REPORT ON CANDIDATES’ WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2007

CARIBBEAN STUDIES
OVERALL COMMENT

This paper comprised 15 compulsory questions and yielded some good responses. Some candidates demonstrated a clear understanding of the issues under examination.

However, it was noted that where responses were inadequate or incomplete, a contributing factor seemed to be that candidates misinterpreted, or did not note specific instructions in the question. It is advised that candidates read all questions carefully and pay close attention to such details as concepts and terms within the questions, as well as time periods or dates. Candidates should always provide examples when asked to do so. By carefully reading and following the instructions in the questions, candidates will maximise the marks they are awarded per question.

Module 1 – Caribbean Society and Culture

Question 1

This question asked candidates to give three possible meanings of the term ‘creole’ and to explain the concept ‘interculturation’.

In part (a), the majority of candidates were aware of the meaning of ‘creole’. Their answers ranged from ‘creole’ as the concept that describes some Caribbean languages to the historic term relating to those born in the Caribbean, whether of African or European origin. Many wrote about creole food as well as creole festivals that feature forms of music that contain creole languages and require the wearing of creole dress as part of a national celebration. Many candidates experienced some difficulty in their explanations.

In part (b), the concept ‘interculturation’ speaks to the mixing of cultures that goes on between groups living together in a space, such as a community or society. The groups do not necessarily give up their own culture, but participate in various ways in each other’s cultures and lives. ‘Interculturation’ is opposite in its effect to ‘acculturation’ which presumes the erasure of one culture by a more dominant culture, for example, African and or Asian culture by the colonial European culture. Interculturation celebrates the interaction between individuals of different ethnicities, religions and cultural practices in the community and or society.

Question 2

This question asked candidates to examine the social and economic consequences of the impact of hurricanes in the region. The vast majority of candidates scored full marks on this question as they were well prepared for the discussion on hurricanes. Very few failed to provide complete or adequate answers.

Question 3

For this question, candidates were required to name two regional territories to which large numbers of Caribbean people migrated between 1838 and 1920 and to offer two reasons for this migration. This question provides a prime example of the need for candidates to pay close attention to the wording of the questions. Some candidates did not perform well on this question for many reasons.

Part (a) of the question asked for examples of territories to which individuals migrated between 1838 and 1920. This time period includes the immediate post-emancipation period and the early decades of the twentieth century. The examples would have been Belize, Bermuda, Brazil, Cuba, Costa Rica, Santo Domingo/Dominican Republic, and Trinidad (Trinidad and Tobago).
However, several candidates did not pay attention to the stipulated time period and wrote about large-scale migrations that occurred after 1920. For example, they listed London, the United Kingdom, the United States of America and ‘Metropolitan countries’ as their responses. These examples of large scale migration occurred after 1920.

Several candidates also included Barbados and Jamaica as their examples. These territories did not receive migrants at the time, but were key areas from which migrants departed.

For part (b) of the question, those candidates who misinterpreted or did not recognise the time period in part (a), listed answers that spoke especially to vast migration to the metropole after 1920. However, if the candidates included such reasons as lack of opportunities for jobs in the territories from which they migrated, or little or no wages where they lived, they were appropriately rewarded.

Full responses to the question would have included answers such as migrants went to work on the construction of the Panama Canal, or on the banana plantations of Costa Rica, or the sugar plantations of Cuba and Santo Domingo.

**Question 4**

This question placed emphasis on the ways in which Caribbean people will benefit from the establishment of the Caribbean Court of Justice (CCJ). What came across clearly was that many candidates had little knowledge of the CCJ and were hazarding a guess in their answers. Some gave very vague responses, such as the CCJ would determine “a fair trial”, or “pass laws”. Examples of relevant answers that could have been included in the responses are given below.

The Caribbean Court of Justice

- will provide a final court of appeal that is in and of the Caribbean as against the Privy Council in Britain
- will further develop Caribbean jurisprudence that can contribute to both Caribbean and international scholarship and knowledge
- will provide a final court for hearing civil matters that would usually be limited to national courts
- will provide a final court for hearing Caribbean state or government matters
- will foster legal independence and assist in the decolonizing process within the Caribbean
- may reduce expenditure for process of jurisprudence and may expedite judicial consultation and judicial appeal
- will allow Caribbean societies to utilize the best of Caribbean intellectual thought and legal expertise
- may permit Caribbean courts to explore ways to secure judgements that are often controversial in the international justice system: for example, maritime disputes, capital punishment
- will provide job opportunities for a select few - accountants, architects, lawyers, clerks.

**Question 5**

This question received many good responses as candidates demonstrated that they had sound knowledge of the impact of foreign mass media on Caribbean culture and society.

**Module 2 – Issues in Caribbean Development**

**Question 6**

This question required candidates to name two institutions which facilitate globalisation and describe one advantage and one disadvantage of borrowing money from these lending agencies.
In part (a), the majority of candidates received full marks as they noted such institutions as the World Bank, the World Trade Organisation and the Caribbean Development Bank.

In part (b), although many candidates gave full responses, some candidates just wrote “fix debt” or “get money” without fully describing how these are advantages or disadvantages as the question required.

**Question 7**

In this question candidates were asked to outline three challenges which may affect the success of Caricom. Some candidates failed to concentrate on the word ‘challenge’ and so gave vague answers to the question. Candidates who answered the question well spoke of the following:

- Some CARICOM countries have more resources than others.
- Member countries tend to pursue different strategies for economic and political development.
- There is the absence of a common currency and some countries do not accept the currency of others.
- There is not total freedom of movement to work – use of passports is still very much of a problem.
- Some agreements resulting from heads of government conferences have not been ratified.

**Question 8**

This question called for an explanation of the statement of the belief that social justice was based on natural rights. Candidates were required to provide an example of an identified breach of social justice and show how that affects development in the Caribbean.

In part (a), there was a mixed response from candidates, as some demonstrated that they understood the concepts of social justice and natural rights, while others clearly did not have the required knowledge.

A full response to this question would have required candidates to note that all members of a society must have access to fundamental freedoms and rights and that this is social justice. Natural rights speak to basic rights that all human beings are entitled to, regardless of race, colour, class, creed, sexuality, or gender. For example, humans have the right to practise their spiritual and religious beliefs and should not be subjected to cruel and inhumane treatment. Social justice aims to guarantee these natural rights.

In part (b), many candidates performed better as they could identify a breach of social justice. They spoke of discrimination based on, for example, gender, race, colour, shade, sexuality or if the individual was HIV positive.

However, many could not fully demonstrate how the identified breach affected development. Those candidates who gained full marks spoke of, for example, how gender discrimination by not providing women access, or equal access to the work force, robs the society of important skills and knowledge and so the society does not fully benefit from the contribution to be made by all of its members.

**Question 9**

This question asked candidates to describe three unique contributions of Indo-Caribbean peoples to Caribbean culture. This question provides another example of how some candidates failed to pay close attention to the wording of questions. For example, some candidates misinterpreted the question and wrote about the indigenous people of the Caribbean, such as the Tainos, Kalinagos and Garifuna.

However, the concept ‘Indo-Caribbean’ applies to those individuals who were indentured and/or came to the Caribbean from India, China and Java especially after the abolition of slavery in 1834.

Candidates who provided full answers to the question referred to

- the contribution of the Indo-Caribbean people to the labour force of principally British Guiana and Trinidad, but also of Jamaica, in the immediate post-emancipation period
• the many ways in which Indo-Caribbean populations became the backbone of the sugar industry of especially British Guiana and Trinidad in the post-emancipation period

• their contribution to the cultural and spiritual landscape of the Caribbean with their Temples and Mosques

• how they also introduced such festivals such as Hosay and Phagwa and celebrations such as Eid

• key Caribbean intellectuals are Indo-Caribbean such as Vidia Naipaul, who was awarded the Nobel prize for Literature and Professor Patricia Mohammed who writes on gender and cultural issues

• central Caribbean foods, such as curry and roti which are part of the Indo-Caribbean heritage as well as the music form known as chutney.

Question 10

This question received good responses overall with many candidates gaining full marks. Candidates were very aware of the impact of international sporting events on Caribbean culture, perhaps in light of the region’s preparation and participation in the 2007 World Cup Cricket Tournament.

Module 3

Overall candidates demonstrated that they understood the issues arising when conducting research and so provided many full or competent answers. The performance on this module this year was greatly improved over that of previous years. However, it must continually be stressed that candidates need to read the questions carefully and provide the response as instructed by the question.

Question 11

This question received good responses from candidates overall. The majority provided a competent definition of a research statement. Many correctly identified part (b) (ii) as the ideal research statement because it contained the two variables ‘indiscriminate sexual practice’ and ‘contributed to the rise’.

Question 12

This question asked candidates to explain what is meant by the limitations of a study. In addition, candidates were required to give two reasons why a bibliography is necessary when presenting research.

In part (a), some candidates did not gain full marks for this part of the question. Those who did explained that it was a statement

• from the researcher indicating conditions or decisions taken that may or may not have had an impact on the findings

• to the reader that indicates that the researcher is acting ethically, in good faith, by stating what areas the research did not cover

• which explained that there was limited access to secondary sources

• which explained that there may have been issues of confidentiality, taboo or technical inadequacy that would have affected the process of the research.

Part (b) of the question received good responses from the candidates.

Question 13

With reference to a research study on waste disposal, the questions asked candidates to select two methods they would use to present their research. They were also asked to name two disadvantages of the use of unstructured interviews.
In part (a), candidates named a number of methods for presenting the data including in a descriptive format, orally, graphically and/or visually, for example: photographs, video and line drawings.

There were mixed responses for part (b) of the question as some candidates could not clearly identify the disadvantages of using unstructured interviews. Good responses spoke to the possibility of the interviewer being biased in the asking of the questions or to the data collected being strongly influenced by the interviewer and his line of questions on that day, or at that moment. Some candidates also noted the issues of how unstructured interviews could be time consuming and perhaps even expensive.

**Question 14**

Candidates gave good responses to this question. They demonstrated that they were aware of how ethical issues could affect research. They were also very knowledgeable about the suitable methods for collection.

**Question 15**

In this question candidates were required to list two criteria when selecting sources of information and to state why they considered these to be important.

Good responses were given for part (a) of the question as candidates listed two of the following criteria: objectivity, adequacy, validity and relevance.

In part (b), candidates who provided good responses argued that the literature must directly relate to the topic being investigated. The data must also be up-to-date and must be verified. It must adequately reflect the depth of research and must be based on sufficient evidence. Good research also required the researcher to maintain a degree of objectivity by maintaining some distance from the topic of the research.

**OVERALL COMMENTS**

This paper consists of eight questions. Candidates are required to answer four questions, one from each section. Four of the questions are worth twenty (20) marks each, (Type A questions) while the other four are worth thirty (30) marks each, (Type B questions).

It is important to note the distinction in the marks to be awarded. *Questions worth thirty (30) marks require more in-depth responses which feature argument and a greater level of detail and analysis.* Questions worth twenty (20) marks test the knowledge of and the ability to explain key concepts. In view of this, candidates should arrange their time accordingly because of the difference in the degree of difficulty as stipulated by these two types of questions.

It is imperative to emphasise that candidates must provide four full answers for the questions. *Candidates must read the questions carefully, take note of the instructions and ensure that each paragraph directly answers the question.* One suggestion is for candidates to underline, on the question paper, the key topics and issues in the questions. This will assist them in providing full responses to the question.

**SECTION A**

**Module 1 - Caribbean Society and Culture**

**Question 1**

This question required candidates to explain the multiple roles of the peasantry and their descendants in developing Caribbean Society. Some candidates misinterpreted the question and wrote long responses giving considerable detail about particular racial and ethnic groups in the Caribbean and their cultural practices. Some wrote about the ex-slaves developing Chinese village shops and establishing urban businesses such as bauxite mining and oil production.

Good responses to this question

- stressed resistance to the planter class who attempted to block the development of the peasantry and then frustrate their efforts as they created a free society
noted the introduction and expansion of crops such as bananas, cocoa, coffee, ginger, pimento and cotton

stressed that the peasants became self sufficient and develop domestic networks in rural areas and market towns

noted the establishment of free villages and freeholds as well as squatter settlements on crown land

noted the development of Friendly Societies and village schools

emphasised other developments such as collective associations, trade unions and political enfranchisement

included the role of the missionaries as well as the continuation and development of traditional and syncretic forms of worship.

Question 2

Candidates were asked to describe THREE different ways in which the term ‘culture’ is used and to refer to examples from Caribbean society and culture to illustrate their answers.

This was a popular question as candidates challenged the known and established meanings of the term ‘culture’. Some candidates wrote about the symbols, ideas and material products that the term can be used to refer to. Such concepts as non-material culture, sub-culture, mass culture, shared values and beliefs were discussed. Some candidates included the theories of Marx, Durkheim and Stuart Hall in their answers.

Candidates who did especially well and who answered the question directly gave examples to illustrate their answers. They wrote about cultural practices and institutions such as Rastafarianism, cuisine, the ways of food preparation, calypso, reggae, dancehall, festivals, parables, creole language, traditional medicines, cricket and other sports. Some also wrote about Internet or cyberspace culture as well as diaspora culture.

SECTION B

Module 2 – Issues in Caribbean Development

Question 3

Candidates were required to outline FOUR indicators of development and describe their relevance as indicators of development in the Caribbean.

This question proved to be quite popular with candidates. Most responses clearly identified four indicators of development. A significant number of responses gave an accurate description of the relevance of these indicators to development in the Caribbean. Some candidates, however, had difficulty in articulating the relevance of the indicators to development. In other words, their use of knowledge in describing the relevance was not fully developed.

Good responses that illustrated their relevance as indicators of development in the Caribbean included the following:

- the low death rate can mean good health services, hence less money has to be spent on infectious diseases
- high per capita income denotes vibrant employment with high wages and salaries
- a high fertility rate is evidence of good health and hygiene among the female citizens
- social and economic equilibrium are an indication that the economy is growing and citizens are satisfied. There is no social unrest to adversely affect growth
- modern knowledge – there is a high literacy level, the education system is performing and citizens are aware that modern education is a means to development. There is a high percentage of high school graduates, which is an indication that more people have access to education.
**Module 1 - Caribbean Society and Culture**

**Question 5**

“Caribbean migrants in the United Kingdom and North America have had a limited impact on those societies”. Candidates were required to present the arguments for OR against the statement.

This was a popular question with some candidates providing several pages of discussion in their responses. Of significance was the fact that many candidates offered responses which addressed all the complexities of this seemingly straightforward question. The better responses came from candidates who noted the phrase “had a limited impact” and who debated the extent to which they agreed with this portion of the statement.

Candidates who disagreed with the statement wrote about racial tensions and the Notting Hill Riots in London, for example, which brought about changes in race relations. They also discussed Cuban migrants in Miami who had created a ‘Little Havana’ and who have great influence over United States-Cuban relations. They referred to the impact of Caribbean music, festivals, sports, literature and cuisine on these societies. They also named iconic figures ranging from C.L.R James, Louise Bennett and Lord Kitchener to present-day figures such as Robert Bob Marley and V.S. Naipaul.

Those who agreed with the statement emphasised the small number of migrants resident in the metropolitan countries and questioned their overall contribution to the economies. They discussed the political, racial and ethnic divides as well as the open instances of racism that, despite legislation continue to the present day. They also debated the extent to which many migrants worked towards acculturation, or to being absorbed into the wider communities, as they distanced themselves from their Caribbean roots.

**Question 6**

This question asked candidates to assess the extent to which religion continues to dominate the life of Caribbean people.

It was especially challenging to all who attempted it. Good responses came from candidates who noted the phrase ‘continues to dominate’ and who debated the extent to which this could be so. Candidates who only saw the topic as ‘religion’ missed the important phrase in the question and so failed to provide complete answers.

Weaker candidates assumed that the question provided a given- namely that Caribbean people are still dominated by the Christian religion. Consequently, these candidates presumed that their task was to identify the particular denomination on which they were focusing and to provide evidence about the doctrine, clothes and behavioural practices which were either condoned or prohibited by the particular sect. Their discussions tended to provide a plethora of information usually lamenting the inordinate and obtrusive influence of such denominations on the lives of Caribbean people.
Stronger candidates,

- interrogated the assumption that religion dominated lifestyle and wrote comprehensive responses outlining the weakness and strengths of the proposition.
- discussed more than one religion, that is; Christianity, Hinduism, Islam, Buddhism, Rastafarianism.
- discussed how some religions, such as Hinduism and Islam, have a direct influence on lives of those who practice them.
- discussed ancestral practices such as Obeah and other examples of Caribbean spirituality, such as the Spiritual Baptists.
- pointed out that some traditional religions are losing their holds on Caribbean religion. Some Caribbean people, particularly the youth, are becoming more secular in orientation.
- demonstrated that for some religions, their leaders do not have as much clout as before and that Sundays are now also shopping days.
- argued that in some Caribbean communities, whether Pentecostal or Islamic, the belief in God is stronger than before.
- dealt with issues of doctrinal change, religious scandals, the influence of globalisation and western ideals, especially on the youth.

SECTION D

Module 2 – Issues in Caribbean Development

Question 7

Candidates in this question, were required to assess the impact the lack of “competitiveness” will have on regional cricket in general and the region’s development specifically.

This question was very popular among candidates. Most candidates understood the question and displayed their competence with fully rounded discussions on the “lack of competitiveness” of regional cricket, and on the impact on development of the region. Overall, those candidates performed well and had relevant points which they articulated in well-developed essays.

Candidates also displayed a good knowledge of the game by offering statistics and their recommendations on what ought to be done about West Indies cricket. Some even stated that this “lack of competitiveness” should force a number of improvements in West Indian Cricket.

Candidates who performed below the passing grade were in the minority. Most of these misinterpreted the question and focused on a number of issues but did not answer the question directly. For example, those candidates chose to focus on individual performance, great cricket personalities, the great cricketing stars of yesteryears and how they felt about the state of the game. However, these arguments were not linked to the issues raised in the question. Again we stress that candidates need to read the question carefully to ensure that they provide the responses stipulated by the question.

Question 8

This question required candidates to describe THREE factors that encourage Caribbean integration, and assess the impact this integration is likely to have on social, political and economic development of the region.

This question provided a range of responses. A significant number of candidates were able to describe the issues that encouraged integration, although they did not formally state the factors. Many candidates were unable to name and to discuss the institutions that contributed to Caribbean integration. Some candidates misinterpreted the question and spent most of their time discussing globalisation and its impact on the Caribbean.
Most candidates were comfortable with elements of the second part of the question and were able to discuss the impact of integration on the economic and social development of the region. Many candidates, however, ignored the political impact of integration on the region and did not provide a discussion to this part of the question.

Candidates who provided full answers to the question of the impact on the social, political and economic development of the region argued that integration

- facilitates the movement of people among Caribbean states.
- facilitates the free movement of goods and services.
- encourages capital investments among Caribbean countries.
- improves social relations with countries competing with each other in sport.
- attracts and improves foreign exchange.
- allows candidates from across the region to meet and study together and provides a Caribbean focus in education.

PAPER 03/1
INTERNAL ASSESSMENT

OVERALL COMMENTS

There has been a marked improvement in the standard of the projects, as seen in the range of topics tackled and the way in which the assessments are written and presented. For the most part, there was very little difference between the scores provided by the teachers and those of the moderators. Where teachers were too lenient, severe or inconsistent, feedback was sent to the individual schools.

Ethical issues

We note with growing concern that some projects included information that was of a sensitive or confidential nature and which should not have been made part of the final product. Those participating in the research must be guaranteed privacy, anonymity, and confidentiality. This is especially important when conducting research on, for example, HIV AIDS, sexual abuse, child abuse and drug use. Some samples submitted clearly stated the names of victims and perpetrators and identified the communities where these incidences occurred. This contradicts all understood practices of conducting and presenting research.

Number of submissions

Teachers are once again reminded that in the case of multiple classes, only one set of samples need to be submitted. This year there were several cases where one teacher submitted between two and four samples.

The following comments place emphasis on the components of the internal assessment.

Introduction

There seems to be some confusion between the understanding of the Problem Statement and the Statement of the Problem. The Problem Statement refers to a logical and concise sentence which expresses the topic that the researcher is investigating. The Statement of the Problem is the opportunity for the researcher to provide background information on how they identified the problem and a synopsis of what the research will entail. Some candidates failed to provide a Problem Statement and others were at a loss as to what the Statement of the Problem entailed.

Most of the topics chosen were appropriate. However, there were also cases where topics had too many variables or too narrow a focus. Candidates attempted to research very broad topics such as ‘The impact of eco-tourism on the political, social and economic development of a country’.
Literature Review

This area needs work. Candidates paraphrased and in some instances, used information, without acknowledging the sources. This amounts to plagiarism and is unacceptable. Sources should always be acknowledged and one specific style for citation should always be followed.

Data Collection Sources

A vast majority of the candidates still follow the old format outlined for methodology. The candidates, for the most part, who focused on Data Collection Sources, adhered to the requirements by identifying the sources and justifying the relevance of those sources in providing a better understanding of the problems that were being researched.

Presentation of Findings

Again, teachers must pay close attention to this area of research. This year, many samples included findings that were not relevant to the research. For example, candidates included figures showing age and gender, even though these were not relevant to the topics being researched. Some candidates used graphs which were poorly labelled, showing ‘answer to question x’, instead of correctly labelling them.

Interpretation of Findings

There was marked improvement in the performance in this section. Many candidates, however, still explained the pictorial representations and considered that to be interpretation. They failed to identify the trends and patterns as depicted and did not provide plausible explanations for their results.

Discussion of Findings

This section, ‘Discussion of Findings’, was the main area where the candidates underperformed. Some candidates submitted their interpretation of findings as discussion. They also failed to compare their results with those put forward by the experts cited in the Literature Review. Also, this is another area where candidates tended to introduce new literature not noted in the Literature Review.

Conclusion/Limitations/Recommendations

Conclusions were not as adequately stated as a number of candidates used bullets and numbering to identify their points. However a conclusion needs paragraphs with sentences that summarise the discussion of the project and point out key areas of concern. Where paragraphs were presented, they were often mere ramblings completely disconnected from the project. Also, they failed to provide a summary of the problem and findings.

Limitations

This area was generally well done. However, some candidates simply provided a list instead of fully describing the nature of the limitations.

Recommendations

There is need to focus on what more can be done in the area of research.

Bibliography

Candidates must closely follow the recommended format. This year no particular was followed by a number of candidates. Many sources were omitted and often the year of publication was not noted.
OVERALL COMMENTS

This paper is offered as an option for those few candidates who do not submit a research paper. As per usual, a very small number of candidates attempted this paper. It was noted once again, that the knowledge base is weak as candidates seem unprepared for the range of topics to which they are to respond. Candidates preparing for this paper should read and study the topics and be prepared for this examination. They must also read all questions carefully and answer as instructed.

SECTION A

Module 1: Caribbean Society and Development

Question 1

This question asked candidates to describe how drought affects Caribbean society and culture. The emphasis was not on the topic ‘drought’, but on its impact. Responses ranging from the insufficient supply of water to the psychological impact of having to make arrangements for families to use small amounts of water for bathing and cooking could have been included.

Candidates could also refer to how drought affects crops and animals, which in turn affects the food supply and ultimately the livelihood of farmers. Basic infrastructure is also affected, such as schools, hotels and businesses. Overall, drought can affect development by slowing down or halting the construction industry, or by causing governments to divert foreign exchange funds for the importation of food stuffs which may result in costs that the governments had not budgeted for.

Question 2

In this question, candidates were required to describe the factors that are believed to determine and define how individuals and groups are viewed and or positioned in Caribbean society. Candidates needed to be aware of historical factors, such as the legacy of the plantation model for both the enslaved Africans and the indentured Asian peoples. They could also have written about the development of the middle class and elite and how such factors as race and colour and ‘shadism’ affected individuals and groups in Caribbean society. Other factors such as access to education, acquiring or developing businesses could also have been addressed.

SECTION B

Module 2- Issues In Caribbean Development

Question 3

In this question, candidates were required to demonstrate that they understood how globalisation may or may not affect development. Candidates could have described how transnational organisations and the World Trade Organisation are sometimes considered the agents of globalisation as key businesses dominate world markets. They could have written about tariffs and trade blocs and demonstrated how the world capital system facilitates globalisation but can also hinder development.
Globalisation is the growth and intensification of a number of areas across and despite of international borders. These areas could be political, economic, social and cultural.

Countries which are advanced in technology and are rich and powerful and who have high per capita incomes dominate the world system. These countries are, for example, the USA, Britain, Germany, France, Japan, Holland and Switzerland.

Transnational organisations can determine where and how they want to invest and the extent they take risks to help developing countries without adversely affecting their economic and political welfare.

In 1995 the World Trade Organisation was established in Geneva. Though in theory the WTO should facilitate trade and investment, in practice it has been accused of creating policies to benefit rich and influential countries while reducing the standard of living of developing and poor countries, such as those in the Caribbean.

Good responses would also have included:

- They are stereotypical views of the elderly which see them as unfit to contribute to society. They dismiss the elderly as being ‘past their prime’ and even as being a burden on society.

- Many individuals and families in the Caribbean have forgotten about the traditional respect accorded to elderly people and have opted for institutionalisation or abandonment of their elders. The society then loses key traditional values that helped it to grow and survive over the years.

- Health care personnel are often not trained to take care of the elderly and so this group may receive less preventative care and may not benefit from programmes introducing new medical treatments.

- Also, society places emphasis on youth - employers prefer to hire and promote younger people in the effort to improve efficiency as well as to reduce costs. What is lost is much wanted expertise and experience.

- Often well-qualified individuals are forced to retire because of their age, not because of their ability to do their job. Thus the talent and skills of productive citizens are removed from the society, and that directly affects development.

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**Question 4**

**Discuss the ways in which the marginalisation of elderly people impacts on development in the Caribbean.**

Marginalisation of elderly people, or what is sometimes called ageism, is seen as another form of discrimination in Caribbean society. This question asked candidates to discuss how this form of marginalisation impacts development.

Good responses could have included

- They are stereotypical views of the elderly which see them as unfit to contribute to society. They dismiss the elderly as being ‘past their prime’ and even as being a burden on society.

- Many individuals and families in the Caribbean have forgotten about the traditional respect accorded to elderly people and have opted for institutionalisation or abandonment of their elders. The society then loses key traditional values that helped it to grow and survive over the years.

- Health care personnel are often not trained to take care of the elderly and so this group may receive less preventative care and may not benefit from programmes introducing new medical treatments.

- Also, society places emphasis on youth - employers prefer to hire and promote younger people in the effort to improve efficiency as well as to reduce costs. What is lost is much wanted expertise and experience.

- Often well-qualified individuals are forced to retire because of their age, not because of their ability to do their job. Thus the talent and skills of productive citizens are removed from the society, and that directly affects development.

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**SECTION C**

**Module 3 – Investigating Human and Social Development in the Caribbean**

This question was compulsory. Candidates were required to read the synopsis and answer the questions which followed. Knowledge of research techniques and analysis, which forms the basis of the independent study, was needed for candidates to perform well on this question. Again it is strongly recommended that candidates taking this paper must know how to conduct, analyse and present research if they are to do well on this question. This is especially needed in order to answer questions (b) through (e).
Question 5

The Ministry of Education in Country X is concerned about the number of female candidates who leave school before the age of sixteen. Officials believe that teenage pregnancy is the major contributing factor. The Ministry has asked you to investigate this concern.

In part (a), the research statement could be as follows:

- Female candidates under sixteen leave school because they are pregnant.
- Teenage pregnancy among girls under sixteen is prevalent in schools.
- Is teenage pregnancy of girls under sixteen the major contributing factor to the number of candidates leaving school?
- Pregnancy is causing a number of candidates to leave school before age sixteen.

In part (b) (i), the following methods of data collection could have been used: newspapers, probation reports, guidance counsellors’ reports, interviews, structured questionnaires, unstructured questionnaires, Ministry of Health reports.

In part (b) (ii), the reports would allow access to data for the investigation. The interviews and/or questionnaires can be administered to teenagers.

In part (c), the data collected could be presented visually, eg: video tapes of interviews; or as a dramatic piece, as text, in tabular form, graphic form or a combination of the two.

In part (d), the report would be presented as

- Research Statement
- Survey of Literature or Literature review.
- Data Collection Sources
- Methodology
- Presentation of findings
- Interpretation of data
- Discussion
- Conclusion, Limitations, Recommendation

In part (e), the ethical issues to be considered are those regarding privacy and or confidentiality, the consent of research subjects and the transparency of the research process.