

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2012

SOCIOLOGY

**Copyright © 2012 Caribbean Examinations Council
St Michael, Barbados
All rights reserved.**

GENERAL COMMENTS

The Sociology syllabus comprises two units, Unit 1 — Sociology, Society and Culture, and Unit 2 — Development and Social Change. Each unit is further subdivided into three modules. Assessment of both Units 1 and 2 is based on three papers: Paper 01 (30 per cent), Paper 02 (50 per cent), and Paper 031/032 (20 per cent). All three modules of the syllabus are tested in each paper.

Paper 01 for Units 1 and 2 consisted of 45 compulsory multiple-choice items based on each of the three modules in the respective units. Each item was worth two 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 awarded for each question was 25.

The overall quality standards by which candidate responses were assessed for the Paper 02 essay questions were as follows:

Level 1 response – one judged to be outstanding or exemplary; such responses earned a total of 23–25 marks.

Level 2 response – one judged to be excellent; such responses earned a total of 20–22 marks.

Level 3 response – one judged to be very good; such responses earned a total of 17–19 marks.

Level 4 response – one judged to be good; such responses earned a total of 14–16 marks.

Level 5 response – one judged to be satisfactory; such responses earned a total of 11–13 marks.

Level 6 response – one judged to be limited; such responses earned a total of 6–10 marks.

Level 7 response – one judged to be unsatisfactory; such responses earned a total of 0–5 marks.

In Paper 031, the School-Based Assessment (SBA), students were required to undertake a research project for both Units 1 and 2. Students were allowed to carry forward their SBA marks from Unit 1 to Unit 2 and vice versa. The SBA reports were marked by the subject teachers and samples forwarded to CXC for moderation.

DETAILED COMMENTS

UNIT 1

Paper 01 – Multiple-Choice Questions

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. These questions were designed to test candidates' knowledge and comprehension, their ability to apply and analyse as well as to synthesize and evaluate their views from a sociological perspective. While most candidates exhibited a general understanding and knowledge of some of the requirements for the questions, there continues to be challenges with application of knowledge and understanding, the process of evaluation and synthesis.

Although general improvement was noted, most candidates did not use relevant theories and sociological concepts to demonstrate their understanding of the topics and improve the sociological discourse. There was also evidence of inadequate knowledge and understanding of the basic underpinnings of the sociological perspective including sociology as a science, the agents of socialization and how they contribute to social order, the concept of secularization, and considerations of ethnicity and culture in Caribbean society. Responses to questions on this paper therefore demonstrated candidate difficulty in applying the relevant sociological concepts and theories to an understanding of Caribbean societies.

Module 1: Sociology, Culture and Identity

Question 1

This question required candidates to demonstrate an understanding of the domain of the study of sociology, its methods of investigation and the challenges faced by sociologists in the study of human behaviour in groups. It sought to test candidates' knowledge and understanding of the underlying assumptions associated with sociology as the empirical study of society. In order to focus candidates, the question required them to identify and discuss two main criticisms of sociology as a science. Candidates were required to support their responses with reference to one named sociological study of society.

Candidates were expected to address the issues of science, positivism and the work of the early sociological theorists in the development of sociology as a science. In this regard, sociology as the study of human social behaviour which is sometimes abstract, changing and

not always easy to measure, was expected to be addressed. Responses were also expected to develop the argument that sociologists are limited in their ability to follow the same procedures as the natural sciences and produce precise findings. The discussion on the main criticisms was expected to include any two of the following principles: empiricism, objectivity, value freedom, and the cumulative theory building features of science. In support of questions on sociology as a science, candidates must be reminded of the early studies such as that conducted by Emile Durkheim as a basis for support or arguments against a position on sociology as a science.

Of the candidates who attempted this question, 6.2 per cent recorded outstanding to excellent levels of performance, while approximately 36.4 per cent of responses were in the category good to very good.

Most candidates demonstrated good to excellent knowledge of the main tenets of sociology as a science, and the underlying associated principles.

Weak responses contained limited explanations of why sociology can be regarded as a science and listed the main criticisms but did not apply them to the practical study of phenomena or to a relevant named study in support of or against sociology as a science.

Average responses included good explanations of why sociology can be regarded as a science, identified and discussed the main criticisms, and some included the sociological perspectives, but there was little or no reference to relevant sociological studies in support of the response.

Outstanding responses demonstrated an understanding of the study of sociology, discussed the criticisms for and against sociology being a science, identified and discussed relevant sociological perspectives and discussed a study of society, notably Durkheim's study on suicide. Candidates whose responses fell into this category were also able to discuss other sociological perspectives/views of the interpretive theorists and qualitative studies that are not based on the scientific method. These responses were able to demonstrate how sociologists could counter the criticisms of sociology as a science, the strengths of the qualitative approaches to the study of society, and the use of mixed methods.

Candidates should note the following:

- Always link discussions to a relevant sociological study or studies when answering questions that specifically include this requirement.
- Always explain concepts, for example, empiricism, objectivity, value freedom and cumulative approach.
- Elaborate on relevant sociological studies, historical facts and other factual data to support positions/views.

- Recognize that while a discussion on the methods of social investigation — qualitative and quantitative approaches — are good discussion points, they do not by themselves constitute a response to the question that addresses sociology as a science.
- Practise writing responses that demonstrate clarity and coherence in the development of arguments that are logically conclusive.

Question 2

In this question, candidates were expected to demonstrate understanding of, and discuss the process of socialization and its contribution to the maintenance of social order in society. Responses were expected to demonstrate understanding of the ways in which the agents of socialization function to reinforce the linkage between the social structure, social institutions and cultural practices to maintain behavioural norms in society. Candidates were also expected to demonstrate understanding of social order as a continuum with the agents of socialization aiding with the continuous reinforcement of accepted norms and values inculcated by members of society from birth through to all stages of life.

Candidates were expected to discuss the process of socialization as that which provides the individual with the skills necessary for interaction in society. They were also expected to demonstrate understanding of the role of the identified agents of socialization as the means by which social and cultural practices are maintained. Responses were also expected to highlight socialization as a process which may or may not lead to desirable outcomes and thus can impact the maintenance of social order when individuals act outside of the expected norms and values of the society.

This was the popular question in Module 1. Of the candidates who attempted this question, 7.6 per cent recorded levels of performance ranging from excellent to exemplary, while 34 per cent of responses were in the category good to very good.

Weak responses merely identified the agents of socialization and demonstrated knowledge of their respective roles with little or no elaboration on how they contribute to the maintenance of social order as required by the question.

Average responses provided a limited discussion of the agents of socialization, the process of socialization and the roles of the two agents identified. There was limited application of understanding to the society and how the agents contribute to social order in the society.

Higher-level responses provided a full, coherent, clear discussion of socialization and how the process contributes to maintaining social order. These responses also clearly applied the role of the two agents of socialization to understanding how social order is maintained in the society. They also linked the sociological perspectives and analysis of the roles of the institutions to the issue of social order in the society.

Candidates should note the following:

- Always link discussions to a sociological perspective/study when answering questions on socialization and social order.
- Always explain concepts such as socialization and demonstrate understanding of the agents of socialization — primary and secondary agents, and their roles.
- Link views with reference to the socialization process and the role of the agents.
- Practise writing responses that demonstrate clarity and coherence in the development of arguments that are logically conclusive.

Module 2: Social Institutions – Family, Religion, Education

Question 3

Candidates were expected to demonstrate an understanding of secularization and examine the main tenets of a named religion in Caribbean society to assess the statement that secularization is a feature of most religions, while using one named religion to elaborate on the position taken. Situating secularization in the context of modernization and rational thought, responses were expected to elaborate on the tenets of the named religion, its function and role in Caribbean society over time and its current status. Candidates were expected to focus on a named religion throughout the response in order to properly assess the statement that secularization is a feature of most religions in Caribbean society. For example, a discussion on Christianity could not be clearly applicable unless the candidate specified the denomination.

Candidates were expected to present arguments for or against secularization in the context of any two of the following: the level of membership, religious knowledge, devotion and participation of members in activities, the influence of tenets on the lives of members, differentiation and transformation, the increase in religious pluralism and the growth of scientific rationality. Candidates could also present counter-arguments of increasing fundamentalism, the rise of other forms of worship and the difficulty of measuring a decline in religious membership, knowledge, devotion and participation and a rise in scientific orientation.

Forty-two per cent of candidates attempting this question recorded levels of performance ranging from good to very good, while only approximately two per cent of candidates recorded performance that was excellent and exemplary.

Weak responses demonstrated limited knowledge of the meaning of secularization with some candidates discussing religion in general. Such responses failed to provide satisfactory explanations on secularization as a feature of a named religion.

Average responses focused on the named religion and demonstrated satisfactory knowledge of the meaning of secularization; however, candidates were unable to provide more than a limited discussion of the two arguments and to apply them to the named religion.

Higher-level responses provided arguments with a sociological basis, demonstrated very good knowledge of the meaning and application of secularization in the context of the named religion and society. Such responses also demonstrated appropriate discussion of sociological concepts such as the collective conscience and relevant sociological theories/theorists as well as displayed knowledge of the social context for secularization.

Candidates should note the following:

- The focal points of this question included an understanding of secularization, a named religion, its basic tenets, indicators of secularization and the arguments for or against secularization.
- Adequate definition and explanations of a main concept such as secularization was necessary for situating the response.
- Conclusive demonstration of the position, for or against the statement, with reference to the two arguments, was required.
- There is need for more practice in writing responses that demonstrate clarity and coherence in the development of arguments that are logically conclusive.

Question 4

Candidates were expected to discuss marriage in the context of the features of Caribbean society and the structures that may be operating to support the demise of marriage or contribute to its maintenance. Arguments were expected to include sociological explanations such as the independence of women in contemporary society and movement away from marriage as an economic necessity and improvement of status; increased opportunities for education attainment; freedom from traditional gender roles; increased expectation of commitment between spouses for a quality relationship and the associated pressures resulting from these expectations.

In arguments for or against their position, candidates were also expected to present sociological explanations that account for the status of men and the marginalization thesis in the context of the evolving role and function of men in the family. While anecdotal evidence was not discounted in responses, candidates were expected to focus on empirical data in support of their arguments for or against an increase or decrease in marriages or divorces in Caribbean society to support their response.

Of the candidates attempting this question, 38.3 per cent recorded levels of performance ranging from good to very good, while just over seven per cent of the responses were

excellent and exemplary. Approximately 50 per cent of responses were satisfactory or limited in their treatment of the requirements of the question.

Weak responses generally focused only on knowledge of marriage and divorce patterns, why persons divorce, and did not address the sociological explanations.

Average responses demonstrated knowledge of the phenomena, made use of the sociological perspectives to demonstrate understanding of the changing societal structures and the changing roles, but failed to arrive at a clear position on the statement.

Higher-level responses clearly and correctly explained the key concepts in the question, addressed the sociological explanations and applied these concepts and explanations to the society.

Candidates who produced such responses were also able to conclude definitively on their position and discuss the explanations related to changing structures and features of the societies in the Caribbean.

Candidates should note the following:

- The focus of the question was on the institution of marriage. While the situation of the Caribbean family is a related phenomenon, the question did not require details on the family form and functions.
- Sociological explanations of the phenomena can be linked to the sociological theories and provide excellent support for responses.
- There is need for practice in writing responses that demonstrate clarity and coherence in the development of arguments that are logically conclusive.

Module 3: Social Stratification and Social Mobility

Question 5

Candidates were expected to evaluate the statement on ethnicity and race in the context of physical differences, such as skin colour, among groups in the Caribbean. They were also expected to demonstrate knowledge and understanding of sociological approaches that focused more on the way persons of a particular race are treated by other persons in their community or society. In applying a relevant study of Caribbean society such as M.G. Smith's Plural Society, George Beckford's Plantation Society or Brathwaite's Creole Society, candidates were expected to focus on sociological understandings of the way in which social groups are defined in terms of social attributes among its members. Responses were expected to acknowledge that different cultures may exist in a single community or society with the culture of one group in that society or community being different from the culture of another group in the same community or society.

Candidate responses were therefore expected to highlight the relations between groups that categorize and differentiate one ethnic group from another. Consequently, in discussing ethnicity, candidates were expected to highlight the social and cultural relations between categories or groups in the society since ethnic groups do not exist in isolation.

Approximately 4.8 per cent of responses were at levels between excellent and exemplary; approximately 11.7 per cent of responses were good to very good, while 46 per cent were limited and 37 per cent were unsatisfactory. This question was poorly executed, with the majority of candidates offering one-page responses that articulated historical features of the society and did not address the question.

Weak responses demonstrated a lack of clarity in explaining *ethnicity*. Most candidates repeated the statement in the question and/or mentioned one of the studies of the phenomenon, but offered no further explanations or discussion of the differences and manifestation in the society.

Average responses focused on historical and contemporary data on mobility in the historical period and attempted to demonstrate applicability to the structures in contemporary society. However, they did not elaborate on the essential concept of culture as it relates to ethnicity and the transmission and impact on practices and the structure of the society.

The discussion and conclusion of higher-level responses demonstrated that the structure of the society and the existing social and cultural relations between categories or groups of the society combine to determine how these groups see themselves and how they are defined. Arguments of assimilation were used to assess the relevance of a shared past and culture as well as to discuss how physical characteristics combine with social and cultural patterns. These responses also demonstrated that class, status and power contributed to the way in which ethnicity and race are addressed in contemporary Caribbean society.

Candidates should note the following:

- The concepts of race and ethnicity should be explored against the backdrop of a relevant study; repetition of the statement without an explanation does not constitute an adequate response to evaluation questions like this one.
- The concept *ethnicity* has a cultural basis and must therefore be explored in the context of an appropriate study; the approaches of Plantation Society, Plural Society and Creole Society should not be confused with the study of social stratification in particular.
- Any conclusive discourse on race and ethnicity in the Caribbean must demonstrate an understanding of one or more of the above mentioned approaches.
- There is a need to practise writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

Question 6

Candidates were expected to demonstrate sociological understandings of social mobility, that is, the theoretical perspectives and achievement criteria in the Caribbean in the contemporary period. Understanding was expected to be reflected in discussions related to occupational and educational attainment, gender differences and the social structures impacting social mobility. Candidates were expected to argue for the relevance of the conflict perspective in the period following emancipation until independence, in particular how educational opportunity or the lack of it helped to maintain social class positions.

Alternatively, responses could have focused on the applicability of the functionalist perspective in the post-independence period when education systems in the Caribbean were nationalized and educational opportunity expanded, with meritocracy influencing social mobility in the contemporary period. Candidates were expected to draw on the findings of a sociological study such as Derek Gordon's study of social mobility in Jamaica or Selwyn Ryan's study of society in Trinidad.

Of the candidates attempting this question, 5.7 per cent performed at levels ranging from excellent to exemplary, and approximately 26.7 per cent provided responses that were good or very good; 47.6 per cent of the responses were satisfactory.

Weaker responses demonstrated limited knowledge of social mobility patterns in the Caribbean and failed to apply a relevant theory or a study of the phenomena. Responses in this category focused on an elaboration of the concept of social mobility in general without making connections to Caribbean society in the contemporary period.

Average responses demonstrated sociological understandings of social mobility patterns in the Caribbean and attempted to apply these patterns by using relevant studies, but failed to demonstrate the applicability of occupational and educational attainment and/or gender differences to contemporary society.

Outstanding higher-level responses applied the chosen perspective in the context of the types/patterns of mobility identified in Caribbean society. Arguments focused on the realities of the Caribbean society and concluded that although achievement criteria were expected to promote upward social mobility, this has not been equally reflected in the patterns identified in relevant studies of social mobility in Caribbean society.

Candidates should note the following:

- Familiarity with appropriate and adequate information on patterns of social mobility must be demonstrated in addition to applicability of related studies of Caribbean society.
- Key concepts should be explained clearly and correctly, for example, social mobility and types/patterns of social mobility.

- There is a need to practise writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

UNIT 2

Paper 01 – Multiple Choice Questions

Performance on Paper 01 was generally satisfactory. Weaknesses in performance on this paper related mainly to candidates' understanding of concepts related to population and development.

Paper 02 – Essay Questions

As in Unit 1, candidates were required to write three essays (one from each module), in two and a half hours. Similar challenges were noted as with Unit 1 in regard to using a sociological approach as a focal point for responses viz. sociological perspectives or studies, as well as focusing on patterns/trends/regularities rather than individual events. This is a particular problem that continues to be demonstrated in the Unit 2, Paper 02 responses. While the questions focus more on applying sociological principles and theories to social phenomena in society, responses are not expected to be devoid of explanations or discourse on the concepts and theories.

Module 1: Population Studies

Question 1

This question required candidates to demonstrate an understanding of population structure and its relation to social development. Candidates were expected to identify two relevant/appropriate social services for the population structure of a developing economy such as shown in the graph. A summary of the graphical presentation was expected along with identification of the significant aspects of the structure — age, gender and the implications for provision of social services that assist with the social development of the country.

Candidates were expected to focus on social services in the areas of health, education, geriatric, recreational or welfare services. They were expected to identify and discuss the need for at least two social services for a society given its population structure and the key population group(s) identified.

Weaker responses demonstrated a fair understanding of the population structure but failed to differentiate or show the implications or need for the social services required. Some responses merely discussed how social services could advance the development of a country.

Generally, this question demanded that candidates present a discussion that concluded with the view that particular types of social services for social development must be related to the type of population structure. They were also expected to discuss the need for countries to conduct censuses or regular surveys to provide data on their population groups that would support effective planning for and implementation of programmes and policies. The higher performing candidates were able to successfully demonstrate this and apply their understanding in the context of the realities of a Caribbean country.

Candidates should note the following:

- It is important to be familiar with the key concepts associated with population structure, that is, composition of the population by age group and gender as a foundation for meaningful elaboration on the social services required.
- It is necessary to have an awareness of the population structures in Caribbean territories.
- Responses must demonstrate clarity, coherence and be logically conclusive.

Question 2

This question required candidates to demonstrate an understanding of demographic change and the implications of an ageing population. In particular, they were expected to examine the components of the question and relate its significant elements, for example the growth of the population above 60 years, the consequence of such growth and the possible social and economic adjustments that would need to be made. Candidates were also expected to focus on a named Caribbean society and to discuss one economic and one social adjustment to address the consequences of an ageing population.

Weaker responses demonstrated limited knowledge of population trends, ageing and consequences of an ageing population. While candidates were able to identify an economic and social adjustment, they were unable to apply these to the ageing population of a named country and say how the population over 60 would be affected if the adjustments were not implemented.

Average responses attempted to demonstrate the existence of an ageing population in the named country and address the social and economic adjustment needed. In doing so, most responses did not clearly state the implications of ageing in the context of the named country.

Outstanding responses were clear and coherent, made linkages to a named country, identified the population group of the elderly, and made an assessment of needs by gender. Such responses concluded that the consequences and implications of the ageing population require appropriate social and economic adjustments in order to sustain the quality of life of the population of the elderly, despite the constraints faced given the economic realities of the country.

Candidates should note the following:

- An appropriate response to a question in the area of population studies must demonstrate an understanding of the population trends in the named country and the consequences for particular population groups.
- It is important to be informed about the socioeconomic status of countries and realistic adjustments that can be recommended. This requires knowledge of population structure, population policy and social development initiatives existing in the country.
- Responses must demonstrate clarity, coherence and be logically conclusive.

Module 2: Social Order, Social Control and Deviance

Question 3

Candidates were expected to present evidence to support the position that religion can or cannot play an important role, or alternatively, can play a limited role in the reduction of crime. They were expected to elaborate on their position with reference to a named Caribbean society, using an appropriate sociological perspective to support their view. Candidates were expected to conclude that religion as a key social institution has a critical functional role in ensuring the continuity of the social system, in collaboration with the other key social institutions. The sociological perspectives in support or against the views were expected to be applied throughout the response.

This was not one of the better performing questions on the paper and while a high proportion of candidates attempted this question, they mainly focused on theories of crime and deviance and manifestation in the society and treated with religion peripherally. This question tested candidates' ability to present their views in a coherent manner and to apply knowledge from their Unit 1 studies to the processes studied in Unit 2.

Weak responses mainly focused on theories of crime and deviance but did not apply the theories to the named society. These responses did not identify a specific religion/religious organization and failed to demonstrate the role of the church as an agent of social control leading to the reduction of crime and deviance.

Average responses demonstrated satisfactory knowledge of the theories of crime and deviance, the functional role of religion as an agent of secondary socialization and social control. However, these responses placed too much emphasis on theories of crime and deviance and did not assess the contribution of religion to the reduction in crime.

Higher-level responses demonstrated a sociological approach that included mention of theories of crime and deviance as a context for their elaboration on the role and function of a

named religion, the applicability of its tenets to other agents of social control in helping with crime reduction and criticisms of its role as presented by competing sociological theories.

Candidates should note the following:

- Key sociological concepts in the question should be elaborated on, for example, crime and deviance — statistical or anecdotal evidence, religious institutions as secondary agents of socialization and of social control.
- Care should be taken to read questions carefully so as to be aware of the linkages and connections with other areas of the syllabus, using information to present a clear and relevant response to questions like this.
- Responses must demonstrate clarity, coherence and be logically conclusive.

Question 4

Candidates were expected to examine the statement and outline their position, providing evidence to support the view that ‘lack of proper socialization’ contributes to or does not contribute to deviance in the context of a deviant act committed in schools in Caribbean society. Candidates were expected to utilize a relevant sociological theory to elaborate on their position. They were expected to conclude that lack of socialization, which is determined by dysfunction among the agents of socialization and social control, may be only one factor among others that contributes to deviance and a deviant act in schools.

Weak responses merely gave a commonsense perspective which lacked sociologically-grounded evidence to support the position and did not situate the response in the context of a deviant act committed in schools. Responses in this category also tended to discuss the family as an agent of socialization that had not fulfilled its expectations.

Average responses outlined a position and made appropriate use of the sociological perspectives and the process of socialization. However, these responses did not elaborate on how the socialization process contributes to the presence or absence of particular acts of deviance in schools. They did not demonstrate application of the concepts.

Higher-level responses demonstrated knowledge and understanding and concluded that deviance and punishment are part of the secondary socialization process in that they reinforce what counts as acceptable and unacceptable behaviour and that deviant acts in the school setting indicate lack of proper socialization. Additionally, candidates who produced such responses concluded from a critical standpoint that it is not the lack of proper socialization which contributes to the deviant act, but labelling or structural inequalities within the setting.

Candidates should note the following:

- Key concepts in the question, for example, deviance and socialization should be explained.
- Connections must be made to the sociological perspective, an identified deviant act committed in schools, as required by the question, and a Caribbean society should be identified.
- Care should be taken to read questions carefully so as to be aware of the linkages and connections within the question in order to present a clear and relevant response that is supported by a theory and/or competing theories.
- Responses must demonstrate clarity, coherence and be logically conclusive.

Module 3: Social Development and Poverty

Question 5

Candidates were required to outline their understanding of subjective poverty and objective measurable poverty and elaborate on the types of measurable poverty such as critical, relative and absolute/subsistence poverty. They were expected to further elaborate on the nature of poverty in a named Caribbean society and to take a position on whether it is more subjective than objective. In the process, candidates were expected to present sound sociological arguments and conclude that poverty may exist in both subjective and objective forms in society.

Weak responses merely focused on a general discussion of poverty and did not present sociological arguments for the type of poverty that existed in the society.

Average responses focused on definitions of poverty and attempted application using the context of the named Caribbean society but were not able to elaborate and conclude on the type of poverty existing in the named society.

Higher-level responses demonstrated adequate knowledge and discussions that presented poverty existing in both forms — subjective and objective, and its manifestation in the named society. Responses in this category also offered an evaluation of the arguments to show that poverty has real indicators as is reflected in the lack of basic requirements to sustain quality of life in the named Caribbean society.

Candidates should note the following:

- Key concepts should be explained clearly and correctly, for example, types of poverty.
- Sociological explanations and perspectives are relevant to an assessment of the type of poverty in a country.

- Responses must demonstrate clarity, coherence and be logically conclusive.

Question 6

Candidates were required to examine the given statement and determine whether a major factor affecting the tourist industry in the Caribbean is its vulnerability to natural disasters. Candidates were expected to provide relevant evidence to support their position including knowledge of the occurrence of natural disasters and the consequences for the tourism sector in a named Caribbean society. In the process, they were expected to elaborate on the contribution of tourism to the development of the named society and the economic and social impact on development efforts.

Weak responses focused on natural disasters in general and on tourism. There was limited understanding and applicability in the context of the social and economic impact on the society and development initiatives required.

Average responses focused on the vulnerability of the Caribbean to natural disasters and attempted to make linkages regarding the effect on tourism and the resulting consequences for the economy of a named society.

Higher-level responses focused on the vulnerability of the region as evidenced by specific instances of hurricanes, volcanic eruptions and floods due to climate change. Such responses also discussed the accompanying destruction to infrastructure, economies, and social dislocations in a specific country and how this impacts tourism given its reliance on infrastructural support, social and other services. Such responses were also able to demonstrate a direct relationship between overall social and economic development as a major impact of natural disasters.

Candidates should note the following:

- There should be familiarity with information on economic and social development issues and the various indicators and criteria with reference to Caribbean society.
- Key concepts should be explained clearly and correctly and examples of natural disasters should be appropriately linked to the country situation in relevant periods. For example, a discussion on an earthquake which occurred in Jamaica in the early 1900s is not directly applicable to the question in the contemporary period.
- Responses must demonstrate clarity, coherence and be logically conclusive.

Paper 031 – School-Based Assessment (SBA)

Generally, the SBA was poorly executed. In some cases, the marks assigned by teachers were lenient, although consistent from one submission to another. Award of marks was, in

some cases, above the maximum allotted for elements in each section. There was also evidence of inadequate supervision of the SBAs.

A few of the samples submitted provided evidence of students' attempts to incorporate a sociological framework in their study, albeit in the literature review. Some students were able to have this understanding reflected in the data collection method used, analysis of data and conclusion. This approach should be encouraged by all teachers beginning with the formulation of the specific objectives of the study.

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

It is important to pay attention to detail when marking SBAs. The approved marking scheme found in the syllabus needs to be closely followed. There were cases where some teachers submitted samples without the allocation of marks for all sections or parts of sections on the score sheet, or marks were incorrectly added with some marks awarded being higher than that allocated in the syllabus. In some instances, assigned marks to students were not indicated in the body of the research projects, which would allow for easier moderation.

Students need to be guided at each stage/component in the development of their projects. Some of the samples appeared to be first drafts rather than one seen and guided by the teacher before progressing toward a final submission.

The Topic

Students tended to state very broad topics that were sometimes unrelated to the actual content of the SBA. The topic should provide the reader with a clear guide to the issue/area being investigated. In a number of cases, topics were inappropriate, 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 SBA 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 as stated on page 28: *Candidates are asked to conduct a research project on any issue affecting development in his or her community.* Teachers should guide students accordingly.

The syllabus must be used as a guide and topics chosen must be in keeping with those explicitly stated in the syllabus. Indeed the issue identified must be properly approved for an acceptable SBA based on the relevant unit.

Introduction

Students 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 students 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 an appropriate sociological framework that would place the study in context.

Students should 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. The introduction should clearly identify 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 student proposes to do in the study as an extension of the background to the study and the sociological or conceptual framework. The statement of the problem is not the topic restated in one line or as a question.

Students should use the topic and introduction to the study as a guide in determining which aspect of the study can be reasonably developed into the statement of the problem.

Aims and Objectives

Student 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, emerge from the aim, 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 sociological framework to give direction.

Although most students 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 students presented clearly defined objectives while others simply posed some questions.

The Literature Review

The literature review was another weak aspect of the SBA and this is particularly troubling as it signals that students are undertaking their projects with limited knowledge of their topics. In some cases, no summaries of studies, books or articles were cited in the literature review; instead anecdotal evidence was presented based on experiences – there is place for this in literature reviews but it cannot form the basis for this aspect of the SBA. In other cases, candidates 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 students. 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 students expect to reach. The literature review also assists with the analysis of data and presentation of the findings, given that the student has properly reviewed the work of authorities in the area of study, including studies conducted in the Caribbean which can assist with identification of themes and trends.

Those students 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.

Research Design

This component of the SBA 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 only.

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 population from which the sample is derived and 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. *These specimen instruments and letters of introduction must be placed in the appendices of the study and not in the body.*

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. Students must remember that relevant data obtained from the questionnaire/interviews must be part of the analysis as they relate to each objective. Note that, the analysis is not of the questionnaire but of data relevant to the objectives.

Microsoft Excel tools can be used to help reduce data to manageable outputs that would allow for simple analyses beyond basic percentages. This can be accomplished in school labs where applicable, and where there may be recourse to technicians or IT teachers who can provide the necessary assistance. Alternatively, special sessions could be arranged for entire classes during specific periods when students may be working on the data analysis stage of their SBA.

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. *Students must remember that each of the objectives of the study gives it focus and must guide this section.*

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, for example, 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* (16th edition) is available at the end of this report. Teachers may find it useful.

The SBA 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 032 – Alternative to School-Based Assessment (SBA)

The alternative paper for private candidates was generally poorly done. The responses to the questions suggest that candidates did not attempt an actual project nor did they seek guidance in doing so. Candidates seldom focused on the study they had identified and thus provided many general, often unclear and inadequate responses to the questions asked. Also, they 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/framework to guide research and facilitate analysis of data. The responses appeared more akin to Social Studies projects given their lack of depth or demonstration 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 as a prerequisite to 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. Alternatively, 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 arise from the comments noted earlier and are meant to assist with improvements in candidate performance on the examinations.

Essay Questions

- There has been general improvement in applying knowledge of Caribbean societies. Teachers now need to focus more efforts at engaging with the literature available on studies of the Caribbean and infuse the findings in their classroom discussions, thus ensuring familiarity with the tenets of the main studies and improving students' sociological vocabulary. Debating competitions or group research projects may be useful mechanisms for developing these abilities in the context of the school environment.
- Teachers need to assist students in essay writing styles that focus on evaluation and synthesis of ideas. This is a major area of weakness noted in the examination responses to questions and which accounts for a significant portion of the marks to be awarded. Teachers should focus on assisting students to attend to the overall clarity, coherence and logical conclusiveness of essays. They must be encouraged to use supporting studies, facts, or references to authorities throughout their responses to questions.
- Students should be coached in identifying key words in a question and the focus of the range of command words such as *assess*, *examine*, *evaluate* and *support your response with*, when answering essay questions.
- 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.

School-Based Assessment

- Subject teachers should be encouraged to prepare students by requiring submission of the SBA in parts for guidance, prior to the final submission for marking.
- 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 SBAs to incorporate sociological theories/conceptual framework in their work beginning with the formulation of objectives for their studies.

- Greater emphasis by subject teachers as well as more appropriate guidance to students in the review of literature and appropriate citing of sources is required. Too many of the submissions available for moderation appeared not to have been reviewed by teachers.
- The objective of SBAs must be the development of an evidenced-based problem-solving culture as well as an ethically sound research culture.

REFERENCE GUIDE

[http://www.chicagomanualofstyle.org/tools_citationguide.html/](http://www.chicagomanualofstyle.org/tools_citationguide.html) (The Chicago Manual of Style 16th Edition)

Chicago-Style Citation Quick Guide

The Chicago Manual of Style presents two basic documentation systems: (1) notes and bibliography and (2) author-date. Choosing between the two often depends on subject matter and the nature of sources cited, as each system is favoured by different groups of scholars.

The 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.

Notes and Bibliography: Sample Citations

The following examples illustrate citations using the notes and bibliography system. Examples of notes are followed by shortened versions of citations to the same source.

Book***One author***

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.

2. Pollan, *Omnivore's Dilemma*, 3.

Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.

Two or more authors

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.

2. Ward and Burns, *War*, 59–61.

Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007.

For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* (“and others”):

1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s* . . .
2. Barnes et al., *Plastics* . . .

Editor, translator, or compiler instead of author

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.
2. Lattimore, *Iliad*, 24.

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

Editor, translator, or compiler in addition to author

1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (London: Cape, 1988), 242–55.
2. García Márquez, *Cholera*, 33.

García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988.

Chapter or other part of a book

1. John D. Kelly, “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War,” in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.
2. Kelly, “Seeing Red,” 81–82.

Kelly, John D. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010.

Chapter of an edited volume originally published elsewhere (as in primary sources)

1. Quintus Tullius Cicero. “Handbook on Canvassing for the Consulship,” in *Rome: Late Republic and Principate*, ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization*, ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.
2. Cicero, “Canvassing for the Consulship,” 35.

Cicero, Quintus Tullius. “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, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

Preface, foreword, introduction, or similar part of a book

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.
2. Rieger, introduction, xxxiii.

Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

Book published electronically

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.
2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), accessed February 28, 2010, <http://press-pubs.uchicago.edu/founders/>.
3. Austen, *Pride and Prejudice*.
4. Kurland and Lerner, *Founder's Constitution*, chap. 10, doc. 19.

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed February 28, 2010. <http://press-pubs.uchicago.edu/founders/>.

Journal article***Article in a print journal***

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

1. Joshua I. Weinstein, "The Market in Plato's *Republic*," *Classical Philology* 104 (2009): 440.
2. Weinstein, "Plato's *Republic*," 452–53.

Weinstein, Joshua I. "The Market in Plato's *Republic*." *Classical Philology* 104 (2009): 439–58.

Article in an online journal

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

1. Gueorgi Kossinets and Duncan J. Watts, “Origins of Homophily in an Evolving Social Network,” *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.

2. Kossinets and Watts, “Origins of Homophily,” 439.

Kossinets, Gueorgi, and Duncan J. Watts. “Origins of Homophily in an Evolving Social Network.” *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/599247.

Article in a newspaper or popular magazine

Newspaper and magazine articles may be cited in running text (“As Sheryl Stolberg and Robert Pear noted in a *New York Times* article on February 27, 2010, . . .”) instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. If you consulted the article online, include a URL; include an access date only if your publisher or discipline requires one. If no author is identified, begin the citation with the article title.

1. Daniel Mendelsohn, “But Enough about Me,” *New Yorker*, January 25, 2010, 68.

2. Sheryl Gay Stolberg and Robert Pear, “Wary Centrists Posing Challenge in Health Care Vote,” *New York Times*, February 27, 2010, accessed February 28, 2010, <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

3. Mendelsohn, “But Enough about Me,” 69.

4. Stolberg and Pear, “Wary Centrists.”

Mendelsohn, Daniel. “But Enough about Me.” *New Yorker*, January 25, 2010.

Stolberg, Sheryl Gay, and Robert Pear. “Wary Centrists Posing Challenge in Health Care Vote.” *New York Times*, February 27, 2010. Accessed February 28, 2010. <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

Book review

1. David Kamp, “Deconstructing Dinner,” review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review, <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

2. Kamp, “Deconstructing Dinner.”

Kamp, David. “Deconstructing Dinner.” Review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review. <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

Thesis or dissertation

1. Mihwa Choi, “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty” (PhD diss., University of Chicago, 2008).

2. Choi, “Contesting *Imaginaires*.”

Choi, Mihwa. “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago, 2008.

Paper presented at a meeting or conference

1. Rachel Adelman, “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition” (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).

2. Adelman, “Such Stuff as Dreams.”

Adelman, Rachel. ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition.” Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009.

Website

A citation to website content can often be limited to a mention in the text or in a note (“As of July 19, 2008, the McDonald’s Corporation listed on its website . . .”). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified.

1. “Google Privacy Policy,” last modified March 11, 2009, <http://www.google.com/intl/en/privacypolicy.html>.

2. “McDonald’s Happy Meal Toy Safety Facts,” McDonald’s Corporation, accessed July 19, 2008, <http://www.mcdonalds.com/corp/about/factsheets.html>.

3. “Google Privacy Policy.”

4. “Toy Safety Facts.”

Google. “Google Privacy Policy.” Last modified March 11, 2009. <http://www.google.com/intl/en/privacypolicy.html>.

McDonald’s Corporation. “McDonald’s Happy Meal Toy Safety Facts.” Accessed July 19, 2008. <http://www.mcdonalds.com/corp/about/factsheets.html>.

Blog entry or comment

Blog entries or comments may be cited in running text (“In a comment posted to *The Becker-Posner Blog* on February 23, 2010, . . .”) instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. There is no need to add *pseud.* after an apparently fictitious or informal name. (If an access date is required, add it before the URL; see examples elsewhere in this guide.)

1. Jack, February 25, 2010 (7:03 p.m.), comment on Richard Posner, “Double Exports in Five Years?,” *The Becker-Posner Blog*, February 21, 2010, <http://uchicagolaw.typepad.com/beckerposner/2010/02/double-exports-in-five-years-posner.html>.

2. Jack, comment on Posner, “Double Exports.”

Becker-Posner Blog, The. <http://uchicagolaw.typepad.com/beckerposner/>.

E-mail or text message

E-mail and text messages may be cited in running text (“In a text message to the author on March 1, 2010, John Doe revealed . . .”) instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

1. John Doe, e-mail message to author, February 28, 2010.

The Chicago Manual of Style 16th edition text © 2010 by The University of Chicago. *The Chicago Manual of Style Online* © 2006, 2007, 2010 by The University of Chicago.
