

**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 EXAMINATION  
MAY/JUNE 2006**

**GEOGRAPHY**

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**GENERAL AND BASIC PROFICIENCY EXAMINATION**  
**JUNE 2006**  
**GENERAL COMMENTS**

In the 2006 CSEC Examinations, 13 851 candidates registered for the General Proficiency Level and 313 for the Basic Proficiency Level. This represents a decrease in entries of 234 (1.66 per cent) at the General Proficiency Level and 309 (49.7 per cent) at the Basic Proficiency Level compared to 2005.

The number of candidates earning Grades I-III at the General Proficiency Level was 53 per cent, a decrease of 5 per cent compared to 2005 while at the Basic Proficiency Level it was 16 per cent, an increase of 2 per cent over 2005.

**GENERAL PROFICIENCY**

Question 1

This question was poorly done by the majority of the candidates with over 75 per cent of them earning 0-9 of the maximum 28 marks.

Parts (a) and (b) were generally well done, however a number of candidates wrote the incorrect unit or gave no unit at all for (a).

In Part (c) many candidates seemed to be unfamiliar with the term grid bearing and so earned partial credit.

In Part (d) more than half of the candidates earned 0-2 of the five available marks because of their inability to accurately plot the slope and accurately locate points on the grid.

In Part (e) many candidates could not name the type of slope. While many were able to describe it, some were unable to distinguish the top from the bottom.

In Part (f) many candidates seemed unfamiliar with the term 'landform' and were unable to identify the landform. Responses given included contour heights and distance measurements.

While most candidates were able to give the correct values for Part (g), many did not give the correct unit.

The inability to calculate a gradient caused many candidates to lose marks in Part (h).

Part (i) was well done by the majority of candidates.

For Part (j) most candidates were able to identify the main drainage pattern but failed to describe any other features.

In Part (l) many candidates were unable to explain the link between the relief of the area and the route of the main road. Instead, many made general statements about the relationship between roads and settlement, and roads and land use.

## Question 2

This question tested the candidates' understanding of folding and faulting and the related features, plate tectonics and artesian basins. Approximately 30 per cent of the candidates earned at least 15 marks in this question.

Part (a) was not generally well done. Most candidates were able to draw the shape of an anticline but many were unable to label the bedding planes and limbs.

Part (b) was fairly well done but some had difficulty in defining crustal plate and while most knew that a fault is a fracture, many failed to mention the displacement aspect of the feature.

Part (c) was well done by the majority of the candidates.

Answers to Part (d) were generally unsatisfactory, and most candidates failed to make reference to the Caribbean and explanations were generally too vague.

Some candidates suggested that climate, air currents, and heating and cooling of the land caused earthquakes and volcanoes.

Part (e) was generally well done.

While Part (f) was generally well done, some candidates were unaware of the structure of artesian basins and some thought that they were related to plate tectonics.

## Question 3

This question focused on river systems, weathering, and coastal features and processes. The performance was poor with over 50 per cent earning less than 10 marks.

Part (a) was poorly done as many candidates gave answers such as 'river shed' for (i), deferred junction for (ii) and flood plain and dendritic pattern for (iii). The correct answers were (i) watershed, (ii) confluence and (iii) drainage basin.

In Part (b) (i) many candidates were unable to define corrasion and often confused it with attrition.

For Part (b) (ii) most were unable to provide an acceptable definition of 'distributary' and often confused this with 'tributary'.

For Part (c) many candidates were able to give two ways by which a river's energy is used up but most failed to mention overcoming friction. Several indicated that a river used its energy to deposit material, to generate electricity and even to wash clothes.

In Part (d) many candidates showed a lack of understanding of weathering. Many did not understand the concept of mechanical/physical weathering. Many could not explain how trees caused weathering or how freeze-thaw or carbonation was caused.

In Part (e) (i) many candidates were unable to explain how a wide beach could protect a coast from wave erosion. Instead many discussed coral reefs and destructive and constructive waves.

In (e) (ii) candidates were required to explain how bays and headlands develop, but many discussed wave-cut platforms, permeable and impermeable rocks and constructive and destructive waves. A number of candidates described the appearance of the features instead of explaining their formation.

#### Question 4

This question tested candidates' understanding of selected Caribbean weather systems, and the factors that contribute to variations in types of climate. It also tested their ability to interpret weather data.

Part (a) was not well done. While most students were able to correctly draw the pattern of isobars depicting a hurricane, few were able to assign realistic values to the isobars. Many were unable to draw correctly the symbol used to represent the eye of a hurricane.

Part (b) was generally well done. Most candidates were able to state at least one condition favouring the development of hurricanes. Most were also aware of the general direction of movement of tropical waves as well as the weather associated with them.

Candidates performed reasonably well on Part (c).

In Part (d), while most candidates were aware that the tropical location of the Caribbean is responsible for its high temperatures, many were unable to explain how latitude affects temperature.

For Part (e) many candidates were able to identify distance from the sea as the cause of extremes of temperatures in interior regions. However, the majority of candidates failed to explain why this was so.

In Part (f) (i), many candidates were unable to interpret the temperature readings of the wet and dry bulb thermometers. In Part (ii) many could not explain their answer.

On the whole this was not a popular question and was attempted by approximately 15 per cent of candidates. The performance on the question was poor with approximately 73 per cent earning 0-9 marks out of a maximum 24.

#### Question 5

This question tested candidates' understanding of vegetation types, and the relationship between vegetation and climate.

Part (a) of the question was generally well done. Some candidates however, relied on previous knowledge and ignored the stimulus material provided on the map.

In Part (b) many candidates were unfamiliar with the term 'species' as used in the question, and many interpreted it as animal species instead of plant. There was a lack of knowledge with regard to examples of trees and plants. Many coined a variety of descriptive terms such as 'nail shaped', 'pointed', 'triangular' and 'Christmas tree' to illustrate the appearance of the leaves and shape of the trees. Many described equatorial forests.

In Part (c), candidates realized that the canopy layer blocked sunlight, but few were able to explain the impact on the layers of vegetation below. Many candidates also described the canopy layer and the interception of rainfall but were unable to expand their answers.

Developing comparisons continue to present challenges and many candidates simply gave descriptions of the two grasslands for Part (d). Many simply lacked the basic knowledge. Candidates were often unable to answer questions related to climate and were unable to accurately identify characteristics of climate.

In Part (e) some candidates suggested that humus was produced by parent material. While many had some idea as to how parent material influences soil development, most did not develop their responses adequately.

Candidates are still having problems responding to words such as 'describe', 'explain' and 'compare' resulting in very vague answers.

### Question 6

This question was designed to test candidates' understanding of the properties of soil, the influence of climate on soil development, soil erosion and methods of soil conservation.

The question was attempted by approximately 27 per cent of the candidates. Approximately 60 per cent of these candidates earned less than 9 of the maximum 24 marks.

In Part (a) the majority of candidates were able to draw and accurately label the chernozem soil profile. However, many of them drew a generalized profile rather than identifying the 'distinguishing features' of the chernozem.

Part (b) (i) was fairly well done. Definitions of leaching and illuviation were clearly given. However, although the direction of leaching was fairly well known, many candidates did not indicate 'in solution'. Too many candidates were unclear about illuviation, often confusing it with capillary action.

Most candidates earned full marks on (b) (ii) where they were able to accurately state three components of soil.

In Part (c) the reasons for the colour of the A horizon of the podzol were often not well known. Leaching was recognized as the dominant process but responses were incomplete since the soil colour was not linked to the minerals leached (iron and aluminium) and the remaining component, that is, silica was seldom identified.

Part (d) posed the greatest level of difficulty for most candidates. Responses were often too general. Too many candidates interpreted soil development as soil erosion. The better candidates were able to explain clearly the influence of climate on soil-forming processes such as leaching and capillarity as well as indirect influences through vegetation and rates of decomposition of organic matter.

Part (e) was generally well done. Candidates were able to describe the negative impact of over-grazing on the soil.

In general Part (f) was also well done. The better candidates drew well-labeled diagrams to illustrate the soil conservation methods. However, some candidates seemed unclear as to how the methods given could prevent soil erosion.

### Question 7

This question tested candidates' understanding of farming systems in the Caribbean and the USA, as well as factors which have contributed to changes in large scale commercial agriculture.

Part (a) was correctly answered by a majority of the candidates. However some confused 'percentage of world production' with 'percentage of world exports' which led to an incorrect answer for (i).

Part (b) was not well done and many candidates gave a list of farm products instead of farming systems.

Many **incorrect** spellings were noted, including 'pheasant' and 'pleasant' for 'peasant', 'areable' and 'arabel' for 'arable' and 'peitorial' and 'pastorial' for 'pastoral'.

In (c) (i) (a), most of the candidates were unable to indicate the range in size of the farms and only used terms such as 'small' and 'large'. Very few discussed size in terms of the number of animals on the farm.

Part (c) (i) (b) was fairly well done by most candidates.

Many candidates appeared not to understand the term 'marketing arrangements' and so did not perform very well in (c) (i) c).

Part (c) (ii) was poorly done and most candidates misinterpreted the question or omitted it. Many candidates described the factors which contributed to changes in large scale commercial agriculture but failed to explain how they contributed to the changes.

### Question 8

This question tested candidates' understanding of the factors which have contributed to the growth and development of the tourism, garment and fishing industries in the Caribbean. It also tested knowledge of the major causes of pollution in the Caribbean.

This was the most popular question and over 60% of those attempting it gave satisfactory responses.

Part (a) of the question was generally well done. However, some candidates drew bar graphs instead of line graphs while some drew graphs in their answer booklets instead of on the graph paper provided. Many plotted the points correctly but did not connect them with a line.

Part (b) (i) was poorly done. The majority of the candidates were unable to name important fishing areas in the Caribbean.

Part (b) (ii) required candidates to give descriptions of the major causes of pollution. This was generally well done, however some identified types of pollution rather than causes, while others spent much time commenting on the effects of the different types of pollution.

Part (c) (i) was divided into three sub-parts, a), b), c). In a), accessibility was poorly done. While many candidates focused on easy accessibility they gave little or no explanation on how it influenced tourism development in the Caribbean. In b) climate was fairly well answered. Many candidates compared the low temperatures of the tourists' home countries with the high temperatures of the Caribbean. Some merely described the climate of the Caribbean as 'nice' or 'lovely' and earned no credit. In c) government support was generally well done by the majority of candidates. However, some candidates only stated that government support for the tourist industry was 'good' or 'reliable' without providing examples or developing the point.

In Part (c) (ii) candidates were required to explain two major factors which have influenced the garment industry in the Caribbean. This was poorly done as few candidates developed their answers.

Part (c) (iii) was fairly well done as many candidates displayed a wide knowledge of factors that have contributed to the growth of the fishing industry. However, while many elaborated on the physical factors, the human factors were not well developed.

### Question 9

This question was reasonably popular with the candidates.

Part (a) was generally well done but weaker candidates were unable to interpret the graph correctly.

The performance in Part (b) (i) was unsatisfactory. Most candidates were unable to distinguish between 'renewable' and 'non-renewable' resources.

Part (b) (ii) was generally well done. However some candidates merely listed two problems affecting the fishing industry when they were required to describe them.

Part (c) (i) was generally poorly done and many candidates failed to earn any marks. Many failed to identify an industry and just gave a general description of the factors. Some gave descriptions of how bauxite or oil is formed and mined.

In Part (c) (ii) many candidates did not emphasize the importance of conservation of natural resources.

In Part (c) (iii) many students described government policies to develop agriculture rather than food processing. Candidates should have included, for example, the building of industrial estates, skills training, development of standards, taxes and bans on importation of some goods.

### Question 10

This question tested candidates' understanding of trading policies and patterns, along with the development of settlement.

Part (a) was well done and most candidates were able to draw the divided circle.

Part (b) (i) was poorly done, as few candidates were able to define the term 'urbanization'. The majority of candidates responded by giving the definition of 'rural to urban migration'.

In Part (b) (ii) candidates were unable to identify the policies of the European Union (EU) such as international free trade, removing quotas and preferential markets. Consequently, they were unable to explain the influence of these policies.

In Part (c) (i) many candidates displayed a lack of practical skills, as few were able to draw proper sketch maps, although most were able to provide reasons for the location of the capital city.

In (c) (ii) few candidates were able to develop their response on the factors identified as they related to growth and development of the capital city.

Few candidates attempted to give reasons why countries sought to diversify their trading patterns in Part (c) (iii).

## **BASIC PROFICIENCY**

### Question 1

For this question the performance of the candidates was weak as the majority of them earned between 0 and 4 marks. Candidates lacked basic map-reading skills.

In Part (a) (i) most candidates were unable to state the correct height of Nevis Peak. When an answer was given, in most cases the unit was incorrect or omitted.

The majority of the candidates were unable to calculate the bearing in Part (b). Some gave compass directions and grid references.

In Part (c) (i) while some candidates were able to identify the natural feature many gave 'sand' instead of 'beach' as the answer.

Part (c) (ii) was fairly well done as many were able to identify the man-made feature.

Part (d) was not well done, as the majority of the candidates were unable to name the crop shown on the map. Several incorrect responses were given including trees, forests, cultivation and plantations.

Many candidates were able to give the correct compass direction in Part (e) and so this part was well done.

In Part (f) most candidates were able to identify the parish boundary.

Part (h) was poorly done as most candidates displayed a poor understanding of the concept 'drainage'. A number of students confused the key for drainage with that for footpaths and cultivation.

The general response to (f) (i) was inadequate. Answers were often not confined to villages along the secondary road as required by the question.

Many candidates did not attempt Part (j). Not many candidates correctly identified the forested regions and even fewer gave reasons for the presence or absence of forests in the different areas.

### Question 2

Approximately 50 per cent of the candidates attempted this question, which was not well done. The majority earned between 0 and 4 marks.

Many candidates were able to score at least one mark in Part (a) where 'cave' was the coastal feature most easily identified. Most candidates were unable to identify the headland.

Part (b) was not well done as the majority of candidates were only able to score one mark. Most were unable to explain how the feature was formed.

For Part (c) many candidates were unable to explain the formation of coral reefs. Some candidates stated the importance of coral reefs for which they earned no credit.

Part (d) was poorly done. Most of the candidates were unable to give adequate descriptions of the coastal features (spit, bay, wave-cut platform).

### Question 3

There was a very low response to this question and most of those who attempted it were unable to provide satisfactory answers.

Many candidates were able to score two out of the three marks for Part (a). However, the majority failed to identify the distributaries in the diagram.

In Part (b) the descriptions given by candidates for the volcanic features were too vague.

Many candidates only gave a general explanation of earthquakes but were unable to explain them in relation to the Eastern Caribbean.

### Question 4

This question had a high response rate.

Part (a) (i) was not well done and most candidates were only able to score one out of three marks. Candidates had much difficulty in locating areas of Equatorial forest and Tropical and Temperate grasslands.

In Part (a) (ii) candidates were asked to name regions where Equatorial forest and Tropical grasslands were found. This was generally poorly done as most of the candidates named continents rather than specific areas.

Part (b) was fairly well done as the majority of candidates were able to define 'soil profile' and 'soil conservation'. However, very few defined parent material correctly.

Candidates performed fairly well in Part(c).

#### Question 5

This question had a high response rate but most candidates showed a lack of knowledge of the areas tested.

In Part (a) most candidates were able to state correctly the lowest daily temperature and the average temperature. However, many were unable to give the daily range of temperature. Many added instead of subtracting the temperatures.

Most candidates earned full marks for Part (b) which required them to complete a line graph.

In Part (c) the majority of candidates were unable to adequately define the terms 'anticline', 'rain shadow area' and 'prevailing wind'.

In Part (d) while candidates demonstrated some knowledge of cold fronts, most were unable to explain how they produced rainfall in the Caribbean.

Not many candidates attempted Part (e) and many of those who did were unable to explain the annual distribution of rainfall in Equatorial climates.

#### Question 6

This question had a high response and the majority of candidates earned between 5 and 8 marks.

Part (a) was fairly well answered by the majority of candidates, however, many seem to need practice in reading and interpreting tables.

Generally, Parts (b) (i) and (ii) were reasonably well done and many candidates were able to score full marks.

In (b) (iii) many candidates were unable to state advantages that small farmers gained from practising mixed cropping.

Many candidates did not attempt Part (c). Many were unable to make adequate comparisons and instead provided some very general comments. Many did not name the Caribbean country with which they were comparing wheat farming in the Canadian Prairies.

#### Question 7

The majority of candidates who attempted Part (a) performed fairly well. However some drew a line graph rather than a bar graph.

In (b) (i) the majority of the candidates correctly named at least one of the Caribbean countries where pastoral farming is a significant activity.

In (b) (ii) many candidates listed problems associated with arable farming instead of pastoral farming.

Many candidates did not attempt Part (c) and the majority of those who attempted it gave inadequate answers.

### Question 8

Part (a) of this question was fairly well done as was Part (b) (i). Most candidates earned full marks in Part (b) (i).

In (b) (ii) the descriptions of factors contributing to the development of the tourist industry were inadequate. The majority of candidates only listed these factors.

Many candidates did not attempt Part (c). Most of those who attempted this part of the question gave inadequate responses or were too general in their comments.

### Question 9

Although only a few candidates attempted this question, most of those who did performed reasonably well.

In Part (a) candidates drew good outlines of the Caribbean territories and were able to name the capital city and other town of the territory selected. However, many of them did not accurately locate these areas. Some candidates omitted the title and key.

Most candidates were able to list two functions of a city in Part (b) (i).

In (b) (ii) many candidates were able to name only two factors that influence the distribution of population in the Caribbean, but were unable to describe them.

In Part (c) many candidates were unable to provide adequate explanations.

## **SCHOOL-BASED ASSESSMENT**

### **GENERAL COMMENTS**

Generally the SBAs were satisfactory and for the most part, the marks submitted by teachers were fairly reliable.. This year over 70 per cent of the SBA's received were without the individual mark sheets. It is important that each study is submitted with an individual mark sheet.

The examiners noted that many SBAs contained too much secondary data. Many were also padded with pages of irrelevant photographs and pictures scanned from magazines.

It has also been observed over the years that many candidates were submitting reports that greatly exceeded the stipulated word limit. For examinations after 2006, a penalty will be imposed on any candidate who exceeds the word limit by more than 150 words.

### **Table of Contents**

The majority of candidates have mastered this part of the study. Most included the key sections of the study in the table of contents.

### **Location Maps**

This part was done moderately well. Candidates should demonstrate mapping skills by drawing at least two maps to show location of the study area and these should be finished in ink. Guidelines on this are provided in the syllabus.

If maps are downloaded from the internet or digital sources are used, all irrelevant information should be removed from them and they should be manipulated to make them relevant to the study. They should be given an appropriate title and other key map elements should be inserted.

### **The Aim**

The key to a good study is the selection of appropriate and achievable aims. These should be clear, simple, measurable and geographical. A number of candidates did not do well because their aims were too vague or not appropriate.

### **Data Collection**

This was generally well done and most candidates earned full marks.

### **Data Presentation**

Too many candidates separated the illustrations from the written account. Illustrations should be well integrated into the account, that is, placed as near as possible to the relevant part of the account that they are intended to illustrate. A variety of illustrations should be used and these should be relevant, given appropriate titles and labeled.

Many candidates lost marks because their illustrations, including photographs, were not titled, labeled or referred to in the written account.

Copied illustrations, for example, from text books, magazines and web sites should be discouraged. Candidates should be encouraged to make field sketches and use photographs taken on the field trips.

### **The Conclusion**

This should be a summary of the findings as they relate to the aims of the study. Too many candidates introduced new material in their summaries.

### **The Bibliography**

More than half of the SBAs presented had bibliographies that did not follow a standard format. While the syllabus does not recommend a particular format, popular conventions are acceptable. Candidates should be guided by the format of references used in the syllabus document.

## **PAPER 03/2 - ALTERNATIVE TO THE SBA**

### Question 1

Part (a) was well done and most of the candidates earned the two marks allocated for this question. Some candidates omitted the key.

In Part (b) while the majority of candidates earned at least 2 out of 4 marks, many of them did not accurately locate the features in the frame provided. Many seemed unable to use the grid lines as reference points.

### Question 2

Question two was poorly done. The majority of candidates demonstrated an inability to write suitable research questions and thus earned no marks.

### Question 3

In Part (a) many of the candidates had only a vague idea of what was required and did not use the headings given to guide their responses.

Many candidates displayed a lack of knowledge of how to conduct field research in terms of methods of enquiry and data collection.

Very few candidates provided examples of the results they could obtain.

In Part (b) (i) most candidates were able to state two problems they could encounter in conducting the research. However, some gave problems that the villagers or government would face rather than the researcher.

In (b) (ii) some of the solutions given for the problems identified in (b) (i) were impractical or completely irrelevant.

### Question 4

Most of the candidates were able to provide good sketches of the coastline shown in Part (a). However, some drew individual sketches of the various features in the photograph and some traced the photograph.

Many of the candidates were able to earn at least two of the three marks allocated to Part (b). However, some gave general descriptions of the work of waves without relating this to the features shown in the photograph.

### Question 5

Most candidates performed well on Part (a). Most demonstrated the ability to read and summarise the information given in the table.

Part (b) was poorly done. Candidates needed to be more analytical rather than merely listing facts from the table. As a result, many could not comment on the importance of the trade pattern shown in the table.

### Question 6

In Question 6, most of the candidates were unable to write the bibliography correctly. Some candidates wrote paragraphs or wrote the information in the form of a table.