did not perform well in this part. The measures suggested hinted at the removal of hagglers from the streets rather than building craft centres to display of items. Very few candidates suggested orientation for visitors to the variety of cultural expressions they are likely to encounter at destinations. Other acceptable responses for this part would be to ensure that residents have a basic understanding of the culture and language of visitors so as to facilitate the communication process. The performance in this question was fairly satisfactory. The mean score was 6.70.

General Proficiency summary

Paper 02

Distribution of Responses by Syllabus section, Question, Mean, Standard Deviation and Range.

Syllabus section	Question	No.of responses	Mean	Std Deviation	Range
Individual Interaction	1	37 632	8.60	3.13	0 - 17
	2	27 465	9.33	3.19	0 - 17
	3	13 131	8.31	3.49	0 - 17
Development and use of Resources					
	Part 1				
	4	34 599	5.47	3.15	0 - 17
	5	4 036	4.82	2.81	0 - 16

Part II	6	34 453	7.85	3.58	0 - 17
	7	2 569	4.29	3.59	0 - 16
Options					
Consumer Affairs	8	12 478	6.83	3.08	0 - 17
	9	5 145	5.72	3.35	0 - 17
Communication	10	2 710	6.06	3.53	0 - 17
	11	2 253	4.14	3.12	0 - 16
Tourism	12	9 926	7.59	3.29	0 - 17
	13	5 636	6.70	3.43	0 - 17

Paper 03/1: School Based Assessment

The SBA is designed for school candidates. Most of the topics chosen by candidates were based mainly on current social issues related to the family. Projects that were guided by teachers were satisfactorily done. Such candidates demonstrated good understanding of research skills and methodologies. Those candidates who had little or no guidance in dealing with their topics and in the research methodologies made their projects somewhat unmanageable. Spelling, punctuation and incorrect grammatical constructs were quite common in some of the projects. Candidates who investigated the same topic as a group project had identical data and findings as well as the same grammatical errors. There is still evidence of inaccuracies in calculations and in the presentation of graphical and tabulated data. Some candidates made appropriate and practical recommendations relevant to their findings and conclusions. The mean score in the SBA was 24.65.

Paper 03/2: Alternative to the SBA

This paper is intended for private candidates. Its objective is to test candidates' familiarity with basic research skills and methodologies they would have to use in conducting a small study. The paper also presents a case study to which candidates must respond in order to demonstrate their knowledge and understanding of research skills. Some candidates who had assistance and guidance responded satisfactorily to the questions in this paper. Some candidates had little or no knowledge and understanding of the term 'sample' and performed badly in this question on the paper. Many candidates scored well on the questions on the case study. This is an indication that some candidates are beginning to grapple with the demands of the paper. The mean score in this paper was 15.29.

Basic Proficiency

SUGGESTIONS TO TEACHERS

The comments on the individual papers are intended to assist teachers as they prepare candidates for the Social Studies examination.

Students need guidance in the following areas:

- careful study of terms and concepts in the core areas of the syllabus, especially on CARICOM
- selection of Options in Paper 02, at both General and Basic proficiencies ; too many candidates have chosen question in options for which they were not prepared
- writing coherent and well structured sentences; rather than lengthy introductions that are unrelated to the focus of the questions.
- offering responses to all the parts of a question so as to satisfy the profile dimension needed for a grade

Although the SBA has shown some improvement, teachers should ensure that their students investigate manageable topics. Many students need to develop competence in analysing and presenting statistical data in graphical and tabulated formats.

Teachers should familiarize themselves with the most recent mark scheme and the moderation sample form.

Teachers should encourage their students to seek technological information to enhance their knowledge base and to help them prepare for the Social Studies examination.

Teachers who serve as examiners and assistant examiners in the marking exercise should share their experience and expertise with their colleagues who teach the subject. They can discuss the critical components of a good answer. This would ultimately redound to the benefit of the students.

The School's Report this year contains a copy of the Mark Scheme and a copy of the Moderation Form that are used for SBA Projects. Teachers are advised to be familiar with these two documents.

Basic Proficiency

In the 2005 examination 1 388 candidates wrote the Basic Proficiency. Paper 02 of this examination consisted of 12 questions distributed in three sections. Candidates were required to answer 2 questions from Section A, 2 questions from Section B and one from Section C in order to earn a maximum of 90 marks. Section C comprised three groups of options.

Responses in this year's examination gave evidence of some candidates' ability to follow the general directions and attempt the appropriate number of questions in each section of the paper. In cases where responses were inadequate, competence in dealing with the Interpretation and Application profiles of questions would have helped to improve the performance of candidates. There were a few deficiencies in defining key terms and concepts related to the vocabulary of the subject. Some candidates need to be precise in writing definitions in order to improve their grades in the Knowledge profile.

Paper 02

Section A: Individual Interaction

Question 1

This question required candidates to focus on social issues which negatively affect teenagers and to suggest reasons why many families in the Caribbean live in poverty. This was a very popular question and generally most candidates responded satisfactorily to all parts of the question. Some candidates however, experienced difficulty in developing their responses to part (c). Some overlooked the context of part (d) and focussed on the assistance the state should provide rather than on the action to be taken by youth groups.

Question 2

This question was designed to evaluate candidates' knowledge and interpretation of the responsibilities of a mother and her teenaged children when the father abandoned the household.

This question was also a popular choice, but generally, many candidates overlooked the context of the situation and wrote functions which a mother would normally perform. Part (a) required that candidates focussed on the functions of the mother as the head of the household. Very few candidates referred to the decision-making, management and socialization roles the mother must now undertake.

Part (b) was reasonably well answered but many in response to part (c) experienced difficulty in relating the present situation to consequences of relationship among members of the household.

Generally some appropriate suggestions were given for part (a).

Question 3

This question was not a popular one. The question sought to test candidates' ability to define key concepts related to the process of choosing state government.

Most candidates experienced difficulty in responding to (a) which asked them to define General Elections, First-past-the-post system and Proportional representation. Responses to part (b) were inadequate since most candidates did not understand the salient feature of the First-past-the-post system.

In response to part (c) many candidates gave acceptable actions based on their experiences in their community. Responses varied in quality; some candidates developed their responses while many simply stated: "give them money", "promise them things", "fix the roads".

Section B: Development and Use of Resources

Question 4

This question tested candidates' understanding of the concept of conservation and the reasons for conserving resources. It was also meant to evaluate their knowledge of energy producing physical resources, and problems which may result from the extraction of physical resources.

Generally responses to part (a) were inadequate. The concept of the wise use of resources was overlooked. Candidates defined the term conservation as meaning the "storing of resources" or "not being wasteful" during use.

Part (b) was fairly well answered, many candidates however included bauxite, volcanoes and electricity as physical resources that produce energy.

In response to part (c) many referred to the pollution of the land without stating the specific action of extraction which would result in the nature of the pollution described. Responses to part (d) were limited to "lead to poverty", "importing and paying high bills", "so they would not have to be replaced".

Reasons such as "for sustainable development", "continued employment of workers" for use in manufacturing or industrial development, would have enhanced the quality/level of responses. Many candidates did not respond to part (d).

Candidates who responded to part (e) gave reasonably practical suggestions for educating citizens on conservation. These included conferences, relevant programmes on radio and television, taking the message to students, and organizing exhibitions with suitable posters and leaflets for distribution.

Question 5

This question tested candidates' ability to interpret a table with statistical information and draw conclusions from the data presented. This was the third most popular question. The Knowledge profile focussed on the use of land as a resource, while for the Application profile, candidates were asked for suggestions to improve land for crop production. Candidates experienced difficulty in interpreting the table. Many candidates gave the name of a country when the question asked for a crop or gave the name of crops when asked for country. For example in response to (a)(i) "The cash crop that provided the most revenue was Cuba". (a)(iii) Two cash crops that provided revenue were Cuba and Belize". Some misinterpreted (a)(iii) and provided the response for example, "The country that is not a member of CARICOM are Guyana and Jamaica".

Many candidates also had difficulty in relating revenue to cash crops in order to give an adequate response to (iv). Generally responses to the Interpretation profile earned below average scores. Responses to part (b) were generally not developed. The question asked to describe but responses were mainly short; for example: “To build houses”, “For playing sports”, “To plant vegetables”.

Most answers to part (c) simply stated “by fertilizing”; “by manuring”; “by watering”. Candidates could have included in their responses methods such as contouring, crop rotation or intercropping which would have suggested clauses/phrases for developing their responses.

The format of the question was attractive to candidates but responses indicated low levels of competencies in the skill of data interpretation.

Question 6

This question evaluated candidates’ knowledge of some terms and an understanding of some features of a developing CARICOM country. The (c) part of the question focussed on candidates’ comprehension of aspects of regional trade. Most candidates performed well on part (a) the Knowledge dimension. Many candidates responded to this part of the question only.

Many candidates gave well developed and acceptable responses to part (b), suggesting for example, the development of physical resources, improvement in medical and educational facilities and producing manufactured goods for export. Responses to the Interpretation dimension (c) were limited in content. Many responses overlooked the required focus on the Ministry of Agriculture, for example “Ship goods at a lower price” ; “develops hybrid varieties of crops”; “grow more crops of different kinds for export.”

Adequate responses could have focussed on new technology, the development of agro-industries and diversification particularly for small farmers.

Section C: Options

Consumer Affairs

Question 7

This question dealt with the concept of locally produced goods and services. It tested candidates’ knowledge of crops grown regionally for export, and their understanding of reasons for the support of regional production of goods and services.

Candidates responded adequately to parts (a) and (b). Many had difficulty however in identifying two developed countries which import regional goods. Responses to part (d) were generally satisfactory. Many candidates referred to “revenue from trade”, “support for employment”, “to prevent the importation of extra-regional goods”.

There are many plausible suggestions in response to part (e). Some suggestions were “distribute free samples of goods produced locally and listen to citizens’ opinions”, “display persuasive advertisements on the value of buying local goods”. Generally, this was not a popular question, those who chose this question responded mainly to parts (a), (b) and (c).

Question 8

This question dealt with traditional forms of co-operation and tested candidates’ knowledge and understanding of traditional forms of co-operation and reasons for their development in the Caribbean. The candidates who responded to this question performed inadequately on all parts of the question.

In response to part (a) one candidate identified banks and supermarkets as traditional forms of co-operation and for part (b) proceeded to explain how banks operated. From responses of the few candidates who attempted the question, it was clear that they lacked the knowledge base to respond appropriately to the demands of the question.

This was the least popular question.

Communication

Question 9

This question dealt with factors that hinder communication among family members and social groups and tested candidates' knowledge of features of face-to-face communication and their understanding of the sharing process of ideas and views across the region.

Part (a)(i) was reasonably well done by candidates who attempted this question. They cited factors such as conflict, undesirable behaviour patterns and distance coupled with inadequate communication facilities. Satisfactory responses could have included differences in age, political views or religious ideology. Most candidates performed well on (a) (ii) citing the expression of feelings and immediate feedback as prime advantages.

There were also several good responses to part (b) with candidates noting display of unacceptable manners, continuous arguments, dislike of members of a group as possible reasons. There were a few worthwhile suggestions in responses to part (c) such as radio and television link up programmes and the use of telephones and the internet.

This was not a popular question. It was observed that both questions 8 and 9 were not popular questions.

Question 10

This question tested candidates' knowledge of non-verbal forms of communication and the use of modern technology to communicate, as well as their ability to demonstrate an understanding of adult objection to the playing of certain types of music.

Many candidates performed well in their responses to (a) and (b), designed to test the Knowledge profile dimension. They were familiar with forms of non-verbal communication such as gestures and dance, and wrote about the use of cellular phones and computer chat rooms as means of communication.

There were several good responses to part (c) where candidates outlined adults concerns with lyrics as being suggestive of violence and sexual misconduct and the use of obscene language.

Responses to (d) focussed mainly on lowering the cost of licenses so that the companies might pass savings on to consumers, and the granting of licenses to several companies to introduce the element of competition as a means of making telephone rates affordable to citizens.

Tourism

Question 11

In this question candidates were asked to identify reasons for different levels of development of tourism in the Caribbean, to state man-made features which encourage the development of tourism and to suggest strategies for the development of tourism. Candidates responses to (a) suggested that they had a fair understanding of the required answer. They linked their responses to features such as museums, cultural festivals, and infrastructure, seaports, airports, roads.

Many candidates experienced difficulty in giving reasons for levels of tourism development in the Caribbean. Responses would have been adequate if in their response to (b) they had referred to the availability of capital, the type of labour, marketing and advertising strategies, as well as hotel ratings. In their response to (c) some candidates made suggestions that could not be implemented by the Board of Tourism. These candidates included in their responses strategies such as the lowering of hotel rates, and improvement in roads. Satisfactory responses could have referred to the encouragement of new types of tourism, improving advertising techniques or assistance in managing small hotels and guest houses.

Question 12

This question dealt with cultural exchange in the tourism industry. It tested candidates' knowledge of areas of cultural exchange, their understanding of reasons for the opposition to tourism expressed by some residents, and their comprehension of actions that would promote positive relationships between residents and tourists.

The response of many candidates to (a) showed that they did not understand the term "cultural exchange". Those who gave satisfactory responses referred to the residents adopting the language and dress code of the tourists and the participation of tourists in the country's festivals and their eating of local foods.

Many candidates were unable to give plausible reasons for the opposition of Caribbean residents to tourism. They linked their reasons to terrorism and to the spread of disease. Adequate responses could have been linked to the limited use of beach fronts for residents, the pollution of shore lines by hotel wastes and the improvement of infrastructure for tourism.

In responding to (c) many candidates overlooked the focus of the question on the promotion of positive relationships. Their responses tended to be linked to the quality of service that would encourage tourists to return to the Caribbean. Adequate responses could have referred to activities which would encourage interaction between tourists and residents.

Basic Proficiency Summary Paper 02

Distribution of Responses by Syllabus Section, Question, Mean and Standard Deviation and Range

Syllabus Section	Question	Responses	Mean	Std. Dev.	Range
Individual Interaction	1	1 305	6.51	3.33	0 - 18
	2	1 190	4.61	3.25	0 - 17
	3	231	2.83	2.85	0 - 14
Development and Use of Resources	4	424	4.20	3.29	0 - 15
	5	1 290	5.41	3.00	0 - 17
	6	911	4.66	3.08	0 - 17
Options					
Consumer Affairs	7	357	5.02	3.50	0 - 18
	8	24	0.46	0.88	0 - 3
Communication	9	132	2.80	2.34	0 - 10
	10	394	5.19	2.87	0 - 14
Tourism	11	248	2.51	2.49	0 - 13
	12	61	3.02	3.07	0 - 12