

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 EXAMINATIONS**

MAY/JUNE 2007

SOCIAL STUDIES

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GENERAL AND BASIC PROFICIENCY EXAMINATIONS

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GENERAL COMMENTS

The Social Studies examinations offered by the Caribbean Examinations Council attract both school and private candidates. Entry for the Basic Proficiency examinations has decreased, while the number of candidates entering for the General Proficiency examinations has increased from 41 094 in 2006 to 46 043 in 2007. The overall performance in both proficiencies has remained stable.

Some questions on the core of the syllabus, Section A and Section B – Individual Interaction and the Development and use of Resources – continue to be popular while questions on Government and CARICOM remain unattractive.

The responses at the General Proficiency level continued to be lengthy and varied. Some of these responses were well expressed and thought provoking. Some candidates' responses demonstrated their ability to express themselves clearly and concisely in relation to the demands of the questions. Candidates who did not apply and prepare themselves for this examination offered unsatisfactory responses. These candidates demonstrated a lack of in depth knowledge and understanding of the terms and concepts defined in the syllabus.

In most questions in Section A, the Knowledge and Application components were well handled. The part of the questions that tested the Interpretation profile presented challenges to some candidates. There was a tendency to offer inadequate explanations and a lack of development in the responses despite the advice provided by the rubrics in every section of the paper.

Some candidates who attempted the Basic Proficiency Paper 02 wrote responses that contained single words, phrases and poorly constructed sentences. On the other hand, candidates who were prepared for this paper wrote responses that showed a good understanding of major terms and concepts. The overall performance in this paper was unsatisfactory.

DETAILED COMMENTS

Basic and General Proficiencies

Paper 01 – Multiple Choice

This paper was common to both Basic and General Proficiencies. It examined the core of the syllabus in the Knowledge and Interpretation profiles only. The paper consisted of 60 items distributed as follows: 24 on Individual Interaction and 36 on the Development and Use of Resources. The items on this paper tested various levels of difficulty and provided adequate syllabus coverage. The mean score for both proficiencies compared favourably with that of 2006.

General Proficiency

Paper 02 – Structured Questions and Essays

Section A: Individual Interaction

In this section candidates were required to respond to two out of the three questions set. The quality of the responses ranged from less than satisfactory to outstanding. Question 3 was the least popular.

Question 1

This was a popular question. It tested the candidates' knowledge and understanding of the functions and cultural traditions of Caribbean families and ways to deepen relationships among family members. Many candidates were able to state the family functions and describe ways to preserve cultural traditions. The functions were well known and the responses ranged from procreation to socialization. Many candidates were also able to describe how Caribbean families preserved their cultural traditions. Popular responses focused on "practising and observing the rituals regularly, telling stories, singing songs, doing dances and eating traditional food".

The Interpretation part of the question asked candidates to offer reasons why some adults do not follow family traditions. Many responses were based on the influences of the media, peer pressure and modern living and trends. Other good responses focused on "lack of parental teaching" and the "changing role of the members of the family".

The Application part of the question asked for (i) a strategy to deepen relationships among family members and (ii) to write a statement to support the strategy. Many candidates offered plausible strategies such as open and free communication among members, counselling and planned recreational activities for the entire family. The main thrust of the support statement was based on the principles of loving and caring for family members as a mechanism to deepen relationships. The responses to this question were satisfactory and many candidates who attempted it, performed well.

Question 2

This question focused on divorce and its effects on children, rights of inheritance, and on strategies to assist the children of divorced parents. It was quite popular. The Knowledge part asked candidates to define the terms "divorce" and "rights of inheritance" and to identify the effects of divorce on children. The responses of many candidates to this part of the question demonstrated reasonable knowledge and awareness of the terms and concepts.

Divorce was correctly defined as the "legal end of a marriage" by many candidates. The effects of divorce on children focused on stress and anxiety, loss of affection and poor performances in school work.

Reasons why married couples seek a divorce were well known. Correct responses included infidelity, domestic violence and adultery.

The Interpretation part further required candidates to give reasons why inheritance laws are necessary. A common and correct response offered stressed the importance of property "going to the right persons". Other good responses identified greed and fraudulent documentation by persons purporting to have claims to property.

The Application part asked candidates to suggest a strategy that social workers may put in place to help children of divorced parents and to justify the strategy. Many candidates suggested counselling sessions and visitation opportunities for children. The basis for these strategies was to provide understanding and comfort for children of divorced parents. Generally, many candidates performed well in this question. A few candidates scored full marks.

Question 3

This was an unpopular question. Candidates had to identify countries that have a Republican system of government and countries that have a Constitutional monarchy. Candidates were also required to compare the two types of systems. Several candidates were able to identify a Caribbean country that has a constitutional monarchy. A few candidates were able to compare correctly both systems.

The responses of the candidates to the Interpretation part revealed some awareness of why people vote. Some good responses included "to select a government", "support a political party of choice" and to "exercise the right to vote". This part was fairly well done.

The Application part asked candidates to suggest a lawful action citizens may take if their rights are violated by the government. Common and correct responses identified “court action”, “shutting down the country” and “complaining to the Ombudsman”. The justification of the action lacked development. Generally the performance on this question was fair.

Section B: Development and Use of Resources

This section is divided into two parts. Part I consists of two structured questions and Part II consists 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 focused on resources, renewable and non-renewable. The knowledge part asked candidates to identify renewable and non-renewable resources and to describe the effects of natural disasters on renewable resources. Many candidates were able to provide examples of both types of resources. Popular responses were water and bauxite. Several candidates knew of natural disasters but few could link their effects to renewable resources.

The Interpretation part was fairly well done. It required candidates to explain the problems countries may face if the agricultural resources were destroyed by natural disasters. Many candidates neglected to offer full explanations. Correct responses such as unemployment, decline in exports and dependence on imports were common. However these points were not well developed.

The Application part challenged many students. This part asked candidates to state strategies to conserve renewable resources. Good responses such as “recycling”, and “replanting of crops and trees” were not sufficiently developed to gain full marks. Justification of the strategies suggested lacked clarity and many candidates explained how the strategy should be implemented rather than why it would help to conserve resources. Overall the candidates performed less than satisfactorily on this very popular question.

Question 5

This was an unpopular question. Candidates were required to name associate institutions of CARICOM and to list the objectives of the OECS. Many candidates had little knowledge of the associate institutions and the objectives and performed poorly in this part of the question. Many responses related to “assistance when in need” and to lower custom duties. Few candidates mentioned trade and cooperation.

The Interpretation part asked for benefits a country may enjoy as a member of CARICOM. Many candidates were able to respond well to this part. Responses focused on “assistance in the case of natural disasters”, “assistance in health and education” and increasing trade and lowering custom duties.

The Application part required candidates to suggest strategies to improve relations among CARICOM member states. This was reasonably done. Suggestions such as frequent meetings of CARICOM members, “cultural exchanges” and free movement of people were common. The justification part was fairly well done.

Part II – Extended Essays

Question 6

This was a fairly popular question. It targeted knowledge of healthy living and human resource development in the Caribbean. The Knowledge part of the question was fairly well done. Several candidates were able to define “life expectancy” but had some difficulty with “infant mortality”. Many definitions of infant mortality omitted “under the age of one”. Factors that help citizens to live healthy lifestyles were widely known. Many candidates identified factors such as eating a balanced diet, regular exercise, medical check-ups, and safe sex.

The Interpretation part was challenging to some candidates. Many candidates did not grasp the meaning of the term “human resource” and so could not provide reasons for the development of this resource to the region. Most responses dealt with employment, skills and retraining, and inculcating the right attitudes and values. However these points were not well developed.

The Application part asked for strategies to develop the human potential. Many candidates suggested scholarships and financial grants for young people, introducing technology in the workplace, developing apprenticeship programmes and a good education system. However, these suggestions were not developed and so candidates could not receive full marks. The justification part in many instances lacked clarity and relevance. The overall performance in this question was only satisfactory.

Question 7

This was a popular question. It focused on choosing a career. The knowledge part asked candidates to state the factors that should be considered when choosing a job and to list the procedures to follow when responding to a job advertisement. The common response to this part was based on salary and the type of job. Responses such as opportunities for advancement and the health and safety conditions were rare. Many candidates however had some notion of the procedures to follow. They offered good responses such as “making an application”, “applying in person” and preparing for an interview.

The Interpretation part asked why it is important to choose a career. Some candidates gave correct responses based on the need to be independent, to have a goal to pursue, to achieve something in life and to provide for needs. However these points were not well developed. The performance in this part was less than satisfactory.

The Application part asked candidates to suggest how schools could assist students in making career choices. Popular responses to this part were “to have a career guidance day”, and to invite personnel from the different occupations to speak to students. Generally this part was well done. Many candidates were able to justify their suggestions adequately. The common justification focused on the importance of obtaining reliable information on the possible job opportunities. Overall the performance in this question was fair.

Section C – Options

There were three options and candidates were required to answer one question in this section. All the questions in this section were attempted. Some questions were more popular than others. Questions 9 and 13 were not popular.

Consumer Affairs

Question 8

This was a popular question and was based on the consumers’ demand for goods and services. The knowledge part asked candidates to define demand and to state the factors that influence demand. Many candidates had some understanding of the concept demand as well as the factors that influence demand. Apart from the factors of price, income, brand name, tastes and preferences candidates also indicated the influence of family traditions and religion. This part was well done.

The Interpretation part posed some challenges to the candidates. This part asked for reasons for the increase in price of imported commodities. Good responses were based on increases in shipping and transportation costs, increases in taxes and duties and labour costs, and shortages due to natural disasters. However these points were generally not fully developed.

The Application part was well done. Most candidates were able to write relevant and appropriate questions that consumers ask themselves before making a purchase. Questions such as, “Do I need it? Is it durable? Can I afford it?” were common. Some candidates justified their questions quite appropriately. Their justification statements focused on the immediate needs of the family and the usefulness of the items to daily living. Generally this question was fairly well done.

Question 9

This question was very unpopular. It was based on the “Traditional forms of economic cooperation”. For the Knowledge part candidates were asked to identify traditional forms of economic cooperation. Some candidates were able to identify “gayap”, “su-su”, and “box”. Some candidates seemed not to understand the term “traditional” as used in the question and offered responses that focused on cultural traditions, dance and food.

The Interpretation part asked for reasons why traditional forms of cooperation are important to citizens. Common and correct responses were based on cost reduction, the division of labour and self-reliance. However these were the offerings of only a few candidates. These points were not well developed.

The Application part asked for suggestions to encourage citizens to practise economic cooperation. The main suggestion was based on education at the community level. The justification statement emphasized that through education there would be greater appreciation for such cooperation. Overall this question was poorly done.

Communication

Question 10

This question attracted a fair number of candidates. It was based on the communication process. For the knowledge part, candidates were asked to state the steps in the communication process and to identify forms of communication. Many candidates were able to state the sender, the message, and the receiver. Some candidates identified correctly verbal and non-verbal forms of communication. Some candidates mentioned letter writing and face-to-face interaction. The performance in this part was less than satisfactory.

The Interpretation part asked candidates to give reasons why Caribbean people need to communicate. This part was well done. Reasons based on sharing of ideas, assistance in times of disasters, and to maintain contact were common. Several candidates performed well in this part.

The Application part asked for suggestions to improve communication across the Caribbean. The common suggestions were “to reduce the cost” and to improve on the electronic means available to the region. The justification statement was based on affordability to the citizenry. Overall, the candidates who attempted this question did not seem to be adequately prepared for this option.

Question 11

This question was quite popular. It focused on communication between teachers and students. The Knowledge part asked candidates to outline factors that contribute to a breakdown in communication between teachers and students. Factors such as indiscipline by students, violent behaviours in the classroom, lack of respect for others and poor values and attitudes were highlighted in the candidates’ responses. A few candidates also mentioned the autocratic attitude of teachers to students as a contributory factor.

The Interpretation part asked for reasons why teachers and students need to communicate effectively. Many candidates stressed the importance to teaching and learning, the impact of effective communication on good socialization habits, and the contribution the teacher makes in dispensing knowledge and ideas to students. However these responses were not sufficiently explained or developed.

The Application part asked candidates to suggest measures to teachers to improve communication between themselves and students. Some of the measures suggested were setting up of students’ councils, the sharing of ideas on school rules and disciplinary practices, and convening home room sessions. These measures were not fully developed. The justification statements were vague and were based on teachers and students talking things over to improve communication. Overall, the performance of the candidates in this question was fair.

Tourism

Question 12

This question was quite popular. It was based on promoting tourism in the Caribbean. Candidates were asked to outline ways Caribbean governments encourage the development. Several candidates did not do this part of the question well. These candidates offered responses that focused on existing tourist facilities rather than on ways by which the government may encourage tourism development. Correct responses offered were marketing through advertisement, improving security, training for workers in the industry, and tax benefits.

In the Interpretation part, some candidates gave good reasons for advertising a Caribbean tourist destination. Some examples of these reasons were to increase visitor arrivals, competition for safe destinations and to attract foreign investment in the industry. These reasons in some cases were not well developed. Some candidates focused on what the advertisement should contain rather than why it is important.

The Application part asked candidates to suggest to tourism officials ways to increase earnings from tourism and to state why the suggestion would be useful. Strategies offered ranged from increased taxes to the development of heritage sites and the provision of employment opportunities. Many candidates could not justify the strategy suggested. They simply wrote statements that conveyed some vague notions, and ideas that were not very convincing. Overall, the candidates' performance in this question was less than satisfactory.

Question 13

This was an unpopular question. Very few candidates attempted it. It was based on regional funding agencies and their contributions to the development of tourism in the Caribbean. The Knowledge part asked candidates to identify regional funding agencies and then to describe ways these agencies contribute to tourism development. One of the funding agencies most identified was the Caribbean Development Bank and some descriptions were offered on the granting of loans to hoteliers for infrastructural development.

The Interpretation part asked for reasons why these agencies contribute to the development of tourism. Candidates offered responses based on job creation, foreign exchange earnings and infrastructure strengthening. However, these and other responses were not clearly stated.

The candidates' responses to the Application part were very limited. In responding to actions citizens may take to assist tourism development, candidates focused on "cleaning the environment" and on "treating the tourists with respect". Candidates were unable to justify appropriately the actions suggested. Overall, the performance in this question was poor.

Paper 03/1: School Based Assessment

The candidates' performance in the School Based Assessment component (Paper 03/1) was similar to 2006. The majority of projects were well presented. Some of these projects were well researched and produced interesting data.

Many candidates continue to research topics on issues related to contemporary society. Some candidates, however, investigated novel topics that provided insights into issues from across the syllabus. There are some concerns about the quality of the research methodology used by many candidates and closer reference to the guidelines stated in the syllabus would be useful.

Many candidates' projects revealed an awareness of how data should be presented, interpreted and analysed. Some candidates did not describe the sampling procedure adequately and some of the diagrams presented contained inaccuracies. Candidates who were properly guided were able to establish a nexus between the data collected and the problem statement. Many projects reflected clarity and appropriateness of language. It was clear that candidates who were properly guided performed well. Their projects reflected teacher involvement and assistance.

Paper 03/2: Alternative to the SBA

This paper is written by private candidates. The objective of this paper is to test candidates' knowledge, understanding, familiarity and application of basic research skills and methodologies. Candidates were required to select one of the topics given and to respond to the questions that followed. They were required to know about writing problem statements, formulating research questions, identifying the research instruments, and presenting, analysing and interpreting data. In addition, a case study was presented to further assess some of these skills as well as the candidates' ability to evaluate information and make appropriate recommendations.

Many candidates were unable to comprehend research terminology such as "definition of terms", "data gathering instruments", "random sampling", and "population". Many candidates were not aware of the ethical principles observed in research. The case study required candidates to apply their knowledge of research skills. Some candidates were able to state the findings in the case study, to display statistical data appropriately and to make conclusions and recommendations based on findings. However, those candidates who did not prepare themselves for this paper were unable to deal with these tasks adequately and as a result performed poorly in this paper.

Basic Proficiency

Paper 02 – Structured Questions

The Basic Proficiency examination consisted of 12 questions. Candidates were required to answer two questions from Section A, two questions from Section B and one question from Section C. Many candidates chose questions as directed by the instructions. A few candidates responded to all 12 questions on the paper. Responses varied in quality and indicated the level the preparedness of students.

In Section A, questions 1 and 2 were quite popular. In Section B, questions 4 and 5 were popular choices of candidates and in Section C, no question appeared to be very popular. Some candidates were able to develop statements when asked to describe, to give reasons or to explain. Few candidates provided clear information when asked to define concepts, and offered responses that were irrelevant and inappropriate.

Section A: Individual Interaction

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

Question 1

This question was based on teenage pregnancy and sexually transmitted diseases. Candidates were able to name correctly sexually transmitted diseases but were unable to define promiscuity. The (b) part of the Knowledge component asked candidates to identify actions parents may take if their daughter became pregnant while attending school. This part was fairly well done. Responses such as "put them out of the home" and "take them out of school" were common.

The Interpretation component asked candidates for reasons why teenaged pregnancy should not be encouraged. Many candidates gave reasons based on the emotional and physical immaturity of teenagers and overpopulation. Some indicated the effects such pregnancies would have on the education of the young people.

The Application part asked for strategies the school may use to inform teenagers about the dangers of STD's and to justify why the strategy would work. Strategies such as "showing a video", "holding conferences" and role playing were offered. Candidates felt that such strategies would show the risks and complications to teenagers. The overall performance in this question was fair.

Question 2

This question was attractive to candidates. Their responses to the factors responsible for the changing role of women and to the ways by which women are discriminated against were satisfactory. Candidates offered responses based on educational opportunities for women and low salaries for their efforts.

The Interpretation part asked for the effects that the changing role of women has on the family. Candidates had some difficulty in this part. Many hinted at the effects, but did not explain the points clearly. Points such as “no one to take care of the children” were merely mentioned.

The Application part asked for strategies to deal with the changing role of women. Examples of strategies such as “support for women by husbands” and “peer pressure” were offered. These however, were not stated clearly. The effectiveness of the suggested strategies was not convincing. The performance of the candidates in this question was less than satisfactory.

Question 3

This question was unpopular. It focused on the functions and branches of the judiciary. Candidates were unable to respond correctly to this part of the question. A few good responses were “to interpret law”, “to make case law” and to “punish lawbreakers”. Examples of branches given by candidates ranged from civil court to criminal court.

The Interpretation part required from candidates reasons why criminals should be sent to prison. Some candidates suggested based on evidence and confession as reasons. Other responses itemized criminal activities.

The Application part asked for ways to reform law breakers and for candidates to write a statement to support the suggestion. Candidates’ responses were weak and lacked substance. Some candidates suggested corporal punishment and shorter jail terms but could not make the link to reform. The performance of the candidates in this question was unsatisfactory.

Section B: Development and use of Resources

Question 4

This question tested candidates’ knowledge of migration. They were asked to identify kinds of migration, the countries to which Caribbean people migrate, and the documents citizens should obtain before migrating. Responses suggested that candidates had limited knowledge of the kinds of migration but were very aware of the countries to which citizens migrate. Some candidates named cities such as New York and Miami that attract migrants.

The Interpretation part asked for problems people face when they migrate illegally. Good responses were based on deportation, imprisonment, low-paying jobs and poor housing. This part of the question was well known.

The Application part asked for strategies to prevent people from entering your country illegally. Most of the strategies were based on strengthening the laws and monitoring by immigration officers and the police at ports of entry. However, these and other responses lacked development and clarity. Generally, the performance of the candidates in this question was less than satisfactory.

Question 5

This question focused on employment. For the Knowledge part, candidates were asked to state the skills necessary for employment as a security guard and the factors to consider when applying for a job. Some of the skills mentioned were “the ability to fight” and knowledge of rules and regulations. Some candidates also mentioned physical fitness and CXC qualifications as factors.

The Interpretation part asked for reasons why people want to be employed. This part was fairly well done. Many candidates gave reasons such as “they want to be independent” and “to meet expenses”. However, these points were not clearly developed.

The Application part asked candidates to suggest ways schools may help to prepare young people for self-employment. The main suggestions were based on “career courses” and “work programmes”. Candidates justified their suggestions primarily on the exposure provided by part-time work. Overall the candidates’ performance in this question was weak.

Question 6

This question was based on bilateral agreement in CARICOM and cooperation among independent countries. It was not popular. The Knowledge part asked for the meaning of the term “bilateral agreement”, an example of this type of agreement and the meaning of “independent country” with examples from within CARICOM. Some candidates responded correctly to this part of the question. They were able to identify bilateral agreements and independent countries.

The Interpretation part was poorly done. Many candidates were unable to explain ways independent countries may cooperate in the region. Some focused their responses on rules and agreements while others hinted at communication among the people.

The Application part was also poorly answered. Candidates were asked to suggest ways to improve bilateral agreements. The few suggestions offered were impractical and lacked substance. The performance of the candidates in this question was poor.

Section C: Options

Consumer Affairs

Question 7

This question focused on consumer protection. Candidates were asked to define the term “consumer” and to state ways consumers protect themselves when shopping for items. Several candidates correctly defined consumers as persons who use goods and services and they were also able to point out that consumers should be aware of expiry dates of items and their prices. Some candidates stated consumer rights and responsibilities as responses for this part of the question.

The Interpretation part asked for reasons why governments protect consumers. Some good responses were based on the profit motive of producers and the problems faced when consumers want to return faulty items. This part, however, was not well done.

The Application part asked for ways consumer organizations may make citizens aware of forms of protection available to them. The responses offered by candidates were not clear, and in most cases unrelated to the question. Some acceptable responses mentioned placing articles in the media, and holding ‘talk sessions’ in supermarkets. On the whole the candidates’ performance in this question was fair.

Question 8

This question was based on factors that influence consumers to buy imported goods as well as on the importance of purchasing more locally produced commodities. Several candidates mentioned price, packaging and taste as factors that influenced consumers to buy imported goods.

The Interpretation part asked for reasons why consumers should buy more locally produced goods. Correct responses such as “to increase the GDP of the country” and the prevention of economic leakages, thereby helping the economy to develop were offered by a few candidates. Other good responses included “keeping your dollar at home” and “to support local farmers”.

The Application part asked candidates for strategies to encourage consumers to purchase more local products. A few candidates suggested “subsidies” and “good markets”. Generally the performance of the candidates in this question was less than satisfactory.

Communication

Question 9

This question was based on cultural heritage and traditions. In defining cultural heritage candidates mentioned “background and way of life”, “the life styles of our ancestors” and “the happenings of the past”. Many candidates knew about ways by which people learn about their cultural heritage. Ways such as “visiting fairs and museums” and “reading books” were good responses.

The Interpretation part asked for reasons why cultural traditions in the Caribbean are changing. A common response was that children today do not care about anything to do with culture. Other good responses were based on the parents not teaching their children.

The Application part asked for activities that may be organized to celebrate Cultural Heritage Day. Some candidates suggested excursions and outings and special events such as fairs. The justification statement was based on the enjoyment and fun factor these activities provide for participants. The performance in this question was fair.

Question 10

This question focused on the mass media. Candidates were asked to define mass media, to list forms of the electronic media and to state functions of the mass media. Candidates were able to list forms of mass media and to state functions such as to inform and to educate, but were unable to define mass media properly.

The Interpretation part asked candidates to explain ways the electronic media may be used to share information among Caribbean people. This part was poorly done. Candidates’ responses cited viewing television and listening to the radio as explanations. This part of the question was not fully grasped.

The Application part sought suggestions to improve the quality of information transmitted to the public. The main suggestion was hiring professionals to do the job and to buy better equipment. The justification statements were often unrealistic and lacked clarity. This overall performance on this question was weak.

Tourism

Question 11

This question focused on tourism and tourism products. The knowledge part asked candidates to define tourism, name types of tourism products and state ways the Caribbean benefits from tourism. Candidates correctly named tourism products such as climate, beaches, historical sites, sporting events and festivals but could not define tourism clearly. Foreign currency brought in by tourists was the only benefit that was mentioned.

The Interpretation part asked candidates to give reasons why the Caribbean is a tourist destination. Some candidates mentioned accessibility, warm beautiful beaches and the historical sites. However, these points were not developed.

The Application part asked for ways to market tourism products. Candidates’ responses to this component were weak and lacked clarity. A few candidates suggested the making of souvenirs for sale. Many candidates had no response for this part of the question. The performance of the candidates in this question was unsatisfactory.

Question 12

This question was not popular. For the most part the candidates' responses indicated limited knowledge of OECS countries that depend on tourism as well as the tourist attractions these countries have. Some candidates who were prepared for this option gave good responses. Attractions such as jazz festivals, rain forests and beautiful beaches were mentioned.

The Interpretation part required candidates to explain the negative effects of tourism on the physical environment. Pollution of the environment was the major negative effect offered. However, little or no explanation was given by candidates in their responses.

The Application part asked for strategies to reduce the negative effects of tourism on a country. Suggestions were few. Some candidates suggested the making of posters, cleaning the environment and community involvement in handling the problems. These points were not clearly stated or developed. On the whole the performance of the candidates in this question was weak.

Suggestions to Teachers

Teachers and candidates must recognize that the questions set in the examinations require a good understanding of terms and concepts stated in the syllabus. A common-sense approach and everyday experiences are not sufficient to satisfy the demands of the syllabus. More and more textual material is available for guidance. The following reminders are important:

1. All instructions are clearly stated on the examinations papers and should be followed.
2. Candidates should be clear on the choice of questions in each section of the paper.
3. Candidates should select questions from the Options for which they are prepared.
4. Candidates should be advised that they should respond to all the parts of a question.
5. The marking of SBA projects is guided by a standard mark scheme which does not allow for $\frac{1}{2}$ marks. All such marks should be rounded to a whole number.
6. Candidates should be encouraged to formulate research topics allowed by the syllabus content other than in the traditional areas such as drugs, teenaged pregnancy and AIDS.
7. Research topics should be generated from across the syllabus; should be original and not be replicated from textbooks. This contravenes the guidelines set out in the syllabus.