

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2010**

CARIBBEAN STUDIES

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GENERAL COMMENTS

The Caribbean Studies examination comprised three papers — Paper 01 consisted of 15 compulsory short-response questions, Paper 02 consisted of eight essay questions of which candidates were required to answer four, and Paper 03 was the Internal Assessment component for which candidates conducted research and submitted a research paper. Paper 03/1, the alternative to the Internal Assessment, was written by private candidates.

Paper 01 contributed 27 per cent to candidates' overall grade, Paper 02 contributed 33 per cent, and Papers 03/1 and 03/2 each contributed 40 per cent to candidates' overall grade.

DETAILED COMMENTS

Paper 01 – Short-Response Questions

Once again candidates are required to read all questions carefully. They are to **note key elements of questions**, such as terms that are to be defined, concepts which are to be explained and/or analysed. Also, candidates should note the limits within time periods and always provide examples when asked to do so.

Candidates who performed well on their responses had not only **prepared the topics**, but also **paid close attention to the requirements of the questions**.

Module 1 – Caribbean Society and Culture

Question 1

This question tested candidates' knowledge of the basic geography of the Caribbean area and included three specific questions.

In Part (a), candidates were required to outline one advantage of defining the Caribbean in geographical terms; they produced a variety of responses, not all of which were accurate. The stronger candidates wrote succinct answers which included references to the chain of islands at the archipelago and the central place of the Caribbean Sea. There was also mention of features such as the nearness to the mainlands of North and South America, the practical matter of longitude and latitude, the route of annual hurricanes coming from the African coast and the site of several islands which are former volcanoes. There were also references to the trade winds, the Caribbean Plate and the ocean currents.

For Part (b), candidates cited as one disadvantage of using a geological basis for defining the Caribbean the fact that geology was the study of rock forms and that there was no single consistent rock type which typified the Caribbean. Consequently, countries varied considerably in their physical profiles. Other points included the fact that countries which are not normally regarded as Caribbean, for example, Guyana and the Bahamas, would be excluded from such a definition and the opposite groups which include Panama and Nicaragua would be included. These responses indicated that candidates were well prepared for the question. Weaker candidates confined themselves to vague and generalized responses which did not highlight the critical features of the Caribbean region.

Part (c) required candidates to provide a rationale for describing Mexico as ‘Caribbean’. The most creditable responses emphasized Mexico’s closeness to the Caribbean islands, the shared profile of being impacted by Caribbean hurricanes, the common history of colonialism, and the fact of close, modern travel connections. Weaker candidates suggested that Mexico was “washed by the Caribbean Sea”, which was, of course, inaccurate.

Question 2

This question required candidates to focus on the issue of volcanic systems in the Caribbean.

In Part (a), which required a definition of the term ‘plate tectonics’, candidates were generally able to score a mark by referring to the fact that the earth’s crust consisted of ‘plates’ or large masses of rock, some of which were constantly moving. However, candidates who contended that such movement took place above rather than below the earth’s surface could not gain any marks. Several candidates used the opportunity to produce extensive descriptions on how the various plates connected to one another.

In Part (b), candidates were generally able to comment knowledgeably on the most important ways in which volcanic activity influenced Caribbean society and culture over time. Candidates included references to the Montserrat disaster of 1995, which caused forced migration, both internal and external, the destruction of the agricultural sector, severe climate changes, the high incidence of sickness and respiratory ailments and the disruption of travel and tourism. Other candidates noted that volcanoes can bring some positive results, the main one being the subsequent creation of highly fertile soil and future abundant yields of crops. This question was generally well handled by candidates who appeared to have been adequately prepared to discourse on the destructive effects on the agricultural and export sectors and the disruption of the way of life of affected groups of inhabitants.

Question 3

In this question, candidates were required firstly, to define the term ‘resistance’ and then to describe ways in which the Haitian Revolution impacted Caribbean society and culture.

In Part (a), the responses of some candidates were vague indicating that they did not understand that ‘resistance’ meant forceful opposition to actions, rules, policies and ideas and that those reacting usually react when they regard such developments as threatening.

However, in the stronger responses, candidates gave historical examples of culturally significant actions which could be regarded as ‘resistance’, including significantly, the responses of the enslaved on Caribbean plantations. Some candidates utilized the now unfashionable terms such as ‘active’ and ‘passive’ to describe such forceful responses, while others gained credit for mentioning marriage, music, mimicry and satire, armed rebellions and wars as pertinent examples of such ‘subversive’ action.

In Part (b), candidates tended to write expansively on the cause and impact of the Haitian Revolution of 1791 — 1804. They identified the gaining of Independence as a signal triumph and went on to note that the new state of Haiti impacted positively on other ‘resistance movements’ among the enslaved in the wider Caribbean region. Among the many, and for the most part, accurate claims about the significant effects of this revolution, were contentions that it stimulated the drive for emancipation of the enslaved throughout the Americas, particularly in the islands, that it influenced mainland movements for Independence in Spanish colonies and also

motivated those suffering the oppression of Indentureship to protest against that system. While these could generally be accepted, the assertion from some candidates that the Revolution assisted in the drive for Independence of British Caribbean islands was fanciful and could not garner marks for those less knowledgeable candidates.

Question 4

This was a three-part question which required candidates to reflect on the plantation as a cultural system and to comment on the ways in which education contributed to the undermining of that Caribbean society formed essentially by the plantation.

In Part (a), candidates were required to define 'Plantation society' and there were several definitions of reasonable accuracy and relevance. The term 'Plantation society' incorporates sugar, cocoa, coffee and tobacco production and export with sugar being the most dominant. The concept also referred to the hierarchical social system on these estates featuring Europeans in hegemonic positions while African enslaved persons occupied the lowest ranks, had to work hard under pain of lashes and were a species of property under the laws of these societies. The societies were capitalist and exploitative with oppressive laws restricting the enslaved.

Those candidates who were able to include some or all of these features in their responses were able to gain creditable marks while candidates who wrote vague and speculative responses scored low marks.

Part (b) of the question dealt with the ways in which plantation society contributed to social stratification. In their responses, candidates tended to stress segregation, anti-Black racism, the rigid segmenting of persons in terms of housing, jobs, education and the right to vote, offer oneself for elections and membership of the legislature. There was the issue of the European versus the African, the emergence of mixed race groups such as mulattoes, and the restriction of the religious rights of the enslaved. Most candidates were able to cite one of these ways in which the plantation influenced social stratification in the Caribbean.

In Part (c), candidates were asked to address the role of education in 'class formation'. Responses emphasized the upsurge in primary education following the end of slavery and the slow but gradual access to secondary education by the former enslaved and their descendants. The emphasis was on education providing a conduit for persons, mainly males from the underclass to gain upward social mobility through jobs in towns and in the 'learned' professions of law, medicine, science, teaching, engineering and accounting. Candidates who pointed to the easier access to education and the rise of a new social class in these traditional plantation societies gained the maximum marks, while those who were not able to point to the emergence of talented persons from the underprivileged social class did not gain any marks.

Question 5

This was a three-part question which required an examination of food practices in the Caribbean over time as well as the ways in which the indigenous peoples who dwelled in the Caribbean before the arrival of Columbus and the Indo-Caribbean peoples, who were indentured in the Caribbean after emancipation, have impacted Caribbean culture.

For Part (a), candidates were required to define the term 'culinary practices' and it became obvious from several responses that candidates were unfamiliar with the term 'culinary' as some confused it with 'cultural' and therefore lost the opportunity to score two marks.

Full responses defined culinary practices, for example, as the consumption and preparation of various foods that are distinct to cultural or ethnic groups.

For Part (b), candidates were required to identify two practices that have been inherited from the indigenous peoples of the Caribbean. In some responses, candidates attached to the Tainos and Kalinagos responsibility for foods such as breadfruit, which came from the Pacific, yam which came from Africa and the pineapple which came from Asia. The better-prepared candidates also mentioned corn beer from cassava, the art of cooking wild meat, (both barbecued and ‘jerked’), the making of pepperpot soup, the use of roots and tubers, of cassareep and the making of bread, also from cassava. Some candidates’ submissions were based on speculation and not knowledge.

In Part (c), candidates were asked to describe the ways in which the Indo-Caribbean peoples have influenced Caribbean culinary practices. Some candidates also indulged in speculation and attributed to the Eastern peoples several dishes and relishes which were products of other continents. Thus the preparation of all sauces, the use of beef and pork products were all attributed to Hindus and Muslims for whom these meats are prohibited.

However, there were other responses which indicated that the Indian heritage and culinary tradition which the Caribbean now enjoys is well known. The better responses identified lentils, peas, spices, curry, roti, pelourie and dhalpourie as the relevant dishes and condiments and produced lengthy comments on how Indo-Caribbean culinary practices have enriched Caribbean culture. It was noted that Indo-Caribbean culinary practices have made Caribbean culture more diverse and have come to dominate some territories, for example, Trinidad and Tobago.

Module 2 – Issues in Caribbean Development

Question 6

In Part (a) candidates were asked to explain why the Gross National Product, or GNP, is not an accurate indicator of development. Some candidates fully understood the concept, as demonstrated in their responses. However, many candidates failed to get full marks because of a lack of knowledge of the concept and how it could be used as an indicator of development.

Full responses noted that, for example:

- The GNP is only a measure of economic growth and does not include such factors as non-market activities, such as pollution, resource depletion and environmental degradation.
- An increase in the GNP does not mean that all citizens have experienced an increase/improvement in their standard of living as GNP does not demonstrate how equitably a country’s income is distributed.
- The GNP does not account for other sources of income such as the shadow economy, the black market or domestic work.
- Wealthy citizens have been known to lodge their profits outside of the country. As a result, their income is not fully captured in the GNP.

Part (b) asked candidates to explain how the environment could be used as an indicator of development. Many candidates failed to differentiate between environmental indicators and other forms of indicators of development. In instances where candidates correctly gave environmental indicators, such as air and water quality, solar energy, proper solid waste management and wind farms, they did not explain how these indicators could be used as a measure of development.

Many candidates scored full marks in Part (c) which asked for one way in which tourism contributed to development. However, some candidates wrote about actions and strategies that can increase tourism while ignoring the ways in which tourism can increase its contribution to development in the Caribbean.

Question 7

In Part (a), many candidates had problems defining the term ‘transnational corporation’. Some gave incorrect examples such as CARICOM and the IMF as explanations for the term. Candidates who fully understood and correctly defined the term gave responses such as

- The term ‘transnational corporation’ refers to any corporation that is registered and operates in more than one country at a time; it is also called a multinational corporation.

Overall, Part (b) was poorly done as some candidates repeated their definition of the term, or gave examples of the concept while clearly ignoring the characteristics.

Candidates who received full marks for the question gave responses as follows:

- Transnational corporations are capitalist enterprises, usually privately owned. Their headquarters are located in metropolitan or developed countries such as the United States of America, United Kingdom, France, Germany or China.
- These organizations are fully integrated in controlling finance, markets and technology.
- A defining characteristic of transnational corporations is that they are usually technology driven.
- Transitional corporations rely heavily on economies of scale.
- These organizations are attracted to countries with cheap labour and marketable raw materials.

Question 8

Part (a) required candidates to name the individual who created the policy known as ‘industrialization by invitation’. A variety of names were provided, including Fidel Castro, Frantz Fanon and President Barack Obama. However, many candidates correctly stated that it was Sir William Arthur Lewis who created the policy.

Part (b) was generally well done as candidates knowledgeably outlined one objective of the policy.

In Part (c), candidates who were prepared for this topic gained full marks as they clearly explained two disadvantages of the policy. However, many candidates did not do well on this part of the question as they lacked the knowledge to discuss the disadvantages.

Full marks were awarded for responses such as the following:

- The policy did not create the anticipated high level of employment in the region as large percentages of the labour force still remained unemployed. Some Caribbean governments spent large sums of money investing in the programme and did not recover the projected bounty.
- Many multinational corporations accepted the government concessions with little return; for example, tax holidays proved to be very attractive but when they expired, corporations would leave the territories. Critical foreign exchange was also lost to these governments because of these tax and other concessions.
- Women made up a large percentage of the labour force, which led to the establishment of free zone industrial practices and the continuation of gender discrimination policies such as low wages, sexual harassment in the work place and non-application of labour laws.
- Environmental problems evolved due to the operations of some of the firms. For example, there are instances in which chemical and pharmaceutical products have polluted the soil with toxic waste.

Question 9

This question required candidates to choose two regional institutions and discuss their role in the development of the Caribbean. Candidates submitted well-developed responses on institutions such as the Caribbean Examinations Council, the University of the West Indies, the West Indies Cricket Board of Control, the Caribbean Tourism Organization and CARICOM. Some candidates also wrote on the Caribbean Development Bank and the Organisation of Eastern Caribbean States.

Some candidates chose to write on one or both of the institutions originally listed on the examination paper, the Regional Security System and the Caribbean Court of Justice. Again, many responses were fully developed and analysed. However, some answers indicated some misunderstanding or lack of knowledge of the Regional Security System.

Students who gave full responses explained that the Regional Security System

- ensures a collective regional approach to issues of defense and security;
- facilitates the use of the armed forces of Caribbean territories when boundaries and territories are perceived to be under threat, for example, in 1981 during the attempted coup in Dominica, in the 1983 Grenada intervention and the 1990 coup in Trinidad and Tobago;

- intervenes in domestic upheavals that may threaten national security as in the case of the 1994 prison uprising in St. Kitts and Nevis and the 2005 Barbados prison uprising;
- is equipped to intervene in production and trafficking of drugs as in the 1998 Operation Weedeater in St. Vincent in 1998 — the destruction of marijuana plants;
- carries out drug operations in the Eastern Caribbean in association with the United States Joint Interagency Task Force East working together with British, French, Dutch and US military aircraft patrolling the area;
- participates in post-hurricane rescue operations and the resettlement of citizens as in the case of Hurricane Hugo in Antigua and Montserrat in 1989 and Hurricane Ivan in Grenada in 2004.

Question 10

In this question, most candidates correctly identified the breaches of social justice but did not elaborate on how it affected the quality of life of society. Overall, candidates were more prepared to respond to questions on this topic than had been the case in the past.

Module 3 – Investigating Human and Social Development in the Caribbean

Question 11

(a) This question required candidates to identify the variables in the following statement:

‘Facebook creates an elite global cyber culture in Caribbean communities.’

Many candidates ably identified the variables. However, some candidates simply rewrote the hypothesis as stated in the question or gave responses such as ‘independent’ and ‘dependent variables’ rather than actually stating the variable.

For Part (a) the majority of candidates identified an appropriate method of investigation such as

- structured interviews;
- questionnaires;
- questionnaires with written responses of a sample group;
- surveys: email and face-to-face; and
- participant observation.

For Part (b), candidates needed to clearly state the advantages of the particular method they opted to use for the investigation. Candidates who provided full answers noted that

- structured interviews can direct questions to focus on issues pertaining to the task;

- questionnaires can address a range of issues and gather opinions because of the neutrality of questionnaire format;
- questionnaires with written responses can elicit opinions;
- surveys can focus on key areas of questions and target particular groups; and
- participant observation can facilitate covert participation.

Question 12

Overall, candidates did not perform well on this question as they were unclear as to the meaning and purpose of a tabular and textual format and of the differences between the two. Many candidates gave vague responses such as both formats allow for easy understanding and simple presentation and did not pay attention to the specific advantages that each format can provide in presenting data.

For Part (a), candidates who gave full responses to why a tabular format would be a useful way to present the data wrote, for example, that the tabular format

- allows for the presentation of data in a quantitative form;
- allows for the capturing of data to effectively show the findings of the research, for example hours of traffic, numbers of cars;
- easily summarizes the information to immediately project the patterns that exist, as well as trends;
- allows for data to be more organized and precise in tables: statistical presentation allows for selection of relevant data.

For Part (b), candidates who gave full responses to why a textual format would be a useful way to present the data wrote, for example, that the textual presentation

- allows for a qualitative approach;
- allows the presentation of data in the form of explanation, exposition and analysis;
- can provide quotations of responses of those interviewed.

Question 13

There was some misunderstanding as to the nature and purpose of an archive and why it would prove to be a good source of information.

Responses that provided sound arguments emphasized that archives housed primary resources such as manuscripts, newspapers and official records, items that were invaluable to a researcher. Archives also housed rare and out-of-date publications and were the official and/or recognized

source for the storage of documents, especially of a nation. Many archives are easily accessible and are organized to allow the researcher to explore the research according to time period, event or issue.

Question 14

Overall, candidates seemed to have had a good grasp of the requirements of the question.

For Part (a), the most frequent response to the reasons for respecting the confidentiality of interviewees was ‘to protect the identity of the teenagers’ and ‘moral responsibility towards welfare of the teenagers’.

For Part (b), which dealt with measures that would ensure said confidentiality, the most frequent response was ‘withholding names and addresses’.

Question 15

For Part (a), most candidates understood the importance of citing references in research. Some candidates provided vague responses such as ‘reliability and validity’. Candidates needed to state how references contributed to the validity and reliability of the research.

In Part (b), many candidates understood the importance of using new findings in the research, while some provided vague responses.

Candidates who gave full answers wrote, for example, that including new and interesting findings in a research study

- fulfils the purpose of the research;
- encourages others to continue to research on an area of interest;
- adds to the body of knowledge or creates new knowledge;
- creates public awareness of an issue; and
- allows for strategic planning to remedy matters of interest.

Paper 02 – Essay Questions

This paper was divided into four sections containing a total of eight questions. Candidates were required to answer four questions, one from each section. Candidates are reminded to read the questions carefully, to take note of the instructions and ensure that each paragraph directly answers the question.

Sections A and B contained questions that were worth 20 marks each (Type A questions), while Sections C and D contained questions that were worth 30 marks each (Type B questions). Type A questions tested candidates’ knowledge of, and ability to explain key concepts. Type B questions required more in-depth responses which included argument and a greater level of detail and analysis.

Candidates are reminded to organize their time accordingly and be aware of the differences in the degree of detail required by these two types of questions.

Section A

Module 1 – Caribbean Society and Culture

Question 1

This question received few responses as the majority of candidates answered Question 2.

The question required candidates to show an understanding of the colonial agenda in the Caribbean and to describe three ways in which education enabled the implementation of that agenda. Many candidates were unfamiliar with the term ‘colonial agenda’ and were unable to fully address the question. Many responses related to the benefits and value of education on the whole, and did not directly answer the question.

Candidates who gave good responses clearly stated that education in the colonial period placed emphasis on teaching students the way of life or culture of the Empire with regard to all subjects including history, geography and literature. Education became an agent or tool of socialization (according to the views of Marx and Durkheim). It was designed to facilitate conformity to the norms and values of the imperial enterprise. In this way, education played a central role in facilitating the colonial agenda. The following points have also been argued:

- The Church became an agent of social control. As a main resource in providing education, it placed emphasis on the teaching of the Bible and select passages which instilled a sense of duty to those in authority and the promise of a better life after death once the required colonial labour was carried out on earth.
- In many Anglophone countries, Church and State worked together to create a joint approach for the advancement of the colonial agenda through education. The Church also established primary and secondary schools which often maintained the status quo and worked closely with the ideals of the colonial powers.
- The quality of education reflected the emphasis, as designed by the colonial agenda, on creating a labour force for the sugar industry and the service industries. The majority of enslaved peoples did not have access to education. With emancipation, many Caribbean citizens, especially the indentured labouring classes and formerly enslaved, were denied education. Some British territories only provided primary education before sending children from age ten to the workforce.
- Stratification continued as the race, colour and class of the wealthier classes continued to play a role in the educational system. Certification was needed for many white collar jobs which led to only those members of the middle and elite classes being employed in these jobs. Only the elite were able to afford extra lessons and resources to help their children achieve academic credentials.
- The colonial project emphasized the advancement of boys and men over girls and women. Consequently, educational opportunities were provided for males over females. Higher education was deemed the right of males as a route to becoming the leaders in Caribbean society, which was also deemed to be a male privilege.

Question 2

Candidates were to select examples of migratory movements into the Caribbean that they considered to be major migrations in relation to their impact on society and culture. This question proved to be overwhelmingly popular with candidates as the vast majority opted to answer it.

The majority of candidates selected migrations such as the Taino and Kalinago migrations into the region, prior to the arrival of Columbus. Other migrations discussed were the European intervention and settlement, the forced migration of enslaved Africans and the indentureship of Asians after emancipation. Full responses discussed the ways in which each migration impacted on the region, with many tracing the impact into the present day.

Many candidates concentrated on the histories of the migrations without discussing the ways in which they impacted on Caribbean society and culture. On the other hand, several candidates only spoke to the impact of key migrations without describing the migration process. A few candidates demonstrated a clear lack of knowledge and provided vague responses, often with irrelevant information.

Section B**Module 2 - Issues in Caribbean Development**Question 3

Candidates were asked to explain the ways in which the process of globalization impacted on the organization of labour and trade in the Caribbean.

Full responses explained that globalization was a process which allowed goods that were produced in the metropole to enter the Caribbean in large quantities and at reduced prices. It also allowed transnational corporations (TNCs) and/or multinational corporations (MNCs) to establish businesses in the Caribbean, such as hotel and food chains. Employment was increased over short and medium terms, but rarely over the long term and local goods were displaced.

Full responses also spoke to such issues of labour mobility in which the TNC and MNC located labour wherever it was needed. Often this led to the exploitation of the labour market with poor hiring practices, as seen in free zones and female workers. There was also little emphasis on unionization and protection of workers' rights. Technology usually replaced all but skilled workers, putting many labourers out of jobs. Skilled labour also migrated to where their labour would be properly compensated, leading to a loss of labour on the local market.

However, many of the candidates failed to adequately define the key concepts in the question. Some candidates placed emphasis on discussing, for example, the history of globalization and the evolution of the World Trade Organization and failed to directly speak to the issue of impact. A number of candidates discussed the impact of regionalism (with an emphasis on CARICOM and CSME) on trade and labour within the Caribbean. They, however, did not make a definitive attempt to focus on the impact of globalization itself or on trade and labour.

Question 4

This question asked candidates to examine how development in the Caribbean has been hindered by the ways in which wealth was distributed. Many candidates selected this question.

The best responses were those that examined the term ‘development’ and showed how inequity in the distribution of wealth hindered development. These candidates argued that a key feature of Caribbean societies was the unequal distribution of wealth and income among citizens. Some citizens, especially the elite, lived in luxurious conditions, while other citizens lived in poverty and abject poverty, as those in Haiti.

The highly stratified social system that existed in many Caribbean territories, in which the income and resources of the territories were in the hands of the capitalist classes, especially hindered development. Further, some countries failed to adopt a policy of sustainable development which aimed to provide social and economic equalization for all citizens. Failure to pursue sustainable development hindered development in the region.

However, many candidates failed to make the link between distribution of wealth and development. They spoke solely to factors that contributed to the distribution of wealth. Some candidates focused on the distribution of wealth *between* Caribbean territories and did not also address examples within specified territories. In some instances, responses were too general in describing the evidence of unequal distribution of wealth without any reference to how this hindered development in the region.

Section C**Module 1 – Caribbean Society and Culture**Question 5

This question focused on the various ways in which Rastafari (Rastafarian) culture impacted on the metropolitan societies of those countries in which Anglophone Caribbean peoples migrated in the mid-twentieth century.

This was a relatively popular question and the performance by those who attempted it was reasonably satisfactory. Several candidates identified the ‘positive’ influences generated by the iconic Robert Nesta ‘Bob’ Marley, as well as the religious beliefs and practices of this movement’s members, individually and collectively. Other strong points discussed included the unique and highly expressive language used by Rastafari devotees, particularly the ‘I and I’ language, the vegetarian diet, the African-oriented ideology, dress, coiffeur, particularly the ‘dreadlocks’, the music, and the role of Rastafarians as ‘cultural ambassadors’.

Several candidates included the fact that Jamaica benefited from tourist arrivals as metropolitan nationals flocked to that island to experience the ‘Rasta’ lifestyle in its natural habitat. The ‘negative’ influences included some persecution of Rastafarians and the influence of the movement’s members on the pervasive habit in these countries of ingesting the illicit ‘marijuana’ drug. There was also mention of police harassment, crime among ‘Rastas’ and even social profiling on the part of metropolitan citizens.

The stronger candidates gained marks by addressing both the 'negative' and 'positive' aspects of the impact and by in-depth and insightful comments on this interesting topic. Weaker responses just spoke to the cultural practice of Rastafari as seen in the Caribbean and did not discuss the impact on the metropole.

Question 6

This question tested candidates' knowledge of the nature and impact of one of the Caribbean's most dreaded environmental hazards, flooding. The stimulus was a statement which focused on the roles of man-made and natural factors in triggering flooding.

Candidates tended to utilize the stimulus to discourse at length on the *causes* and *consequences* of this environmental hazard which is common to all Caribbean territories, including the mainland ones, Guyana and Belize, as well as islands such as Antigua and Barbados which do not have high annual rainfall levels.

Several candidates also wrote all they knew about the impact of flooding on the social as well as the physical landscape. Thus they spent considerable time describing the destruction of the environment and the disruption of the lives of Caribbean people. This approach garnered for such candidates reasonably satisfactory marks, but not enough for top scores.

Some candidates addressed the issue of prevention of flooding and the steps taken by regional governments and the CARICOM disaster planning agencies in reducing the incidence and calamitous effects of this environmental hazard. Other issues such as deforestation, poor drainage, imperfect canalization and careless garbage disposal were contrasted with flash flooding, excessive rainfall, the erosion of river banks and the administrative neglect of dykes, seawalls and major ponds or lakes in rendering flooding a major hazard.

The higher scores were gained by those candidates who not only distinguished between the two sets of factors in explaining the incidence of flooding, but also discussed the issue of flooding as either a major or minor environmental problem in the Caribbean.

Section D

Module 2 - Issues in Caribbean Development

Question 7

This question asked candidates to discuss how sports can support human development in a named country. It was extremely popular as it was answered by the majority of candidates.

In the excellent to very good responses, candidates were clearly able to identify areas in which the governments were able to contribute to sports for human development. Candidates made points such as the ways in which governments contributed to various sporting activities and organizations, provided scholarships and organized competitions. They also discussed the contribution made by sports to regional integration.

Excellent responses also connected these factors to the pillars of human development such as equity, empowerment and productivity. In presenting a balanced response, some candidates also

examined areas where governments in the Caribbean could do more to improve their contributions.

Some of the moderate responses by candidates centred on private sector contributions rather than those by government. Some candidates also wrote autobiographies of sporting personalities or discussed different sporting events and the development of the particular sports. These candidates failed to connect the points made to human development.

Question 8

This question required candidates to provide arguments for and against a statement which spoke to the role of the mass media in the Caribbean. The statement accused the media of placing its emphasis on sensationalism and not on key developmental issues.

Candidates who provided full responses defined the mass media as both the print and electronic media. Such a definition allowed them to speak to a range of printed texts such as newspapers, magazines and billboards, as well as images such as television, films and those on the Internet. They saw sensational news as news which depended on excess and the extreme and which captured public attention such as rape, gruesome murders and celebrity lifestyles.

Candidates then debated the value of 'prime time' for radio and television, or the front and back pages in newspapers as they determined what was deemed as necessary for the day-to-day reporting of the news, as against what was required for the long-term goals of development. They weighed in on the role of government agencies to ensure that the mass media kept the public informed about education and developmental issues. Some responses debated the underuse of the Internet by government officials to engage the public in discussions regarding developmental concerns, while arguing that capitalist enterprises were more savvy on Internet usage and were able to push their agenda.

Weak responses showed that candidates were unclear about the meaning of 'mass media'. Also, instead of arguing the extent to which the mass media was preoccupied with sensational news reporting, candidates wrote about the roles and frustrations of the mass media and what suggestions they had as to the type of programmes the mass media should broadcast. Weak responses also failed to discuss developmental issues and make the link between mass media and development.

Paper 03/1 - Internal Assessment

This year there was a vast improvement in the overall quality of the projects. This suggests that there was a greater level of understanding of the CAPE requirements for the Internal Assessment and a more rigid adherence to the syllabus requirements. The section on Presentation, Interpretation and Discussion of Findings were, for the most part, handled very well and many students gained scores in the upper range of the allotted scores. There were many moderately outstanding samples, mainly because sections mentioned above, in addition to the Presentation of Findings, Conclusions, Recommendations and Limitations were properly completed.

There were a few projects which fell below the required standard. These showed a lack of effort on the part of students.

The following were noted:

- Once again, the **CARS-3 forms were missing** for many schools and as a result the section grades were often placed throughout students' projects. This has been an issue for the past three years and it seems to indicate that these schools have not had access to the forms or that schools are not taking the necessary steps to acquire the forms. The missing forms hindered the speed with which the projects were moderated and hampered the grading process. *Teachers are again advised to provide all required paperwork for the IA.*
- One worrying trend that we have noted is the practice by some students of simply photocopying sections of their projects and sharing them with peers. In some cases, the same projects were submitted. In one case, a candidate submitted an Internal Assessment project that appeared to have been used for another CAPE subject area.
- There were instances where the teachers' scores and moderators' scores showed wide variations. In some instances, teachers had awarded full marks for sections that had not been done. This irregularity has been noted previously and again attention is being drawn to it.
- There were also cases where the teacher had awarded the project full marks and the moderators were hard-pressed to find scores that were even within the mid-range. Such leniencies and inconsistencies were addressed as the schools were provided with feedback in their reports, which included recommendations about the problem areas. This irregularity was also noted in the 2009 report quoted below:

Several projects contained sections that were incomplete and/or missing. There were also sections which did not follow the CXC guidelines of the syllabus. **Yet teachers still awarded grades despite the lack of evidence for them.** For example, there were instances in which sections were completely missing, but the students were awarded full marks. Teachers are strongly urged to closely follow the CXC mark scheme, as outlined in the syllabus, when grading the projects.

The following guidelines are intended to assist teachers and students in the preparation and marking of the Internal Assessment projects.

Introduction

To complete this section, students are required to address four sub-sections:

Purpose of the Research: students should give reasons for their interest in the topic, with salient points to support their concerns.

Statement of the Problem: students should simply state their research topics, include their research questions and provide background information about the topic.

Educational Value: students should note the entities which will benefit from their research and state how these entities will be able to utilize the research.

Definition of Key Terms: this is where the technical terms that relate to the topic are defined within the confines of the research.

Overall, there still seems to be some confusion about the requirements for this section. There were instances in which the problem statement was not mentioned at all. Rather, the only reference to the topic was found on the moderation form, and then only as a general theme. Also, there were some instances when the Problem Statement was not clearly stated.

Students are still not narrowing the focus of their research. Topics such as Global Warming, Caribbean Identity and Crime are too broad in scope for students to ably tackle in the Internal Assessment. Specific aspects should be identified and examined. There were also instances where the topics had too many variables to measure and in attempting to do the research, students neglected two or more variables.

One other area of weakness was in the definition of key terms. Students generally gave dictionary definitions and so failed to define other terms related to their topics. Whenever students combined the four sections, some of them failed to address each properly and confused sections like Purpose of the Research with Educational Value.

Literature Review

This is an analysis of previous literature created on the topic. The information should provide a balanced view about the topic being studied. It must link to the topic, be current and relevant to the issues being addressed. At least three types of sources (books, magazines, newspaper articles, journals, websites, case studies, periodicals) should be included.

Students are still not using the variety of sources recommended in the Caribbean Studies syllabus. Instead, they used several examples of one source. There were a few instances where the quotations were too long and were simply placed in the body of the research, with no discussion presented. There were other instances where students simply placed the quotes in the section, and presented it as their Literature Review.

Data Collection Sources

This section required students to provide a critique of the sources from which they gathered information for the research. Here the researcher was expected to highlight the primary and secondary sources, and justify how these sources contributed to the topic studied. Students will not be credited for providing generalized information about the sources.

Students continued to identify and describe the instrument (questionnaire) instead of identifying the sources and showing their relevance to the particular study. Students need to describe the primary and secondary sources and explain their relevance to the topics being studied.

Presentation of Findings

In this section, students were expected to present their findings in the form of text, graphs, charts, tables, pictures, pictograms, samples and other appropriate forms of graphic organization. As long as they used at least four types of the varieties to present their findings, and they were relevant to the topic, students gained optimal points for the section.

This year, students continued to present graphs and charts for every occasion. Only findings that are relevant to the topic should be presented. There were cases where between twenty-five and

thirty pages of Presentation of Findings were included, much being irrelevant to the study. Students also used line graphs to present information not suited for such information.

Students often used this section to explain the graphs. This meant that there was the absence of any form of interpretation drawn from the presentations.

Interpretation of Findings

This section required more than a statement of what the data presented. Students were required to give plausible reasons for the findings that had been derived and presented, indicate what the findings implied and highlight how the data connected to the topic under consideration. Trends and patterns that were implicit in the presentation should have been presented and interpreted as well.

Discussion of Findings

This section required a comparative analysis of the findings against the information that was presented in the Literature Review. When comparing the findings with those positions put forward in the previous literature, students **should not** be introducing new literature.

It was noted that students did not refer to the Literature Review and compare it with the findings. They also introduced new literature in the Discussion.

Conclusions/Limitations/Recommendations

This section was often badly handled because students failed to complete all of the required sections, that is, conclusions, limitations and recommendations. It is expected that students would strive to gain full marks by carefully presenting well structured and well analysed responses in this section.

It is also important that students continue to present the information in prose form, and not use bulleted points. Students who use bulleted points usually do not adequately address the subsections. This presents a major problem especially when students do not properly present their conclusions and recommendations. The recommendations must also address the problems found in the research.

Overall Presentation and Writing Skills

Once again the following recommendations are being made:

- Students are strongly advised to proofread and edit their work before submission. Several samples were again replete with grammatical errors, and as stated earlier, there were incomplete and missing sections.
- Students are to adhere to the word limit when preparing their projects as they will be penalized according to the stipulations contained in the syllabus.
- Students are to use APA style for their bibliography and when citing references.

Paper 03/2 - Alternative to the Internal Assessment

There was a marked increase in the number of candidates and the number of territories who opted to take this paper. Moreover, there was also a marked increase in the number of good responses provided by the candidates. A strong knowledge base was evident which allowed some candidates to provide coherent arguments that closely addressed the relevant issues.

However, once again, it is being emphasized that all candidates must conduct research on the topics and be very prepared for this paper as required by CXC. Candidates must read all questions carefully and answer them as instructed.

Section A

Module 1 – Caribbean Society and Culture

Question 1

This question required candidates to discuss the ways in which culture has been defined by using examples from the Caribbean.

Overall, candidates provided good responses to this question, with the majority providing three definitions of culture. Many candidates argued that culture was the way of life of a people as learnt through the process of socialization into the values and norms of a society. Culture is also shared meanings and shared understanding of the meanings of symbols, expressions, beliefs and ideas. Some responses spoke to the manifestation of culture as seen in artistic expressions such as popular music, art, festivals, traditions, dance and rituals. Others emphasized that culture was also the material and non-material products of a society or family.

Other ways of defining culture are in terms of such concepts as popular culture, cyberculture, youth culture and dominant or elite culture versus subculture. Culture as lived experience emphasizes that culture is of the everyday and is ordinary. When a particular value is attached to the cultural form or practice, this results in, for example, notions of high culture or high art or the culture of the elite, as against what is termed as working class culture, and/or folk culture. Many folk forms have informed narratives of Caribbean culture, such as carnivals and other festivals, while examples of high art in the Caribbean can be found in museums and art galleries.

Question 2

This question tested candidates' knowledge of the ways in which tourism has impacted the lives of Caribbean nationals.

Candidates performed only moderately on this question, particularly as they could not come to grips with the concept of 'patterns of behaviour' which they interpreted as single instances of reaction, rather than a lifestyle which has been influenced by the presence of tourists and the opportunity to earn a living from close interaction with tourists and the hotel sector.

Thus, candidates tended *not* to mention the obvious point of securing employment as one of the four areas of tourism's influence among Caribbean nationals. Instead, there was considerable emphasis on how locals attempted to adopt (usually) North Americans' way of dress, language, loud manner of speaking and even their sports such as baseball and American football.

However, the stronger candidates proffered more acceptable answers including the stimulus for Caribbean people to develop ‘tourist’ sites such as beaches, parks, hotels, stadia, mountains (for example, the Pitons in Saint Lucia), museums, port cities (for example, Port Royal, Kingston, Bridgetown) and hills (for example, Brimstone Hill, St Kitts).

Candidates also mentioned the issue of inhabitants responding positively to tourism opportunities by building villas, guesthouses, hostels and apartments to house long-stay tourists. Further, Caribbean nationals have developed heritage trails, ‘slave routes’, historic plantations and church yards to attract particular types of tourists. Also mentioned were taxi drivers, sea sports operators and other entrepreneurs. In addition to those, there is the fact that tour guiding, whether by buses, hiking or cycling, provides Caribbean locals with opportunities to orient their lifestyle to entertaining and educating the visitors to their islands or other homelands.

The negative side of tourism contact was highlighted, with the stronger candidates pointing to illegal drugs, gambling, prostitution and other crimes/vices. These candidates indicated that tourism has created in these countries a group of persons who live, move and ‘work’ on the beaches, around casinos and wherever else tourists congregate, and gaining either work, ‘handouts’ or other forms of satisfaction from this continual contact. Overall, these responses showed the large extent to which tourism has become ‘the reason for living’ for several categories of Caribbean nationals.

Section B

Module 2 – Issues in Caribbean Development

Question 3

Using as a stimulus a statement that sustainable achievement is achievable in the Caribbean, this question required candidates to take a position on this contention and argue a case for or against it.

Most candidates tended to agree with the contention, with several arguing that there were regulatory systems in place to prevent the excesses caused by ‘unbridled’ capitalism in the form of huge polluting factories, ‘free zone’ industrial estates and the import-export agencies which ‘dump’ extra-regional products on Caribbean people. Such candidates pointed to efforts at import substitution or replacement, the ‘green’ movement and the introduction of laws in all territories to control pioneer industries. These were the stronger candidates in this category and they gained creditable marks accordingly for the strength of their arguments and the illustrations and graphic references which they adduced. Weaker candidates could only repeat the stimulus statement and give scattered references and suggestions in extremely generalized terms.

With regard to those who contended that sustainable development was not achievable, the responses were of variable quality. Weaker candidates tended not to have much objective and rational evidence and simply offered an uninformed opinion. The stronger candidates brought to the issue evidence about collusion between governments and the industries relative to abuse of the environment, of the human resources, of the laws. Reference was also made to closure of factories after five or ten years, or (as in the case of bauxite companies) after the soil has been exhausted.

These candidates engaged in vigorous debate about economic development as the process and end result of linkages between agriculture, tourism, services, mining and commerce, compared with sustainable development which means harmonizing the various areas of human activity to provide a better life for people in the host territory. Unfortunately, there were not many such responses and the bulk of responses to this question tended to waffle about a few examples such as care of the environment, the land and rivers, and pollution of the air. These candidates did not score highly as they demonstrated a severe lack of knowledge and preparation for such specific ‘technical’ questions.

Question 4

Candidates were required to examine the given statement on the role of technology in advancing globalization in the region. Reference was to be made to a specific territory.

Full responses argued that globalization is the use of technology to facilitate, across geographical and national boundaries, the transfer and marketing of food, services, technology and skills in an efficient manner. Candidates discussed the ways in which globalization removed barriers — trade, communication, ideology, culture, religion, transportation. As a result, such concepts as the world becoming a ‘global village’ with the removal of national boundaries were emphasized.

Other responses argued, for example, that only first-world countries benefited from the theory and practice of globalization, as they were the ones who were strong proponents of it. New technologies have changed the landscape of manufacturing in the Caribbean resulting in the creation of new industries, but in most cases, for the benefit of the metropole. They have also shrunk and eliminated other local industries and jobs associated with them.

The overall performance on this essay was moderate to poor and only a few candidates did a fair job. Many candidates failed to define the terms ‘technology’ and ‘globalization’ and the technological devices which were important to the discussion. Some responses were short in length and the points were poorly developed. Some candidates failed to be specific in naming a particular territory as was required in the question.

Section C

Module 3 – Investigating Human and Social Development in the Caribbean

Question 5

The majority of candidates gave very good responses to this question which was compulsory.

For Part (a), most candidates ably supplied two reasons for conducting the research. They argued that, for example, the research would allow for the development of new crime-fighting strategies. It would also provide further information on the topic. Such an investigation would also raise public awareness and make individuals more vigilant.

The majority of candidates scored full marks for Part (b) which required them to develop a research statement.

In Part (c), most candidates identified two of the following data collection instruments: interviews, sampling, surveys, covert operations through participant observation and document analysis.

For Part (d), most candidates identified the ethical concerns that could have arisen in the context of the research and gave a full explanation for each of the two concerns presented.

In Part (e), some candidates had difficulty making a distinction between planning and implementation to effect policy. Only a few candidates scored full marks as they were unable to state plans and give suggestions for the implementation of these plans.

Candidates who gained full marks argued that data can be

- channelled to relevant institutions through which policy development can be advanced;
- used to develop intervention strategies that are implemented by government at the community level;
- used by the relevant institutions such as the church, school, police departments, penal and judicial system to bring increased awareness about perpetrators of crime and crime prevention; and
- channelled to the youth themselves through community projects in order to sensitize them about the negative effects of crime on the community and the nation.

Part (f) required candidates to suggest factors that could be linked to the increase in crime among the 18–21 age group. Responses were generally satisfactory; some candidates were able to draw on their own experiences in responding to this part of the question.