

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®
MAY/JUNE 2013**

CARIBBEAN STUDIES

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GENERAL COMMENTS

The Caribbean Studies examination comprised the following three papers: Paper 01 which consisted of 15 compulsory short-response questions; Paper 02 which consisted of eight essay questions of which candidates were required to answer four; Paper 031, the School-Based Assessment (SBA) for which candidates conducted research and submitted a research paper; and Paper 032, the Alternative to the SBA, which was written by private candidates.

DETAILED COMMENTS

Paper 01 – Short-Response Questions

This paper consisted of three modules; both Modules 1 and 2 consisted of five questions and were each marked out of 30; Module 3 consisted of five questions and was marked out of 20.

Module 1 focused on Caribbean Society and Culture, Module 2 on Issues in Caribbean Development and Module 3 on Investigating Human and Social Development in the Caribbean.

This year, performance on both Modules 2 and 3 demonstrated that some candidates were not fully prepared for some of the topics and issues posed in the examination. Candidates who excelled on this paper provided full and accurate responses for all modules. It is recommended that candidates read all questions carefully and note the key elements of the question. For example, they are to take note of the instructions and determine whether the terms/concepts are to be defined and/or analysed, or whether they are being asked to provide examples, or to give responses that reflect a time period and/or a specific group.

This year again, instances were noted where many candidates did not read the questions carefully and gave inadequate and/or poor responses. It was also noted that candidates who performed well had not only prepared the topics, but also paid close attention to the requirements of the questions and provided the requisite responses.

Module 1: Caribbean Society and Culture

Question 1

Part (a) required candidates to provide a definition for the term *diaspora*. Candidates who did well provided acceptable responses such as:

- *Individuals and/or groups who migrated from their country of birth to another country or region, but who still see and treat the original country or region as 'home'.*
- *Descendants of individuals and/or groups, (for example first, second and third generations, etc.) who were born in another country or region, but who construct their identity/identities based on the identity of the first generation and on what they see as their point of origin, for example, the Caribbean region.*
- *Individuals and groups who have also maintained strong collective identities to their point of origin and who have defined themselves as diasporas, though they were neither active agents nor passive victims of persecution.*

Part (b) required candidates to provide ways in which the Caribbean diaspora contributes to the region. Candidates who gave good responses ensured that they demonstrated the ways in which the activities of individuals and/or groups in the diaspora contributed to the Caribbean region. They noted, for example:

- *Sending monetary contributions (remittances) which directly contribute to the economies of the region*
- *Sending barrels/trunks/latest technology to family members/friends to provide for them what may be unavailable in the region or what they could not afford; contributes to society and economy*
- *Raising funds for national projects regarding health, education, care of the elderly, support for rebuilding after a natural disaster*
- *Creating/providing accommodation when groups/families/friends visit the metropolitan space*
- *Sponsoring activities such as festivals that serve to advertise the region and encourage those resident in the metropole to visit the region/promote tourism*
- *Providing opportunities for Caribbean artists to travel and perform in the diaspora space.*

Question 2

This question gave focus to the movements/steps taken towards independence.

Part (a) focused on the contribution of the Adult Suffrage Movement. Many candidates were unclear as to the meaning of *adult suffrage*. Some mistook the meaning of *suffrage* (the right to vote in general and other elections) as ‘suffering’ or ‘sufferation’, both of which refer to a condition of bodily hurt. Weaker candidates tended to present an unintelligible collection of words that included some vague reference to the civil right of choosing a government, but they were unable to produce enough solid information to be awarded full marks.

Candidates who received full marks argued that *adult suffrage enabled all adults over 21 years, regardless of their class, race, ethnicity, gender or creed, to vote, which in turn greatly increased the number of voters in the society. Consequently, the majority of the adult population had the right and opportunity to elect candidates who would vote against colonial rule.*

Part (b) focused on the contribution of internal self-government. The majority of candidates were able to adequately explain the contribution of internal self-government to independence.

Question 3

This question required candidates to define three terms used in the subject area: *caste*, *doula* and *mestizo*. The majority of candidates noted that *the term caste referred to a system of stratification*. Those who received full marks argued that *it was a closed system in which membership was obtained through birth and maintained traditionally until death and one in which individuals are expected to marry within the caste.*

The majority of candidates accurately defined both *doula* and *mestizo*.

Question 4

This question assessed candidates’ knowledge of the effects of drought on the environment. The overwhelming majority of candidates was able to accurately describe three such effects.

Question 5

This question assessed candidates' knowledge of different celebrations in the Caribbean region. Many of them named a Hindu or Islamic celebration and explained two ways in which the festival or celebration impacted on Caribbean society.

Part (a) required candidates to describe the impact of religious celebrations on society.

Part (b) required candidates to give ways in which carnivals contribute to the economies of the region. The majority of candidates provided full responses on how *carnival activities result in an increase in the flow of foreign exchange to the region, employment and the creation of small businesses.*

Module 2: Issues in Caribbean Development

Question 6

This question required candidates to demonstrate their understanding of some economic issues in the Caribbean.

Part (a) required them to explain how good governance is an indicator of development. Several candidates were aware of the issues regarding governance, but failed to establish the link to development, with some pointing to economic development only. Specific areas such as the rule of law, equity and/or effectiveness were not adequately dealt with. Some candidates placed emphasis on the absence of good governance instead of directly answering the question.

Part (b) required candidates to differentiate between gross domestic product (GDP) and gross national product (GNP). Many candidates demonstrated a lack of knowledge of the two concepts. Others defined GDP as GNP and vice versa. Additionally, several responses answered only a part of the question and did not address the difference between the two terms. A full response would be as follows:

The difference between GDP and GNP is that GDP is the market value of goods and services produced within a country's borders by residents over a specified time period while GNP is the market value of goods and services produced by a country's citizens wherever they live.

Question 7

This question gave focus to the ways in which groups in society have been impacted by the unequal distribution of wealth.

For Part (i), many candidates were aware of the general issues relating to indigenous peoples, though they could not provide details in their responses.

Candidates who gave full responses explained, for example, that:

- *Indigenous peoples live on lands that are rich in minerals, but because they do not have the resources, they are unable to extract the wealth of available minerals.*
- *Lack of resources also prevents them from politically and economically representing their interests especially on issues of basic living conditions, sanitation and infrastructure.*
- *Traditionally they are marginalized, having been denied access to education — an integral factor for upward social mobility.*
- *Commercial and other interests continue to exploit their intellectual property and utilize them as units of labour, thus perpetuating their marginalized state.*

For Part (ii), candidates gave good responses and were aware of the issues that confront women as a whole. Issues such as *discrimination, breaking/not breaking the glass ceiling* etc. were especially highlighted.

For Part (iii), candidates gave a variety of responses. Many were unaware of the definition of the term *elite*. Several could not explain how this group was affected by the unequal distribution of wealth in the Caribbean.

Question 8

This question required an explanation of ways in which the Caribbean Tourism Organization (CTO) promotes development in the region. This is another example where many candidates did not directly answer the question. Several focused on tourism as a whole, rather than the specific work of the CTO. Many overlooked the ways in which the CTO contributes to the development of the region. Quite a significant number of responses accorded the work of the CTO with that of regional governments, in the provision of infrastructure etc.

Question 9

This question asked candidates to outline three aims of the economic partnership agreement (EPA). Many candidates wrote general or vague responses and could not provide details of the aims. Candidates who gave good responses made special note of the purpose of the agreement which was to change the preferential nature of previous arrangements between the Caribbean region and the European Union.

Question 10

This question required candidates to explain the role of some institutions in the development of the Caribbean region. For Part (i), candidates were generally able to identify some of the critical functions of the Caribbean Development Bank (CDB) and how these functions relate to development. They argued that it was mainly through the provision of loans for various projects. However, quite a few confused the role of the CDB with that of a regional central bank.

For Part (ii), the majority of candidates gave good responses regarding the contribution of the West Indies Cricket Board (WICB) to the development of the region. Many pointed out the role of the WICB in the development of regional identity as well as the economic and even social impact on the region's development.

Module 3: Investigating Human and Social Development in the Caribbean

Question 11

In this question, candidates were given the following statement: *Countries with democratic political systems do not go to war with other like-minded countries.* Part (a) required candidates to give two reasons why the statement could be considered a hypothesis. The majority of candidates demonstrated that they knew the definition of the term *hypothesis*. The most popular reasons given were that:

- It has to be proven.
- The variable can be quantified.
- It relies on statistical analysis.

For Part (b), candidates were required to identify two variables in the hypothesis. There was a clear lack of knowledge among many candidates regarding the concept of a *variable*, resulting in their inability to correctly identify two.

Question 12

For this question, candidates were given a scenario from which to justify sources of data and ways of establishing the reliability of data collecting instruments which could be used in the research.

For Part (a), candidates were asked to state the advantages of using primary sources in gathering the data. Many candidates demonstrated a lack of knowledge of the definition of *a primary source*. Several were unable to state the advantages of using primary sources in research. A number of candidates gave focus to the pepper sauce and did not answer the question as asked.

Candidates who gave full responses emphasized that *primary sources are the original documents of the case. The investigators would have easier and more immediate access to the evidence, without intervening voices.*

For Part (b), many candidates demonstrated a lack of knowledge of the concept of reliability. Many who understood the meaning of the term *reliability* gave responses that reflected the reliability of the data and not the instrument used to collect the data.

Candidates who gave good responses noted, for example, that the data collected by any of the instruments must be interpreted in the same way by both sides/countries. Some also argued that the consistency of the data collecting instrument must be observed.

Question 13

For this question, candidates were required to differentiate between qualitative and quantitative research.

Many candidates demonstrated a lack of knowledge of the definition of *quantitative* and *qualitative methods*. Several could not provide accurate responses to this question. Some defined quantitative research as qualitative research and vice versa. Many could not describe the difference between the two. Those who gave accurate responses stated, for example, that *quantitative research presents findings in text, tables and statistical diagrams whilst qualitative research uses verbatim language of the participants, authorial prose etc.*; and *quantitative research depends heavily on survey methods, for example, questionnaires and structured interviews whereas qualitative research relies on observation and conversational interviews over a long period.*

Question 14

This question focused on the conclusion of a research study.

For Part (a), candidates were required to give two reasons why research objectives should be referred to in the conclusion of the study. The majority of candidates was able to provide one correct reason, but several failed to provide two reasons in their response.

For Part (b), the majority of candidates gave full responses regarding the importance of including new or interesting findings of research.

Question 15

This question focused on candidates' understanding of *plagiarism*; Part (a) required candidates to define the term.

Most candidates demonstrated that they had a good understanding of what constitutes plagiarism and responded accordingly.

Part (b) required candidates to give a reason why plagiarism is unacceptable in research.

Most candidates gave very good reasons while some were very vague on the issue. Candidates who were well prepared for the topic gave answers such as:

- Plagiarism is a criminal act.
- It is unethical.
- Findings from plagiarized research would be deemed invalid and unreliable.

For Part (c), most candidates were aware of measures a researcher can take to avoid plagiarism. Some of the responses they gave included:

- Use quotation marks when citing the work.
- Ensure that citations are provided for all work cited.
- List references at the end of the study in a bibliography.
- Include footnotes and/or endnotes when using in-text citations.

Paper 02 – Essay Questions

This paper consisted of four sections — A, B, C and D. Section A focused on Module 1, Caribbean Society and Culture, and contained two questions. Candidates were required to choose one question from this section. Section B, which focused on Module 2 — Issues in Caribbean development — had two questions. Candidates were required to do one question from this section. Section C, which focused on Module 1 — Caribbean Society and Culture — had two questions. Candidates were required to do one question from this section. Section D, which focused on Module 2 — Issues in Caribbean Development — had two questions. Candidates were required to do one question from this section.

Sections A and B were descriptive essays and were marked out of 20. Sections C and D were argumentative essays and were marked out of 30. Paper 02 was worth 100 marks.

Section A

Module 1: Caribbean Society and Culture

Question 1

In this question, candidates were required to examine four factors which have caused coral reefs in the Caribbean to be threatened with extinction. This was an extremely popular question and most candidates wrote long and informed responses.

Most candidates were able to accurately identify factors. For example, they wrote of the

damage afflicted by cruise ships and large commercial vessels which pass through Caribbean waters, such as Korean and Japanese vessels; the oil spills and pollution which reduce the oxygen supply for organisms that create coral reefs; the unconscionable actions of divers and other water sports exponents in walking on the reefs or breaking off the coral; as well as natural disasters such as global warming and hurricanes.

Some of the candidates wrote extensively on other *problems such as those caused by fisherfolk, by hotels and guest house operators, by siltation in rivers and by humans using inordinate amounts of chemicals near these reefs.* Even the weaker candidates were able to procure some marks by simply listing the problems which have threatened reefs such as Buccoo Reef in Tobago and the reef off the coast of Belize.

Question 2

This question, which required candidates to describe four ways in which Rastafarian culture has impacted the societies of metropolitan countries, was challenging for many candidates.

Several of the candidates regarded the question as an opportunity to tell all that they knew about the impact of Rastafari on Caribbean societies rather than on those of Britain, the USA, Canada and Europe.

Many candidates gained credit for highlighting the Pan-African ideology of the Brethren of Rastafari, as well as the doctrine which they espouse, their distinctive dress, hairstyle, cuisine, language and cultural skills. Further credit was also gained for mention of the influence of the iconic Robert Nesta ‘Bob’ Marley on these extra-regional societies.

The negative impact of marijuana trafficking was also stressed by some candidates. However, there were too many instances in which candidates misunderstood the thrust of the question and wrote long responses about the movement in Jamaica where it originated, and throughout the Caribbean region. Although candidates could gain marks for reference to Haile Selassie, Marcus Garvey and the circumstances in which the movement was born, too many committed errors of fact by including false information on this early history. One example of such glaring misinformation is that the movement was founded by Emperor Haile Selassie of Ethiopia on the occasion of his visit to Jamaica in the mid-1960s.

Section B

Module 2: Issues in Caribbean Development

Question 3

Candidates were asked to explain two ways in which the World Bank and the World Trade Organization (WTO) facilitated development in the Caribbean. Many candidates answered this question and grades ranged from weak to moderate, with some candidates receiving good grades.

With reference to the World Bank in Part (a), it was noted that some candidates presumed that the bank was the International Monetary Fund (IMF) and, unfortunately, wrote responses to suit. The World Bank issues loans and credit options, trust funds and grants,

provides analytical and advisory services and assists with capacity building. Candidates who fully addressed two of these elements were awarded the better grades.

In Part (b), a significant number of candidates were able to provide two ways in which the WTO facilitates development in the Caribbean; for example, *in the development of infrastructure* as well as its efforts *in poverty reduction/eradication*. It was noted, however, that the generic issue of trade was associated with this organization. The WTO is noted for its work in trade, but candidates needed to clearly demonstrate the ways in which it facilitates development.

Question 4

This question asked candidates to describe four ways in which the empowerment of women could promote Caribbean development.

A careful reading of the question would reveal three issues that needed to be addressed — empowerment, women, and development. This was a popular question; some candidates provided only partial responses; they focused on the issue of women and emphasized the strides that women have made in recent decades. For example, they wrote of the ‘glass ceiling’, increased educational opportunities and attempts to address the marginalization of pregnant female students in schools and in the society.

The issue of empowerment and development is also a critical element that needed to be addressed in the response. Candidates could have mentioned that empowerment is a pillar in the human development paradigm, one that places emphasis on gender equity and the empowerment of women. Reference could also have been made to the UN Human Development Report on Gender Empowerment which included the gender empowerment measure (GEM), an index used for monitoring the progress of the elimination of gender gaps. In other words, candidates needed to ensure that they clearly demonstrated the ways in which development in the Caribbean could be and has been advanced through the empowerment of women in the society.

Candidates who provided responses that addressed the three issues were awarded the better grades. They noted, for example, that

with increased educational opportunities, the knowledge base of the region would increase as both females and males would be the beneficiaries. This would lead to an increase in the skills base, as women would have the opportunity to realize their full potential. In turn, there would be an increase in productivity that would advance development. Further, an increase in the knowledge base for women would also assist in

challenging and removing the ‘glass ceiling’, resulting in more women in leadership and managerial positions and greater participation in policy making — a factor that directly affects development.

With regard to income equality, women would be paid equal wages as men for doing the same tasks, which would have a direct impact on the economy (GDP) and end discrimination. Further, many international lending agencies especially insist on gender equity as a provision for engaging their assistance. By empowering women, many Caribbean countries would be able to actively develop their societies as they would secure the necessary funding for national projects, enabling them to do so.

Section C

Module 1: Caribbean Society and Culture

Question 5

With the aid of a quotation as a stimulus, this question gave focus to the higher order task of how to describe the Caribbean. The two options suggested — political and historical — were intended to remind candidates that the *Caribbean* is an elusive concept which cannot be reduced simply to these categories because they might not be the most accurate or inclusive.

This question was moderately handled by candidates, some of whom concentrated only on the historical and geographical definitions. Such candidates made strong references to chattel slavery, colonialism, indentureship and the legacy of exploitation by Europeans. They also wrote long passages about Christianity, European cultural norms and practices and the political systems which have been the main historical legacy of Spaniards, Dutch, French and British colonial empires in this region.

Those who emphasized geographical factors commented on the incongruities of Guyana, Barbados, Belize and Bahamas being included in the definition. They also pointed out those elements of volcanoes, hurricane, the Caribbean Plate and the other weather issues which impact all the territories mentioned above as well as those which are undeniably located in the Caribbean Sea.

Unfortunately, many candidates were not able to expound their responses to include an analysis of the Caribbean Diaspora, CARICOM and other collateral aspects of the Caribbean reality. Stronger candidates concluded that there is no ideal definition, but included reference to these and other concepts.

Question 6

This question required candidates to assess ways in which colonial education impacted the formation of Caribbean society and culture. Candidates performed only moderately in most cases.

In several instances, candidates spent a considerable amount of time defining and discoursing on Caribbean colonial society, almost to the exclusion of any mention of how the education system impacted the formation of these societies. Such limited interpretation of the question did not gain substantial marks. The opportunity was there for candidates to expatiate on the overall purpose of that peculiar institution, namely to mould Caribbean colonials in the likeness of the imperial citizens and to create Afro-Saxon, Afro-French, Afro-Dutch and Afro-Spanish subjects who would venerate all aspects of European culture, while remaining subservient at all times.

Candidates had difficulty identifying the starting point for the introduction of colonial education. Some candidates located the origin in the enslaved societies of the region before 1838, while others sought to establish this date as the beginning of a programme of educational indoctrination of people in the British Caribbean. Other candidates brought the analysis down to the twenty-first century in order to illustrate the pervasive influence of the British colonial system on the education of pre as well as post-independence ideas about the role of education in creating the New Caribbean man/woman.

Generally, these responses contained some of the required information and candidates were able to make reference to the establishment of primary, secondary and tertiary educational institutions, the role of European missionaries and church groups in the teaching of Caribbean colonials, the system of certification and curriculum development, the mimicry of European norms and values and the emphasis on rote learning in order to help mould the blacks and indentured immigrants into being obedient, unambitious working classes. Weaker candidates were those who mentioned only a few of these points. Stronger candidates were those who identified the *hidden curriculum* which taught Caribbean boys and girls to be good colonials, the privileging of boys over girls in the education system in each colony, the strong presence of European teachers and education models in these colonies and the virtual exclusion of any positive references to African, India or to indigenous people and their heritage.

Other facets of the system which helped to form Caribbean society in the present included the predominance of European uniforms of all kinds (cadets, scouts, guides), badges, ties, suits, gowns, robes, the heavy impress of European music, languages and

art, as well as the role of colonial seminaries and university colleges. Candidates who were able to include these in their analyses gained high marks.

Section D

Module 2: Issues in Caribbean Development

Question 7

This question required candidates to discuss the extent to which sports has contributed to the development of Caribbean identity regionally and in the Diaspora. This was a markedly popular question and some candidates were able to score heavily in their responses, displaying a breadth of basic knowledge about sports in general and certainly about cricket, soccer and athletics in particular.

Most candidates were able to gain some marks by tracing the history of cricket in the British Caribbean and by identifying this game as the Anglophone Caribbean's national sport. Some candidates could only mention cricket and athletics in their essays and it was clear that their knowledge of Caribbean sports did not include basketball, netball, squash, badminton, tennis of both varieties, boxing, water sports, mind games such as chess, bridge and draughts, along with martial arts, all of which have made considerable strides in the Caribbean and in the Diaspora in the past 40 years. In many cases candidates were only able to mention Usain Bolt in athletics and a few cricket stars. Even in those cases where candidates were able to list or describe a number of sportsmen and sports, they were unable to develop an analysis of what is development in the Caribbean and in the Diaspora in North America, Britain and Europe. This certainly limited their scores, particularly as they were unable or unwilling to identify a Caribbean identity distinct from other people of the hemisphere or to discourse on the Caribbean Diaspora as an extension of Caribbean cultural practices.

Stronger candidates demonstrated their full grasp of the question by analysing the CARIFTA games, the investment of regional governments in cricket stadia, and the triumphs of athletes such as Kirani James, Keshorn Walcott, Shelly-Ann Fraser-Pryce and Veronica Campbell-Brown at the Olympic Games. They mentioned the emergence of ministries of sport, the several tours to the Diaspora by sports teams and clubs, the granting of scholarships to promising young persons, the increasing role of government and government agencies in sports and sports-related activities, and the general trend for persons to pursue health and fitness at all ages and stages. Overall, candidates handled this question satisfactorily. They seemed to be aware that sports can add a positive dimension to education and social development.

Question 8

With the aid of a quotation as a stimulus, candidates were asked to discuss the issue of the democratic rights of citizens and the validity of stating that development is determined by the ability of citizens to exercise those rights. Few candidates answered this question as the majority elected to respond to the alternate question on sports.

Candidates who did provide responses concentrated on the issue of democratic rights. Stronger candidates demonstrated the link between development and the ability of citizens to exercise those rights, while those who provided weaker responses just listed the rights in the discussion. Several candidates took a position on the issue, either agreeing or disagreeing with the statement, but without providing full explanations for their stance. A number of the examples given to support the discussion were often incorrect.

Paper 031 – School-Based Assessment (SBA)

The 2013 examination was the first occasion in which the revised syllabus for the SBA was utilized. In this syllabus, attention was especially paid to the format and the allocation of marks for the project. Hence, the overall total of marks to be awarded was reduced from 120 to 60 marks. The marks for the individual components were reallocated to suit. (See pp. 35–36 of syllabus.)

Further, some sections were revised for clarity. For example, *Presentation of Findings* and *Interpretation of Findings* were restructured as *Presentation of Data* and *Analysis of Data*. (See pp. 39–40 of syllabus.)

Some sections were closely reviewed resulting in a rewording of the description that would determine the grade as well as a reallocation of the marks to be awarded. For example, for the *Literature Review*, terms such as *Excellent*, *Good*, *Adequate*, *Limited*, *Weak*, and *Unsatisfactory* were utilized in order to assist the teacher in determining the quantity of marks to be awarded to the section. (See p. 38 of syllabus.)

Teachers are asked to fully acquaint themselves with the new marking system provided by the revised syllabus to ensure consistent and accurate marking.

The 2013 marking team made the following observations.

Overall Performance

While the overall quality of the projects was commendable, there appeared to be some misunderstanding about the revised mark scheme. It was noted that many teachers were either too severe or too lenient in their grades. In specific cases the team provided feedback to individual schools including recommendations regarding the problem areas.

Teachers are strongly advised to closely follow the SBA guidelines for the grading of projects.

Ethical Issues

One major cause for concern was the level of plagiarism and the number of irregularities that were revealed this year. Students are reminded that the SBA should be their own work and that where these irregularities are observed, appropriate penalties will be applied.

Cover Sheet

A number of centres utilized the old cover sheet from the 2004 syllabus which lists the old structure and formatting. The 2004 cover sheet has eight sections while that for 2012 has seven. It is strongly recommended that teachers utilize the cover sheet for the revised syllabus, which reflects the revised content and structure. The CXC website gives the most up-to-date version of this sheet.

Presentation of SBA

Students are encouraged to ensure that the pages of their SBAs are adequately secured. They may utilize folders with the punched holes which may be fastened by cord, string or staples.

The following are comments regarding the grading of the components according to the revised mark scheme.

Introduction

There are *four* key elements that students must address in this section in order to be awarded full marks. These are:

- Purpose of the research
- Statement of the question or problem
- Value of the research
- Technical terms used in the study

Most topics were appropriate for students to pursue. However, some topics were too broad for the study. Topics such as ‘An investigation into the social and economic impact of crime on tourism and the growth and development of a named community,’ or ‘To study the impact of dancehall music, rap and calypso on students’ academic performance and moral behaviour’ are much too wide to handle effectively. In instances like these, students failed to address all aspects of the research project. Several students gave a limited review of the *technical terms* of the study. Some gave dictionary definitions and/or did not focus on the key terms in their topics.

Literature Review

The majority of students used a variety of sources as recommended by the syllabus. However, the performance of students varied here as many failed to demonstrate a *good understanding* of the relevant literature and/or did not review the previous literature. They also did not put the literature in context for the topic at hand.

Some students treated the section as they would the section on data collection. They identified the sources without stating how they contributed to the body of the research. They also gave information that should have been placed in the bibliography, such as author, title, publisher, year of publication and city. Other students simply copied quotations into the research, without the relevant discussion.

Data Collection Sources

It is advisable that students utilize both primary and secondary sources of data and ensure that they show how these *contributed to the area being investigated*. It was noted that many students only identified primary sources and completely ignored the secondary sources. When addressing the primary source, students provided generalized or limited descriptions. Students also described the instrument (questionnaire) instead of identifying the sources. Many did not explain their relevance to the particular study.

Presentation of Data

Students are reminded that for this section emphasis is placed on presenting the data from *various* sources by using *a variety of forms that are appropriate, well-labelled and accurate*.

Most students presented graphs that were relevant to their topics, but there were many instances where they presented graphs and charts for all of the questionnaires; or there was an overemphasis on one method of presentation (for example, a large number of graphs), with scarce attention to the other methods.

Some students presented the data by using text only, even though the textual contained a number of statistics that could have been presented in a tabular format. As a result, the data was not always well presented or labelled.

Analysis of Data

This section requires an examination of the data presented. Not only are the results to be explained but the *trends, patterns and anomalies* should also be highlighted. Explanations should be *clear, accurate and very relevant* to the issues being examined.

Many students failed to identify trends and patterns. Some gave a general analysis without referring to the data presented or did not fully address the forms presented. Many simply presented the findings in text form and did not give plausible reasons for the findings that had been derived and presented. A number of students failed to present findings that were relevant to their topics.

Discussion of Findings

This section requires three elements for the discussion:

- Results of the research
- Comparison with previous studies
- Explanation of the *significance for research and policy*

Many students appeared to be unaware of what is required for this section. Some only addressed results and completely ignored the requirement to compare their findings with those they had discussed in the literature review. Several did not explain the significance of their findings to research. Some introduced literature in this section, which should have been presented in the literature review.

Conclusions, Limitations and Recommendations

For this section three elements are to be considered:

- Conclusions
- Limitations
- Recommendations

This continues to be the section in which many students do not perform well. Many of them opted to use bullet points as they listed what they deemed to be the relevant points. In doing so they failed to fully examine and expand their analysis.

Some conclusions were well done while others were not *supported by the data in the study* or did not address the *areas of interest* as required by the syllabus. For limitations, most students addressed issues that *impeded the research process*. Some recommendations gave background information to the study instead of giving focus to the outcome. Others made recommendations to improve their studies, and not recommendations to address the findings of their studies. Some were ‘practicable’, while others were not.

Overall Presentation and Writing Skills

This section assessed students’ presentation and writing skills.

Presentation

Most students presented their bibliography, as well as their cover page, contents table and appendices. Some of them omitted to include the bibliography and/or appendices. Others did not utilize the APA style of formatting, or any style of formatting in citing these references. Many did not cite their sources.

Writing Skills

Overall, this year the skills demonstrated by students ranged from a *high level of writing competence* to *limited*, to *unsatisfactory*. Some students demonstrated a high level of competence in their writing and took care to ensure that they presented a good project. Unfortunately, many failed to take great care with their writing skills, often not proofreading their work. This resulted in *weak use of language* and other errors.

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

This was the first year that the revised Paper 032 was utilized.

Section 1 contains one compulsory question. It is based on a case study that candidates are to closely review. The questions which follow are based on the discussion in the piece and are directly connected to Module 3 of the syllabus.

Section 2 contains two questions of which candidates are required to answer one. The syllabus provides lists of the topics for the year. For 2013, the topics were “Migration to the UK since 1945” and “The Tourist industry in a named Caribbean country since 1945”. Candidates were to select one of the topics and prepare it for the examination. The questions are constructed to respond to the areas highlighted in the syllabus.

Overall Comments

The examining team is pleased to note the continued increase in the number of territories that have candidates writing this examination. The better candidates excelled in their responses and received very good to excellent grades.

Performance on Questions 2 and 3 was below the expected level.

Section 1

Question 1

Candidates were to read the case study based on the issue of village programmes for sports. The responses showed that candidates had difficulty responding to the questions that spoke to methods of research.

Candidates who received good to excellent grades were well versed on methodological issues of the syllabus and provided full and accurate responses as required.

Section 2

Question 2

Responses clearly illustrated that a number of candidates had prepared the topic and could ably answer the questions asked. However, several candidates applied knowledge

on current migration to the US in the hope that the same issues and concerns could be applied to migration to the UK some six decades ago.

Other responses were especially inadequate, indicating a lack of preparation and, in some cases, a fair degree of guesswork; this was evident especially regarding issues such as challenges the migrants faced in the UK and challenges faced by these migrants having returned to the region.

Question 3

This question brought mixed response from candidates. There was considerable evidence of research undertaken and stronger candidates who had prepared the topic were awarded the higher grades. However, again, many instances were noted where candidates were unprepared, causing them to proffer glaringly inaccurate data and analysis for the country they named. Some responses showed a lack of knowledge of, for example, the environmental challenges posed by tourism on the named country and details of the ways in which tourism impacted its society.