

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2009

ECONOMICS

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GENERAL PROFICIENCY EXAMINATION
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GENERAL COMMENTS

Economics was offered for examination at the Caribbean Secondary Education Certificate (CSEC) level for the third year in 2009. The examination consisted of Paper 01, the Multiple-Choice paper, Paper 02, the Structured Essay paper, Paper 03/1, the School-Based Assessment (SBA), and Paper 03/2, the Alternative to the SBA for private candidates.

DETAILED COMMENTS

Paper 01

This paper consisted of 60 multiple-choice questions. The performance was satisfactory, with the more able candidates scoring at least 40 marks. The less able candidates, however, demonstrated an inability to conduct simple calculations on economic indicators, interpret graphs and charts, and use statistical information in an effective manner. It is strongly recommended that more time be devoted to calculating simple statistical analyses such as price, cross and income elasticities, and trade and current account balances. Furthermore, there seems to be confusion between the terms *demand* and *quantity demanded* and what may be responsible for a movement vis-à-vis a shift in the demand curve.

Paper 02

This paper sought to test candidates on a range of topics identified in the syllabus. It was divided into two Sections: A and B. Section A contained four compulsory questions while Section B comprised four optional questions from which candidates were expected to answer any two. Section A tested two micro-economic and two macro-economic topics while in Section B, the macro and micro components of the syllabus were integrated in each of the four questions. The performance was generally satisfactory.

Question 1

This question tested candidates' ability to:

- Define the term 'opportunity cost'.
- List factors that would affect a firm's decision in terms of what to produce.
- Outline factors that might affect the distribution of goods in specific territories.
- Discuss, with the aid of a diagram, the effects of a price ceiling set below the equilibrium price.

Part (a) of the question was generally well done. However, many candidates failed to include in their definitions phrases such as *the next best alternative* or *highest-valued alternative*, hence they did not score full marks. Some candidates, while not using the aforementioned phrases, applied examples to great effect and were therefore credited with full marks.

Part (b) posed a great deal of difficulty for most candidates. Candidates tended to confuse factors that firms must consider in determining what to produce, such as, *price of the good, type of good, cost of production, demand for the good and quality of the good*, with the question of resource allocation.

Part (c) was generally poorly handled by most candidates. Very few candidates were able to outline factors that affected the distribution of goods, such as, *distance, location, nature of the good, and seasonality*, but instead listed factors that affected consumers in accessing goods and services.

Part (d) was well done by most candidates, especially with regard to the first part of the question. Most of the more able candidates drew the demand and supply curves to demonstrate the equilibrium position and used the diagram to explain the effects, such as, *a fall in output, excess demand for, and a rise in price of the commodity*. However, the weaker candidates failed to construct a proper diagram and some who did construct appropriate diagrams, did not use them at all in discussing the effects, hence lost valuable marks.

Question 2

This question was designed to test candidates' ability to:

- List the factors of production.
- Provide examples of the factors of production.
- Explain how the 'market' and the 'government' differed in their allocation of resources in an economy.
- Outline the merits of the market system in allocating resources in Caribbean economies.

Part (a) of the question was generally well done, with many candidates scoring full marks as they were able to recognize *land, labour, capital and entrepreneurial skills/talent* as the factors of production. However, the weaker candidates confused the factors of production with the level of production.

Part (b) was generally well done, especially by those candidates who did well in Part (a). However, a few candidates referred to the activity, such as *farming, fishing, and mining*, rather than the resources, for example, *land, water and minerals*.

Part (c) posed a great deal of difficulty for the majority of candidates. Many candidates provided definitions for the terms 'market' and 'government', rather than indicate that the *market tends to be driven by the profit motive and increased efficiency, while the government seeks greater equity and improved social welfare*.

Part (d) was the most challenging part of the question. The more able candidates outlined the merits of the market system in terms of its ability to *increase efficiency, provide greater choices to consumers, allow for better resource utilization and reduce costs due to competition*. However, many candidates misinterpreted the term 'merit' and embarked on a discussion of, among other things, 'market structure', 'merit goods', 'the fundamental economic questions of what to produce, how to produce and for whom to produce'.

Question 3

This question tested candidates' understanding of the:

- Functions of money
- Roles of the financial sector in an economy
- Methods used by the Central Bank to restrict the supply of money
- Functions of the Central Bank other than restricting the money supply

Part (a) was generally well done, with the majority of candidates identifying money as *a medium of exchange, a store of value, a unit of account and a standard of deferred payment*. These candidates were able to score full marks. However, a few candidates confused the functions of money with the characteristics of money.

Part (b) was also well done. Some of the popular responses included *mobilizing of funds, providing a safe haven, providing loans and accepting deposits*. However, the weaker candidates confused the functions of the Central Bank with the functions of the financial sector.

Part (c) posed a great deal of difficulty for many candidates. The majority of candidates listed fiscal policies such as increased taxation and reduced government spending as means by which the Central Bank can reduce the money supply in an economy. The more able candidates explained that *raising the interest rate, increasing the minimum reserve requirement, engaging in open market operations and printing less money* were media through which the Central Bank restricted the money supply.

Part (d) was generally well done. Most candidates were able to outline the functions of the Central Bank other than restricting the money supply. Some of the good responses included: *(i) acting as the government's bank, (ii) acting as the bankers' bank, and (iii) printing money*. However, some of the weaker candidates mentioned vague points like monetary and fiscal policies, while others merely listed the points mentioned above and made no attempt to elaborate.

Question 4

This question tested candidates' knowledge of the:

- Role of the World Trade Organization (WTO)
- Factors that influenced the exporting of goods and services
- Factors that might cause a country to devalue its currency
- Consequences of a balance of payments deficit

Part (a) was fairly well done, with most candidates being able to identify the WTO as an organization that *sets the trading rules for nations and/or arbitrates on trade disputes* between nations. However, some candidates confused the role/function of the WTO with the policies of international lending agencies such as the International Monetary Fund (IMF).

Part (b) was also generally well done as most candidates were able to gain approximately two-thirds of the marks by listing factors that included *specialization, price of the product, tariff and non-tariff barriers, and government policy*. However, some of the weaker candidates confused the reasons for exports with the general reasons for international trade.

Part (c) was satisfactorily done as candidates were able to outline factors that may cause a country to devalue its currency, such as *to reduce imports, to increase exports, to generate economic growth and to respond to the demands of the IMF*. However, while many candidates were able to list these factors, a fair number could not develop their responses to the extent required by the keyword 'outline'.

Part (d) was satisfactorily done as well, with candidates being able to discuss two consequences, for example, *increased borrowing, increased inflation, reduced spending on social programmes and lowered economic growth*. However, once again candidates demonstrated an inability to develop these points into cogent answers.

Question 5

This question was designed to test candidates' ability to:

- Identify the methods of measuring national income.
- Outline the factors that affected savings.
- Determine why increased wages may lead to increased unemployment in a competitive market setting.
- Distinguish between 'economic growth' and 'economic development'.
- Discuss factors that influenced economic growth in Caribbean economies.

Generally, Part (a) of the question was well done. Most candidates were able to identify the methods of measuring national income as the *income*, *expenditure* and *output methods*, thus gaining full marks. However, there appeared to have been some confusion in the minds of weaker candidates between methods of calculating national income and measures of national output.

In Part (b), most candidates were able to identify two factors that influenced savings, for example, *the level of disposable income*, *consumption* and *interest rates*. However, most merely listed these factors without providing even minimal elaboration. It is clear that closer attention needs to be paid to the meaning of terms such as 'list', 'outline', 'identify' and 'explain', key words frequently used in examination questions.

Part (c) posed a significant challenge for candidates. Most candidates appeared unable to delineate why increased wages in a competitive setting may lead to unemployment. In fact, many seemed unable to distinguish between demand and supply factors of production from the firm's perspective and instead related their answers to demand and supply of consumer goods. Further, most candidates were not able to draw the diagram and use it to explain their responses. However, the more able candidates drew the diagram and indicated that increased wages without a corresponding increase in workers' productivity would lead to a loss for the company, forcing it to lay off workers in an effort to reduce costs and remain competitive.

Part (d)(i) was generally well done, with candidates indicating that '*economic growth*' reflects the increase in production of goods and services over time and is a measure of increased real output of goods and services generated through economic activity. On the other hand, '*economic development*' is viewed as the process of improving the quality of human life through increasing per capita income, thus reducing poverty, expanding social welfare and other such services.

Part (d)(ii) was satisfactorily answered. Most candidates were able to identify factors affecting economic growth inclusive of *consumption*, *savings*, *government spending* and *international trade*. However, many failed to show, with logical arguments, how these factors influenced economic growth in a named Caribbean country.

Question 6

This question tested candidates' ability to:

- List the characteristics of Caribbean economies.
- Define the terms 'trade liberalization' and 'globalization'.
- Outline the benefits of trade liberalization.
- Identify challenges of trade liberalization.
- Discuss measures that governments can adopt to mitigate the challenges identified.

Part (a) was done fairly well by most candidates, with many being able to score full marks. Some of those characteristics of Caribbean economies that were required included *small physical size, vulnerability to natural disasters, heavy dependence on few exports, high dependence on trade preferences, high levels of external debt and relatively high levels of poverty*. However, there were instances where candidates presented responses that were general and not specific to Caribbean economies.

Part (b)(i) attracted mixed responses. The more able candidates were able to distinguish between the concepts ‘*trade liberalization*’ and ‘*globalization*’, identifying the former as *the removal of trade barriers, such as tariffs, quotas and embargoes*, while the latter is *the process by which economies compete in a global economic space*. However, some candidates were unable to provide a satisfactory definition of globalization. For example, instead of defining globalization, they incorporated much of the definition of trade liberalization in their responses.

Most candidates scored well on Part (b)(ii), as they were able to identify the benefits of trade liberalization such as *access to larger markets, improved quality of the products produced and by extension consumed, increased efficiencies and reduced production costs*. However, many candidates were unable to outline how these benefits are derived. Additionally, some candidates presented arguments more relevant to why countries export rather than being specific to trade liberalization.

Part (b)(iii) of the question posed a significant challenge for candidates. Most had a difficulty identifying the *need to compete at a lower cost and against non-tariff barriers, limited regulations and enforcement of those regulations, high levels of emigration, and low levels of productivity* as major challenges of trade liberalization for the region.

Part (b)(iv) was also poorly handled by candidates. It was noted that many candidates presented remedies that conflicted with, or were counter-productive to the objectives of trade liberalization, for example, erecting tariffs, embargoes and quotas in overcoming the challenges identified. Candidates who scored well on this question were able to discuss measures such as *providing indirect subsidies to producers, developing standards and certifying authorities, investing more in training, having managed migration schemes, and providing incentives to workers*.

Question 7

This question tested candidates understanding of the:

- Term ‘market failure’
- Causes of market failure
- Consequences of market failure in the transportation sector of a named Caribbean economy
- Factors that might affect the price elasticity of sugar
- Effects due to a shift to the right of the original demand curve with supply remaining constant

In Part (a), some candidates were unable to define the term market failure as *markets being unable to allocate resources efficiently*, and provided incorrect responses such as market or firms making losses, or a firm or business being unprofitable. Clearly, greater attention needs to be paid to the definitional aspect of economic terminology.

Part (b) of this question was handled well, with many candidates being able to identify and explain the causes of market failure, such as the *presence of monopolies, externalities and public goods*. However, the weaker candidates appeared to confuse the *consequences* of market failure with the *causes* of market failure. A few candidates wrongly identified marketing activities such as market research, branding, and pricing as causes of market failure.

Part (c) was challenging for the majority of candidates, with few being able to relate the consequences identified with the transportation sector. Those candidates who provided satisfactory responses were able to describe *vehicular congestion, over-crowding on vehicles, accidents, noise and air pollution, and inadequate servicing of unprofitable routes* as consequences. On the other hand, the weaker candidates tended to provide general consequences of market failure, such as unemployment, retrenchment and a rise in the level of poverty in their responses.

Part (d)(i) posed a significant challenge for candidates. Most candidates confused conditions of demand and supply with the determinants of price elasticity. The better responses outlined the *time period under consideration, excess capacity, and substitutability of factors of production* as factors that might affect the price elasticity of supply of sugar.

Part (d)(ii) was satisfactorily done. Many candidates produced accurate diagrams, but a few failed to label the diagrams fully or correctly. Some also found difficulty in identifying the effects, such as *an increase in the demand and an increase in the price of the commodity* and relating these to the diagram.

Question 8

In this question, candidates' understanding of the following areas was tested:

- The term 'economies of scale'
- The relationship between cost curves
- The factors that cause inflation in the Caribbean
- The consequences of inflation
- Measures to reduce inflation

Part (a) of the question was fairly well done, with the majority of candidates giving satisfactory responses. Most candidates failed to mention the cost-benefit associated with economies of scale. The more popular responses were benefits/advantages derived from large-scale production.

Part (b) was poorly done, with a large percentage of the candidates not being able to illustrate the relationship between marginal cost (MC) and average cost (AC) and to provide an explanation for the relationship. For example, *when the marginal cost curve is above the average cost curve the latter must be increasing and vice versa. Additionally, the MC curve cuts the AC curve at its lowest point.* In fact, many candidates were unable to provide a proper definition of the MC and AC curves.

Part (c)(i) was generally well done by candidates. They were able to identify the causes of inflation, but in some cases were unable to develop their responses any further beyond mere statements of the causative factors. Other candidates were unable to identify the types of inflation even though the explanations of the causes were accurate.

Part (c)(ii) was generally well done, with most candidates including such responses as *increase in the cost of living, loss of jobs, reduction in the value of the domestic currency, and slowing of the economic growth process in the economy.*

Part (d) was fairly well done. Many candidates were able to identify the measures to reduce inflation, such as *reducing government spending, raising the prime interest rate, increasing the reserve requirement ratio of commercial banks and raising taxes.* However, in cases where monetary and fiscal policies were offered as an explanation, some candidates were unable to clearly link the correct tools to the right policy measures.

Paper 03/1

Paper 03/1 was the School-Based Assessment component of the examination and this was satisfactorily done. The paper aimed at allowing candidates to:

- Investigate an area of special interest within the syllabus.
- Develop the ability to conduct an enquiry and present the findings.
- Involve teachers in the evaluation process.

Accordingly, candidates were expected to present a report demonstrating individual work (though candidates were advised to collect information as a group, where feasible), using qualitative or quantitative information or both, including charts, graphs and tables. As such, candidates were expected to:

- State the purpose of the investigation.
- Select an appropriate method of investigation.
- Describe the procedures used to collect the data.
- Present the data in a qualitative or quantitative format or both.
- Explain the data presented.
- Interpret the data in terms of the purpose of the investigation.
- State findings.
- Make recommendations based on findings and suggest measures for their implementation.

In order to improve performance on this paper the following points should be noted:

Candidates should be directed to adhere to the word limit of 1,000 to 1,200 words. There were a substantial number of projects that exceeded the word limit. Candidates are penalized for not observing the word limit and teachers need to advise the candidates of this penalty before they begin their work on the SBA component and must enforce this stipulation in marking the reports.

Candidates should be encouraged to select manageable topics that are related to Economics. In some instances, candidates chose topics that were more related to Social Studies or Principles of Business than to Economics. Teachers are implored to pay more attention to the content of topics selected.

Candidates are not merely expected to identify sources of data, but to demonstrate in their projects that these sources were actually used, by quoting figures or statements from such sources.

Attention should be paid to identifying clearly the purpose of the study and not merely indicating the objective of the study. For example, the purpose of the study can be stated as '*This study is seeking to identify the factors that are responsible for the increased demand for bread in Mid-Town over the last five years*'.

It is imperative that candidates seek to link the various parts of their projects. In too many instances the recommendations were not connected to the findings. Furthermore, in many cases, the data collected were not related to the problems identified or to the objectives, hence they could not be used to advance the purpose of the study.

The analysis section of the projects, for the greater part, was more a description of the findings without any discussion in terms of what the implications of the findings were or what may have been responsible for the results found.

Candidates are once again cautioned that plagiarism will be dealt with severely. While the use of material from budget speeches, central banks' annual reports, and periodicals is accepted, re-writing of extracts from such sources is totally unacceptable. There were clear instances of plagiarism with one paper having different names on the cover of the project and with the acknowledgement page that referred to a different subject. Additionally, candidates were found to be submitting identical projects from a previous year. While

candidates may work together they are expected to submit separate projects. Teachers are therefore encouraged to be more vigilant to these possibilities as candidates are heavily penalized for such indiscretions.

Paper 03/2

Paper 03/2 was the Alternative to the School-Based Assessment and it tested candidates' proficiency in interpreting and explaining quantitative and qualitative data on the Caribbean region and its integration efforts, examining the challenges to integration and the benefits that can be derived from embracing it. This paper consisted of five questions for a total of 40 marks. The performance was much improved over the previous two years.

Question 1(a) sought to determine candidates' understanding of the role of the IMF. The question was fairly well answered with most candidates scoring full marks, being able to indicate *that it is a financial institution that provides short-term balance of payments support to facilitate the expansion and balanced growth of international trade, and to provide international monetary cooperation among nations.*

Question 1(b) tested candidates' ability to recall the objectives of the Caribbean Community (CARICOM). This question proved challenging for many candidates. Most answered this question in a general manner without dealing with the specific objectives of CARICOM. Those who scored well were able to identify it as a body that aims to *improve the standard of living and work of the region's populace; encourage the full employment of labour and other factors of production; accelerate, coordinate and sustain economic development and convergence; expand trade and economic relations with third states; enhance levels of international competitiveness; organize for increased production and productivity; and enhance co-ordination of member states' foreign economic policies and functional co-operation.*

Question 1(c) tested candidates' ability to explain how small physical size may be a disadvantage for the region. This question was satisfactorily done with most candidates indicating that small size implies that *many of the producers in the region may be unable to derive economies of scale. They are high-cost producers making them less able to compete on a global scale on a price basis, and the region is vulnerable to external shocks and natural disasters.*

Question 2(a) tested the candidates' ability to provide examples of 'economic growth' and 'economic development'. Most candidates were able to identify *economic growth as an increase in real GDP. It measures a physical expansion in economic activities; while economic development is viewed as the process of improving the quality of human life through increasing per capita GDP, reducing poverty, and enhancing individual economic opportunities. It measures qualitative changes in the quality of life.* However, some of the weaker candidates confused the two terms.

Question 2(b) tested candidates' comprehension of the passage provided. This question was well done with most candidates being able to identify Trinidad and Tobago as the economy with the fastest growth rate.

Question 3(a) tested candidates' comprehension of the passage given. Most candidates scored highly on this question by indicating, among other things, *small size of the labour force, lack of skilled labour, low savings, low level of capital formation, limited ability to exploit natural resources, and low technical advances* as reasons for slow growth in the region.

Question 3(b) sought to test candidates' ability to establish linkages between the factors identified in Question 3(a) and the effects on economic growth in the region. Most candidates answered this question in a satisfactory manner. The better prepared candidates were able to identify such effects as, *a fall in revenue may impact on the government's ability to finance development projects, the decline in revenue may force governments to borrow to meet the shortfall, economic growth may be negatively affected as savings fall thus affecting investments, with low levels of investments industries will be forced to lay off workers leading to increased unemployment in the region and an increase in the cost of living.* Many of the weaker candidates listed these effects but did not develop them.

Question 4(a) tested candidates' ability to identify a single item in the Capital Accounts of the Balance of Payments. A few candidates were able to list correctly one item, either *financial flows or investment flows*. However, the majority were unable to do so. Most candidates incorrectly identified as their answer invisible exports and receipts from exports.

In Question 4(b), candidates were asked to explain how the Caribbean region might benefit from economic integration. This question received mixed treatments. Some candidates were able to identify and explain the benefits, inclusive of *improved standard of living for the region's populace, more efficient operations of social services, increased productivity, improved competitiveness of products produced in the region and full employment of the region's factors of production*. However, most candidates merely listed these points and did not develop them thus losing valuable marks.

Question 5(a) tested candidates' ability to describe the types of unemployment affecting the region. Most candidates were able to list the types of unemployment, but many were unable to describe how they emerged.

Question 5(b) tested candidates' ability to outline 'complementary' measures that governments can put in place to take advantage of regional integration. It appears that most candidates did not know the meaning of the word 'complementary'. As such, many spoke about issues counterproductive to integration, such as establishing trade barriers. However, the better-prepared candidates were able to score marks by identifying and outlining such measures as the *provision of facilities to help producers improve product quality, providing tax breaks to producers, training and retooling the work force, provision of subsidies to assist those sectors that have lost preferences to remain viable in the short-term, and improved transportation systems for easier access to markets within and outside of the region*.

Question 5(c) tested candidates' comprehension of what the loss of trade preferences may mean for the Caribbean region. This question was fairly well answered by most candidates who indicated both positive and negative consequences. For those who indicated positive impacts, they focused on *it forcing producers in the region to become more efficient and seek out lower-cost business solutions, providing an opportunity for the region's products to be more price competitive in the international market place, creating opportunities for more joint ventures and thus increasing more venture capital coming into the region, and increasing market access as countries that had erected trade barriers would now have to remove these, thus allowing the region's products to access a wider market place*. For those who focused on the negative impacts, they indicated that it may lead to *reduced exports from the region as the region's products found it difficult to compete on a price and quality basis due to the relatively small size of operations in the region and the difficulties in deriving economies of scale, reduced economic growth as many of the region's products such as bananas, rice, sugar and spirits lost markets to other lower-cost competitors. This would result in increasing debt as countries found that in an effort to fund their development programmes they were forced to increase their borrowing from external sources, and lowered employment as producers were forced to lay off workers due to shrinking markets for their products as they lost market share*.

General Recommendations

While the subject continues to see improvement in the performance of candidates, there are some areas that continue to hinder satisfactory performance and need to be addressed urgently. With reference to Paper 01, candidates need to pay more attention to definitions and to read the questions carefully. Paying attention to such terms as NOT and EXCEPT which are always printed in upper case for emphasis, and reading each option carefully can make the difference between a good performance and an average performance on this paper.

Similarly, in Paper 02, candidates are encouraged to pay particular attention to such terms as DISCUSS, DESCRIBE and EXPLAIN. In many instances, where these terminologies were used, candidates merely listed the points and did not elaborate, thus losing marks as the responses were not of the required standard. Teachers are also advised to spend additional time with students in identifying the differences in terminology and referring to the syllabus where these are explained.

Lastly, it is clear that the schools still require some assistance with the undertaking of SBAs. It is hoped that those teachers who participated in the annual marking exercises will share their experiences with their colleagues. They can act as ‘trainers’ in their own right to ensure that the quality of the SBAs is at the required standard. Additionally, the following points need to be adhered to at all times if candidates’ performances are to improve in this area:

- As stated in the syllabus on page 27 under the heading “SBA Requirements”, candidates may work individually or in groups to investigate a particular economic-related problem or issue. This implies that as a group, an entire class can study the factors affecting demand for sandwiches from the school cafeteria, for example, but they all MUST write an individual project. This means that the teacher has the latitude to assist the entire class in designing their research instrument at the same time. This may be a questionnaire. Similarly, the objectives of each project may be similar, but not necessarily identical, and the timing of the interviews may be different, thus lending to variations in the findings by the candidates. Even if the fieldwork is done at the same time, it is unlikely that any two projects would be the same due to differences in writing style, expression and comprehension. Teachers are once again reminded to be vigilant.
- Secondly, candidates should be encouraged to ensure that the topics selected are related to an economic issue. It is evident that candidates have been submitting Social Studies and Principle of Business-related SBAs. This is unacceptable and will be dealt with harshly. When reference is made to an economic-related issue, candidates and teachers are expected to use the topics identified in the syllabus as a guide to such issues. Teachers should also encourage candidates to select manageable topics. For example, a topic on an issue in your school, community, village or even youth group is far more manageable than a topic on inflation in Country X or factors affecting the exchange rate in Country Y. Furthermore, some topics are tautological, that is, they are self-evident and should not be selected. For example, undertaking a study on *The Effects of Increased Income Taxes on Disposal Income* is frankly a waste of time. Clearly, it will cause disposal income to decline. The narrower and more focused a project, the greater the likelihood that it will be well done.
- Thirdly, and related to the above point, by selecting ‘large’ projects it makes it difficult for candidates to adhere to the 1,000 – 1,200 word limit as stipulated in the syllabus (see page 27). Candidates will be penalised for exceeding the word limit.
- Fourthly, the examiners are aware that candidates are, on average, 16 years old and do not expect grand project titles. It is evident that some of the projects that are being submitted are not done by the candidates submitting same, given the level and quality of the analyses. By doing the work for the candidates the latter are not being allowed to utilise their full potential. This practice should cease.
- Lastly, there have been noticeable cases of plagiarism in the projects submitted for the SBA. The Examining Committee does not look favourably on this and the candidates will be heavily penalised.