

CARIBBEAN EXAMINATIONS COUNCIL

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

SOCIOLOGY

GENERAL COMMENTS

The Sociology syllabus comprises two Units, 1 and 2, each subdivided into three Modules, 1, 2 and 3. Assessment for both Units 1 and 2 is based on three papers, Paper 01 (30 per cent), Paper 02 (50 per cent) and Paper 03 (20 per cent). All three modules of the syllabus were tested in each paper. The examination saw a change in format for 2009 with Paper 01 for Units 1 and 2 consisting of 45 compulsory multiple-choice items based on each of the three modules in the respective units. Each item carried 2 marks, for a maximum of 90 marks.

Paper 02 for Units 1 and 2 consisted of three sections, with two essay questions each. Candidates were required to answer three questions, one from each section. The maximum mark for each question was 25. The overall quality standards by which candidates' responses were assessed for the Paper 02 essay questions were as follows:

- Level 1 response – one judged to be excellent earned a total of 23–25 marks.
- Level 2 response – one judged to be very good earned a total of 20–22 marks.
- Level 3 response – one judged to be good earned a total of 15–19 marks.
- Level 4 response – one judged to be satisfactory earned a total of 11–14 marks.
- Level 5 response – one judged to be limited earned a total of 6–10 marks.
- Level 6 response – one judged to be unsatisfactory earned a total 0–5 marks.

In Paper 03, the Internal Assessment, candidates were required to undertake a research project for both Units 1 and 2. Candidates were allowed to carry forward their Internal Assessment marks from one unit to the other. The Internal Assessment assignments were marked by the subject teacher and samples forwarded to CXC for moderation.

DETAILED COMMENTS

UNIT 1

Paper 01 – Multiple Choice

Performance on Paper 01, was generally satisfactory.

Weaknesses in performance on this paper related mainly to candidates' understanding of research methods and sociological theories.

Paper 02 – Essay Questions

Candidates were required to write three essays (one from each module) in two and a half hours. While most candidates exhibited the general understanding and knowledge requirements for the questions, there continued to be problems with the appropriate use of empirical data to support responses, application of knowledge and understanding and the processes of evaluation and synthesis in the context of previous studies of Caribbean society where applicable. Candidates also faced challenges in incorporating the relevant theories and sociological concepts in arriving at conclusions. There was also evidence of some difficulty with assessment of the relevance of sociological theories to an understanding of Caribbean societies.

Module 1: Sociology, Culture and Identity

Question 1

This question required a discussion based on the characteristics of culture in the Caribbean and the effects of the plantation legacy and globalization on any two named characteristics of culture. Most candidates were able to demonstrate knowledge of the elements of culture; however, there was a general lack of discussion on the characteristics of culture. While most candidates were able to discuss Caribbean history and the historical legacy of the plantation society, they could not apply this knowledge in the context of the characteristics of culture. Candidates did not successfully discuss the correlation between the effects of the plantation legacy, globalization and the characteristics of culture, and as a result, the synthesis and evaluation components were poorly executed.

Most of the responses were awarded marks that fell between Levels 4 and 5. Approximately five per cent of the candidates who attempted this question obtained between 20 and 25 marks.

Question 2

This question required candidates to demonstrate an overall understanding of the sources of secondary data and distinguish between the types of data used in qualitative and quantitative research. Many candidates demonstrated knowledge of the advantages and disadvantages of using secondary data sources but were unable to address issues of reliability and validity of these sources. While many of the responses were generally poor in this regard, about one in ten candidates was able to demonstrate an understanding of the sources of secondary data and distinguish between the types of data used in qualitative and quantitative research. Generally, candidates' responses demonstrated weaknesses in the areas of application and in the statements of conclusion.

This was the best performing question on the examination with regard to responses at Levels 1 and 2, with 13.4 per cent of those attempting it obtaining marks between 20 and 25. Approximately 50 per cent of candidates' responses were awarded marks that fell between Levels 4 and 5.

Module 2: Social Institutions – Family, Religion, Education

Question 3

This question required an assessment of the factors that have influenced educational achievement in contemporary Caribbean society. The majority of responses focused on class and gender as relevant factors in the context of one of the sociological perspectives. Some candidates were able to apply and analyse the information and synthesize their responses in the context of empirical studies conducted in the Caribbean while referring to a dominant sociological perspective to support their responses.

Fifty-four per cent of the candidates who attempted this question provided good or satisfactory responses and were awarded marks that fell between Levels 3 and 4, while 8.2 per cent performed very well and were awarded between 20 and 25 marks at Levels 1 and 2.

Question 4

This question required candidates to demonstrate knowledge and understanding of the role and function of religion in society and the impact of religious beliefs on followers. Most candidates were able to discuss the beliefs and religious practices associated with particular religions, while linking the sociological perspectives to the associated beliefs and practices. Attempts at evaluation and synthesis were, however, problematic for most candidates. They were generally unable to discuss the impact of the particular religious beliefs on the lives of followers.

Approximately 44 per cent of the candidates who attempted this question provided good or satisfactory responses and were awarded marks that fell between Levels 3 and 4, while 7.6 per cent were awarded marks between Levels 1 and 2.

Module 3: Social Stratification and social Mobility

Question 5

This question required candidates to demonstrate knowledge of the contributions of Marx and Weber in the context of the social structure of a named Caribbean society. Most candidates ably discussed the contribution of Marx and Weber to the concept of class, but demonstrated limited knowledge and application of studies conducted in the Caribbean. A few candidates found it difficult to distinguish between the views of Marx and Weber on class, while others were unable to provide relevant examples to support the issues discussed in their response and were generally unfamiliar with the supporting studies. Attempts at synthesis and evaluation were generally weak.

This was the least popular question on the examination. Despite the unpopularity of this question and the specific weaknesses in the responses, just under half of the candidates (46.5 per cent) who attempted this question provided good or satisfactory responses and were awarded marks that fell between Levels 3 and 4. Ten per cent of the candidates were awarded between 20 and 25 marks at Levels 1 and 2.

Question 6

This question required candidates to discuss the complexities of social mobility, class and gender, associated with the study of Caribbean social reality in the context of a named society. The responses indicated that many of the candidates struggled with the concepts, not fully grasping the complexities associated with Caribbean social reality and the impact of class and gender as significant contributors to the social structure of society and social mobility. The lack of sociological explanations, clear, accurate definitions of the main concepts and references to existing studies in a named Caribbean society context, characterized many of the responses and limited the quantum of marks that could be awarded for application, synthesis and evaluation.

This was the most popular question on the examination with 6.6 per cent of candidates who attempted obtaining between 20 and 25 marks and 52.8 per cent obtaining marks at Levels 5 and 6. This was the highest proportion of scores at Levels 5 and 6 on the paper.

UNIT 2

Paper 01 – Multiple Choice

Performance on Paper 01, was generally satisfactory. As in Unit 1, weaknesses in performance on this paper related mainly to candidates' understanding of research methods and sociological theories.

Paper 02 – Essay Questions

For this unit, candidates were also required to write three essays (one from each module) in two and a half hours. Similar problems were noted as with Unit 1 in regard to the general understanding and knowledge requirements for the questions, appropriate use of empirical data to support responses, application of knowledge and understanding, and evaluation and synthesis to arrive at conclusions.

Module 1: Population Studies

Question 1

This question was based on population and development trends in the context of development strategies in a named Caribbean society. Candidates were required to identify population trends, population control policies and development strategies in the society – social, economic, political, environmental and technological – while discussing the implications of rapid population growth. This was the most popular question on the examination. However, while most candidates were able to discuss population theory and the impact that unchecked population growth would have on a society, they did not adequately address national development strategies and the linkages between population and development including the related population policies. Most candidates demonstrated knowledge of the concepts; however, the main weaknesses related to the skills of application, synthesis and evaluation.

This question recorded the second lowest proportion of responses between Levels 1 and 2, with 4.96 per cent of the candidates who attempted it obtaining between 20 and 25 marks. Most candidates' responses (56.3 per cent) fell between Levels 5 and 6.

Question 2

This question was based on population control policies in a named Caribbean society and the relevance of family planning and education for women, in the context of cultural factors, as examples of the best policies in the named society. Candidates were expected to identify a Caribbean society and describe the population trends to ground their response, and apply their knowledge of the trends in discussing the relevance of family planning and education for women as the best policies in response to the evolving trends. While candidates demonstrated adequate knowledge of population trends in the named Caribbean society, most of the discussion centred on knowledge of the Malthusian and Neo-Malthusian theory without application, synthesis and evaluation. Responses were therefore generally unbalanced in regard to the requirements of the question and affected the performance of the question.

This was the least popular question on the examination. Approximately 52 per cent of the responses were at Levels 5 and 6; however, 5.87 per cent of the responses were awarded marks between 20 and 25.

Module 2: Social Order, Social Control and Deviance

Question 3

This question was based on the agents of social control, the types of crimes committed in society, the main perpetrators of these crimes, and the role of the main agents of social control in dealing with the types of crimes committed. Candidates were expected to demonstrate understanding of the social structure of a named Caribbean society, identify the economically dominant groups, the types of crimes committed and how the agents of social control have dealt with these. Most of the responses focused on the work of the police, judicial agencies and the prosecution of crimes other than white collar crimes; there was poor use of theory to ground responses and justify statements. While most candidates were able to adequately explain why some groups in society tend to make up a greater proportion of criminal offenders, they were not able to provide a conclusion or justify the reasons why the statement could be argued for or against. Weaknesses in the application of theories, synthesis and evaluation were evident in the responses.

While this question saw the highest proportion of scores at Levels 1 and 2 with 6.8 per cent of those attempted it gaining between 20 and 25 marks, the majority of responses were awarded marks at Level 4 (23.5 per cent) and Levels 5 and 6 (45.5 per cent).

Question 4

Candidates were expected to outline at least one of the sociological perspectives – social structural or social action—and provide evidence from one named Caribbean society to agree or disagree with the view stated, within the chosen theoretical context. In applying and analysing the information presented in their arguments, candidates were expected to discuss at least one of the approaches to crime and use anecdotal or statistical evidence to support their position. While candidates were able to demonstrate and apply adequate knowledge of the sociological perspectives, they were not able to adequately discuss the perspectives in support of the position taken. Some of the candidates who performed well were able to present a balanced view of the various sociological approaches to crime in terms of the role of the police, the courts or the social background of offenders. Despite some candidates referring to only one major perspective in support of their arguments/conclusions, they were able to perform fairly well. Generally though, candidates were challenged by the application of the relevant theories in support of their conclusions, which also affected performance levels on synthesis and evaluation.

Just over half of all candidates (55.4 per cent) who attempted this question performed at Levels 5 and 6. The percentage of Level 1 and 2 responses was the lowest on the paper, with 4.13 per cent of candidates obtaining between 20 and 25 marks.

Module 3: Social Development and Poverty

Question 5

This question was based on development strategies in the context of trade relations, aid agreements, cultural and other relations between the Caribbean and the developed countries. Candidates were expected to outline the arguments of sociologists on Modernisation, Dependency, World Systems and Globalisation in their response, while focusing on two or more aspects of development (for example, the economy, education, health, urbanization, gender) in discussing the relations between Caribbean societies and the rich, developed countries. Candidates were expected to conclude that while modernisation theorists argued in support of the relations outlined, other theorists were more critical. While most candidates were able to adequately discuss Modernization theory and the impact of aid on the societies in the Caribbean, they displayed limited knowledge of the relationship in the context of the other major theories such as World Systems Theory to counter the position taken.

Most candidates' responses were awarded marks between Levels 4 and 5 (31.8 per cent) and Level 6 (36.6 per cent). Approximately 5 per cent of the candidates attempting this question performed very well earning marks between 20 and 25 at Levels 1 and 2.

Question 6

This question was based on the overall process of urbanization in a named Caribbean society and the impact of push and pull factors as adequate explanations for urbanization. The majority of candidates were able to demonstrate knowledge of push and pull factors; however, the responses indicated a general inability to relate the factors to an explanation of the process and impact of urbanization on the society. Some responses dealt only with the impact of urbanization on society. In applying and analysing the information, there was inadequate discussion of how the push and pull factors identified impacted the urbanization process. As a result, attempts at synthesis and evaluation were weak. Some candidates appeared to have limited knowledge of the main concepts addressed in the question – push and pull factors, urbanization.

Most candidates' responses were awarded marks at Levels 4 and 5 (34.1 per cent) and Level 6 (34.4 per cent). Approximately 5 per cent of the responses obtained between 20 and 25 marks.

Paper 03/1- Internal Assessment

General Comments

The IA was, for the most part, poorly executed. In some cases, the marks assigned by teachers appeared consistently high.

A few of the samples indicated evidence of attempts by students to incorporate a sociological framework in their literature review, while some students were able to have this understanding reflected in the data collection method used, analysis of data and conclusion. These approaches should be encouraged by all teachers.

The major weaknesses in the samples submitted related to the topics chosen, the introduction, statement of the problem, the aims and objectives of the study, the literature review, the questionnaire/instrument design, analysis of data and the content and structure of the bibliography.

More attention to the marking criteria is necessary, including the use of the approved mark scheme in the syllabus. Some teachers assigned marks to candidates for sections which were not included in the research projects, while others assigned no marks for criteria such as the Communication of Information in Section One.

Students need to be well guided at each stage of their projects. Some of the samples appeared to be first drafts rather than one where guidance was provided by the teacher before progression toward a final submission.

The Topic

Students tended to state very broad topics that were sometimes unrelated to the actual content of the IA. The topic should provide the reader with a clear guide to on the issue/area being investigated. In a number of cases, topics were inappropriate, some topics presented for Unit 1 were more suitable for Unit 2 and vice versa, while in others, there was a clear indication that the topic would be difficult to research, and variables and concepts would be difficult to operationalize.

Teachers are reminded of the topics in the syllabus. Note that the IA is not a large scale study, therefore a topic title that speaks to the investigation of an issue/matter in a country or wide geographic location cannot be feasible. The syllabus is specific on this and on the topics allowed, on page 28 of the syllabus which states *Candidates are asked to conduct a research project on any issue affecting development in his or her community*. Teachers should guide candidates accordingly.

The syllabus must be used as a guide and topics chosen must be in keeping with those explicitly stated in the syllabus.

Introduction

Candidates must provide a short background to the problem/issue under investigation. This can be done in two to three paragraphs that focus on providing general information on the problem/issue. Some of the main areas of focus for the introduction should be as follows:

- The rationale for the study/project
- General information to promote clarity of the topic for the reader
- The current state of knowledge on the topic
- Some historical background to the study

Most candidates simply restated the topic in a sentence or two and did not provide adequate background to the study. In addition, most of the samples were devoid of any theoretical considerations or an appropriate sociological framework that would place the study in context.

Candidates need to be encouraged to use the introduction to highlight the scope or background of the problem and thus give direction to their work.

Statement of the Problem

The introduction should be followed by the statement of the problem, which feeds from the introduction having clearly identified the rationale for the study and the parameters of the project. This statement should be presented in one or two paragraphs which state the research problem or research issue under consideration and identify what the candidate proposes to do in the study as an extension of the background to the study and the theoretical or conceptual framework. The statement of the problem is not the topic restated in one line or as a question.

The topic and introduction to the study should be used as a guide to the candidate in determining which aspect of the study can be reasonably developed into the statement of the problem as an area for study.

Aims and Objectives

Candidate submissions should clearly state the aims and objectives. The aims are broad in scope and identify the general aspects of the problem/issue that the study is seeking to determine, understand, explain or explore. On the other hand, the objectives are specific and usually incorporate the variables that are to be discussed in the study. Most candidates did not have clearly stated aims and objectives and therefore it was difficult to obtain an understanding of the specific nature of the study and what it was expected to achieve. This is a direct outcome of the lack of depth noted in the introduction of most of the submissions and the lack of a clear theoretical or conceptual direction.

Although most of the candidates were assigned good scores on this aspect of the submissions, in most cases, there was no distinction between the aims and the objectives. The majority of candidates presented clearly defined objectives while others simply posed some questions.

The Literature Review

The literature review was another weak aspect of the Internal Assessment and this is particularly troubling as it signals that candidates are undertaking their projects with limited knowledge of their topic. In some cases, no summaries of studies, books or articles were cited in the literature review, with anecdotal evidence put forward based on the candidates' experiences. In other cases, students referred to studies, books and articles; however, they were improperly cited, and/or not listed at all in the Bibliography.

The purpose and overall importance of the literature review must be underscored for candidates. The literature review is an important summary of studies, books or articles which serve as a repository of the information that will guide how the study is approached, the methods of data collection to be used and the understandings that will inform the conclusions candidates expect to reach. The literature review also assists with the analysis of data and presentation of the findings, given that the candidate

has properly reviewed the work of authorities in the area of study, including studies conducted in the Caribbean.

Those candidates who presented good literature reviews cited three or more sources and were able to show a relationship between the research and the topic, statement of the problem and the aims and objectives of the study.

Those candidates who presented good literature reviews cited three or more sources and were able to show a relationship between the research and the topic, the statement of the problem and the aims and objectives of the study.

Research Design

This component of the Internal Assessment needs to be better developed. Some students misinterpreted the intention of this component and instead of presenting an **overview of how their research would be conducted**, gave timelines as to when different aspects of the project would be done. In other cases, students used this component to provide a description of their research instrument.

The Sample

Discussion of the sample needs significant improvement and was a problem noted across the samples, irrespective of geographic location or type of school. Some students omitted discussion of the sample while others wrote a brief sentence or two in addressing the overall research design.

The characteristics of the sample must be clearly stated and reviewed in the context of the problem under study, the types of questions to be asked and the expected outcomes of the study.

Questionnaire/Instrument Design

Fairly well constructed instruments were presented in most cases. The items generally related to the topics. There were instances, however, where the instruments were missing and students were awarded marks by the teacher.

Presentation of Data

Most students were able to present their data well. In some cases, however, students presented their information by using less than the three different methods expected, or there was no attempt to describe the chart, graphs or tables which were presented.

Microsoft Excel is a user friendly choice with defaults that will assist students in addressing some of the problems relating to labelling and scaling which were evident in several of the samples moderated.

Analysis of Data

Most students focused on a description of the data and very few were able to show relationships between variables, either through cross tabulations or basic correlations.

Microsoft Excel tools can be used to help reduce data to manageable outputs that would allow for simple analyses beyond basic percentages.

Findings, Discussion and Conclusions

This is the section that brings the entire study together. However, because many of the samples included very poor literature reviews, weak data analyses and poorly structured aims and objectives, students rambled through this section. Students made very few references to their data and were unable to use sources that could be related to their findings.

Conclusions were unsupported and/or not stated in most of the submissions moderated.

Bibliography

The bibliographies were generally not well done. Sources were mentioned in the bibliography which were not otherwise mentioned in the literature review. Elements of a bibliography were sometimes given but not in the correct order. Some students also listed search engines in their presentation (e.g. www.google.com) rather than actual websites and neglected to include the date of retrieval.

Students are to be introduced to bibliographic styles to assist in proffering a better prepared report for assessment. Examples of styles are available online and can be downloaded as a guide to students. An appendix that provides examples drawn from the *Chicago Manual of Style* is available at the end of this report. Teachers may find it useful.

The Internal Assessment was for the most part poorly executed. In some cases, the marks assigned by teachers appeared high, although consistent from one submission to another.

Paper 03/2 – Alternative to Internal Assessment (IA)

The alternative paper for private candidates was generally poorly done. The responses to the questions suggested that candidates did not attempt an actual project nor did they seek guidance in doing so. Candidates provided many general, often unclear and inadequate responses to the questions asked and did not demonstrate the knowledge and understanding required at this level. In addition, the responses reflected limited/lack of understanding of the basic components of research design, including the need for reliance on sociological theory/frameworks to guide research and facilitate analysis of data. The responses appeared more akin to Social Studies projects given their lack of depth or exhibition of an understanding of the fundamental guiding concepts associated with social research.

Private candidates must be encouraged to conduct an actual study, as stated in the syllabus, to properly prepare them for taking the written examination. Alternatively, there should be an attempt to review empirical studies such as those provided in academic journals available as e-copies for download via the Internet. This is necessary in order to obtain the required hands-on experience and/or knowledge. Additionally, they should seek proper guidance either from established texts/guiding documents prepared as a complement to the syllabus or via class sessions with a tutor.

RECOMMENDATIONS

The following recommendations should assist candidates in improving their performance on the examinations.

Essay Questions

1. There has been a general improvement in applying knowledge of Caribbean societies. Teachers are encouraged to focus greater efforts at engaging with the literature available on studies of the Caribbean and to infuse the findings in their classroom discussions, thus encouraging the tenets of the main studies to become a natural part of students' sociological vocabulary. Debating competitions or group research projects may prove useful for developing these abilities in the context of the school environment.
2. Teachers are encouraged to assist students in developing essay writing styles that focus on evaluation and synthesis of ideas. This is a major area of weakness which accounts for a significant proportion of the marks to be awarded. Focus should be placed on attending to the overall coherence of responses, clear statements of logical conclusions and use of supporting studies, facts, or references to authorities throughout responses to questions.
3. Candidates should be coached in identifying key words in a question and the range of command words such as *assess*, *examine*, *evaluate* and *support your response with*, when answering essay questions.
4. The topics covered in the syllabus allow for integration of ideas across the specific modules. Candidates should be mindful of the interrelated nature of the discipline and the cross fertilization of ideas across topics. Sociology is the study of human behaviour in groups and thus any number of variables impact on behaviour. The performance on Unit 2 Paper 02 clearly indicates the need for greater emphasis on integration of topics (for example, population and development, education and development) during delivery of the syllabus.

Internal Assessment

1. The samples submitted for moderation show evidence of disparity in understanding of the requirements. Workshops for subject teachers that provide hands-on practical experience of the elements to be incorporated should be encouraged and actively pursued.
2. Subject teachers should be encouraged to prepare students by requiring submission of the Internal Assessment in parts for guidance, prior to the final submission for marking.
3. If students are to be adequately prepared for undergraduate degree programmes as a natural progression from the CAPE stream, there must be some attempt in the Internal Assessment to incorporate sociological theories/conceptual frameworks in their work.
4. Subject teachers should place greater emphasis on the review of literature and provide guidance to students regarding the appropriate citing of sources.

REFERENCE GUIDE

Examples of Chicago-Style Documentation (*The Chicago Manual of Style*, 15th Edition,
Available at: <http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/tools.html>)

The Chicago Manual of Style presents two basic documentation systems. The more concise **author-date system** has long been used by those in the physical, natural, and social sciences. In this system, sources are briefly cited in the text, usually in parentheses, by author's last name and date of publication. The short citations are amplified in a list of references, where full bibliographic information is provided.

Below are some common examples of citations of the author-date style (an in-text citation followed by a reference-list entry). For numerous specific examples, see chapters 16 and 17 of *The Chicago Manual of Style* (fifteenth edition).

Book with one author

Doniger, Wendy. 1999. *Splitting the difference*. Chicago: University of Chicago Press.

Book with two authors

Cowlshaw, Guy, and Robin Dunbar. 2000. *Primate conservation biology*. Chicago: University of Chicago Press.

Book with more than three authors

Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels. 1994. *The social organization of sexuality: Sexual practices in the United States*. Chicago: University of Chicago Press.

Editor, translator, or compiler

Lattimore, Richmond, trans. 1951. *The Iliad of Homer*. Chicago: University of Chicago Press.

Chapter or other part of a book

Twaddell, W. Freeman. 1957. A note on Old High German umlaut. In *Readings in linguistics I: The development of descriptive linguistics in America, 1925–1956*. 4th ed. Edited by Martin Joos. Chicago: University of Chicago Press.

Chapter of an edited volume originally published elsewhere (common for primary sources)

Cicero, Quintus Tullius. 1986. Handbook on canvassing for the consulship. In *Rome: Late republic and principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago readings in western civilization*, edited by John Boyer and Julius Kirshner. Chicago: University of Chicago Press. Originally published in Evelyn S. Shuckburgh, trans., *The letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

Preface, foreword, introduction, and similar parts of a book

Rieger, James. 1974. Introduction to *Frankenstein, or The modern Prometheus*, by Mary Wollstonecraft Shelley. Chicago: University of Chicago Press.

Book published in both printed and electronic forms (*NB: be sure that it is clear which form was consulted; however, there is no need to indicate 'paper' in a citation to a traditional bound book*)

Kurland, Philip B., and Ralph Lerner, eds. 1987. *The Founders' Constitution*. Chicago: University of Chicago Press. Also available online at <http://press-pubs.uchicago.edu/founders/> and as a CD-ROM.

Journal article

Smith, John Maynard. 1998. The origin of altruism. *Nature* 393: 639–40.

Article in an electronic journal

Hlatky, Mark A., Derek Boothroyd, Eric Vittinghoff, Penny Sharp, and Mary A. Whooley. 2002. Quality-of-life and depressive symptoms in postmenopausal women after receiving hormone therapy: Results from the Heart and Estrogen/Progestin Replacement Study (HERS) trial. *Journal of the American Medical Association* 287, no. 5 (February 6), <http://jama.ama-assn.org/issues/v287n5/rfull/joc10108.html#aainfo> (accessed January 7, 2002).

Popular magazine article

Martin, Steve. 2002. Sports-interview shocker. *New Yorker*, May 6, 84.

Newspaper article

As William Niederkorn noted in a *New York Times* article on June 20, 2002, . . .

If the article is cited in the reference list, it would look like this:

Niederkorn, William S. 2002. A scholar recants on his “Shakespeare” discovery. *New York Times*, June 20, Midwest edition.

Theses and dissertations

Amundin, M. 1991. Click repetition rate patterns in communicative sounds from the harbour porpoise, *Phocoena phocoena*. Ph.D. diss., Stockholm University.

Paper presented at a meeting or conference

Doyle, Brian. 2002. Howling like dogs: Metaphorical language in Psalm 59. Paper presented at the annual international meeting for the Society of Biblical Literature, June 19–22, in Berlin, Germany.

E-mail messages, letters, and the like are rarely listed in a bibliography or reference list. Note that individuals’ e-mail addresses should be omitted.
