

**CARIBBEAN EXAMINATIONS COUNCIL**

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

**MAY/JUNE 2014**

**SOCIOLOGY**

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## GENERAL COMMENTS

The new Sociology syllabus was in effect for the 2014 examination. It comprises two units: Unit 1 — The Sociological Perspective and Methods and Unit 2 — Development and Social Change. Each unit is further subdivided into three modules. Both Units 1 and 2 are assessed by three papers each: Paper 01 (30 per cent), Paper 02 (50 per cent), and Paper 03 (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 2 marks, for a maximum of 90 marks.

Paper 02 for Units 1 and 2 consisted of three sections/modules, with two essay questions each. Candidates were required to answer three questions, one from each section/module. 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:

<b>Level of Response</b>	<b>Judgement</b>	<b>Marks Earned</b>
Level 1	Outstanding or exemplary	25
Level 2	Excellent	22–24
Level 3	Very good	19–21
Level 4	Good	16–18
Level 5	Satisfactory	13–15
Level 6	Limited	10–12
Level 7	Unsatisfactory	00–09

In Paper 03, the School-Based Assessment (SBA), candidates were required to undertake a research project for either Unit 1 or Unit 2. Candidates 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 teacher and samples forwarded to CXC for moderation at the marking site.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Multiple Choice Questions

This paper consisted of 45 multiple-choice items, 15 items on each of the three modules. Performance on this paper was fairly good. Approximately 82 per cent of candidates scored at least 50 per cent of the available marks on this paper. The mean score on the overall paper was 29.78 or 66.2 per cent of the total

marks. The average score was 60.8 per cent for Module 1, 67.1 per cent for Module 2, and 70.6 per cent for Module 3. The range of scores was from 8 to 44, with standard deviation of 7.11.

### **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 general understanding and knowledge of the requirements for the questions, there continues to be challenges with application of knowledge and understanding and the process of evaluation and synthesis. 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 application of methods of social research; sociological perspectives on social change; considerations of the sociological perspectives in the context of Caribbean education systems; and sociological studies and perspectives on social class and social stratification. However, candidates who answered Question 2, the research question, showed understanding and knowledge. Responses to questions on this paper as observed over previous examinations, again demonstrated candidates' difficulty in applying the relevant sociological concepts and theories to an understanding of Caribbean societies.

Candidates' performance on this paper was consistent with that observed over the past three years: 2011 to 2013.

## **Module 1: Sociological Concepts, Perspective and Methods**

Question 1: *The feminist perspective argues that since its origin Sociology has highlighted the male view point while neglecting to incorporate the opinions and experiences of the female population.*

This question required candidates to demonstrate knowledge and understanding of the argument posed by feminists that gender is a central point of analysis in any area of social life and the social institutions, social phenomena and social process cannot be adequately studied if the emphasis is from and on male experiences. Candidates were expected to focus their responses on the reasons why Sociology has traditionally been informed by the male perspective; the development of feminism as a distinct sociological perspective; and the ways in which feminist sociologists go about studying social life. In their interpretation and application of the question, candidates were expected to discuss three main feminist critiques of Sociology. Candidates could also refer to other critiques of sociological theory in their analysis and evaluation.

This was not a popular question and the majority of candidates who responded focused more on the role of women in the family or paid more attention to the feminist theory itself rather than on a critique of it.

Candidates should note the following to help improve their responses:

- There should always be a link between the discussion and the perspectives. Responses could have focused on post modernists, masculinity theories and modern theories of sexuality as counter arguments.
- The importance of early theorist, Harriet Martineau; leading feminist theorists such as Ann Oakley (1974) and Margaret Benston (1969); and the writing of Caribbean feminists such as Reddock and Barriteau in the contemporary period should have been recognized.

Candidates should develop the practice of writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

The weakness noted above in regard to candidates not critiquing the theory contributed to a lower mean score on the question.

Question 2: *You are asked to conduct research on domestic violence in the common-law family unit.*  
 a) *Description and justification of research design*  
 b) *Ethical issues that should be taken into consideration when conducting the research*

In responding to this question, candidates were expected to define the terms *research design* and *common-law* and also demonstrate a general understanding of how to choose an appropriate design or approach for conducting sociological research.

Candidates were also expected to outline the quantitative and qualitative designs, including surveys, unstructured interviews, observation experiments and the use of documents. In their discussions they were expected to state briefly, the main advantages and disadvantages of these designs. In their analysis and evaluation, they were to develop points on two ethical issues that should be considered in conducting a research study.

This question was a popular one and it was evident that most candidates understood how to conduct research. However, some candidates spent most of the time outlining the research process instead of outlining a research design for conducting research on domestic violence. While many did not choose a particular design, they were able, nevertheless, to discuss the advantages and disadvantages of the design. Some candidates were also able to engage in a general discussion on the ethical issues involved in conducting a research.

Candidates should note the following:

- Questions should always be read carefully so that there can be full discussion on concepts, methods and approaches specified.
- Although not stated, the question required some differentiation between quantitative and qualitative research methods.

Candidates should develop the practice of writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

## **Module 2: Social Institutions – Family, Religion and Education**

*Question 3: Critically assess the extent to which the Functionalist theory of the family can be used to explain any three family forms in the Caribbean.*

Candidates were expected to outline the main tenets of the functionalist perspective on the family. They were to discuss the family forms found in the Caribbean and the extent to which the functionalist perspective adequately explains family forms in Caribbean society in the past and in the contemporary periods.

Candidates were expected to discuss how colonization, retention of social institutions resulting from the period of slavery, the realities of the plantation system, and indentureship impact on and affect existing family forms in the region. Studies of the main theorists such as M. G. Smith, Herskovits, Morton Klass and Edith Clarke were relevant to the discussion.

Many candidates were able to identify the family forms but provided no evaluation of how relevant these family types were to the Caribbean based on the functionalist perspective. Higher-level responses were able to critically analyse the culture of Caribbean family type and how the family contributed to the wider

society. Weak responses focused on the function of the family and did not identify the family forms, thus attracting lower level marks.

Candidates should note the following:

- The focal points of this question were to discuss and elaborate on the tenets of the functionalist perspective on the family and the extent to which this perspective can be used to explain the existence of the three Caribbean family forms they selected.
- Adequate discussion and definition of family forms selected or critiques of structure and functions of the three types of family were necessary for illustrating responses.
- There should have been conclusive explanation of the existence of types of families other than the nuclear type.

Candidates should develop the practice of writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

*Question 4: It is the view of some sociologists that the education system ensures the maintenance of social inequality. Critically assess this view with reference to a named Caribbean society over the past fifty years.*

Candidates were expected to demonstrate an understanding of the role of the education system in the Caribbean, and the historical development of government reforms that resulted from the attainment of independent status from colonial ties. The resulting emphasis on equality of access and opportunity for underserved and disadvantaged groups, previously excluded based on gender or class divisions, should have also been discussed.

Candidates were expected to draw from the sociological perspectives in examining the role of education and the implications for access to resources. They were also expected to demonstrate an understanding of the functionalist view of openness and meritocracy in promoting social mobility as a selection mechanism to allocate roles in the society. Relevant studies conducted in the region should have been used in support of arguments for or against the perspective of inequalities in regard to education and class or education and gender in a contemporary Caribbean society.

This was a popular question in this module. Weaker responses did not focus on how the education system ensured the maintenance of social inequality, and did not refer to the past 50 years; such responses earned lower marks.

Average responses demonstrated candidates' understanding that education was the key to social mobility, but did not relate this knowledge to the sociological perspectives.

In the higher-level responses, candidates demonstrated a clear understanding of the sociological perspectives of openness and meritocracy in promoting social mobility and how this contributes to social inequality in the Caribbean.

Candidates should note the following:

- The focus of the question was to demonstrate knowledge and understanding of role of education in a Caribbean Society.
- Responses required definition and explanations of gender or class inequality in the context of access to resources in the named Caribbean society.
- Theoretical perspectives needed to be used to develop arguments in support of responses.

Candidates should develop the practice of writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

### **Module 3: Social Stratification**

*Question 5: Compare and contrast the functionalist and conflict perspectives on social stratification.*

Candidates were expected to demonstrate knowledge and understanding of the views of functionalist theorists such as Davis and Moore and that of conflict theorist, including Marx, on social stratification.

It was expected that candidates would discuss the similarities and differences between the two perspectives and, in support of their responses, also refer to studies in the Caribbean society or to sociological studies of the phenomena. Finally, candidates were expected to conclude by showing which perspective offered the better explanation of social stratification in society.

Weak responses demonstrated a general understanding of the question requirements. Most candidates, though able to define *social stratification*, were unable to provide examples to explain the term. Without examples, they were unable to analyse and clearly outline the similarities and differences between the theories as they relate to contemporary Caribbean society.

Average responses focused on the definition of social stratification while drawing on knowledge of functionalist and conflict perspectives but did not provide any comparison and contrast between the two perspectives on social stratification.

Higher-level responses demonstrated good understanding and provided coherent discussions on the differences and similarities between functionalist and conflict perspectives on social stratification. These responses also outlined how the similarities and differences between the theories were relevant in contemporary Caribbean society.

Candidates should note the following:

- The similarities and differences between functionalists and conflict perspective on social stratification should have formed the basis for their responses.
- Adequate definitions relevant to the understanding of the concept of social stratification were needed.
- A conclusive discourse on the relevance of which perspective offered a better explanation on social stratification in society was necessary.

Candidates should develop the practice of writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

*Question 6: Discuss the changes that occurred in the pattern of social mobility over the past fifty years in a named Caribbean Society*

Candidates were expected to demonstrate a general understanding of the patterns of social mobility over the past fifty years. It was also expected that they would elaborate on the various factors that have been evident in the pattern of social mobility in the society of which they have good knowledge, and also incorporate any knowledge of relevant sociological perspectives.

In the weaker responses, candidates discussed some changes in the fifty years but the term *social mobility* was often confused with development; such responses also made very little or no reference to the patterns of social mobility.

In the average responses, candidates demonstrated sociological understanding of social mobility and the patterns of change over the past fifty years; however, they failed to adequately demonstrate evaluation and applicability to society, particularly in the contemporary period.

In the higher-level responses, candidates discussed historical and/or contemporary knowledge of the named Caribbean society. These responses also concluded with knowledge and understanding of the stratification system, education system and social mobility.

Candidates should note the following:

- Key concepts should be explained clearly and correctly, for example, colour, social mobility, gender, ethnicity, stratification system and education system. Also knowledge of the basic tenets of relevant sociological perspectives should be demonstrated.
- Discussion should have noted issues of discrimination relating to employment and the persistence of a relationship between occupation and status as well as acquisition of wealth and ethnicity which impact on social mobility in the named Caribbean society.

Candidates should develop the practice of writing responses that demonstrate clarity and coherence in the development of arguments and that are logically conclusive.

### **Paper 03 – School-Based Assessment (SBA)**

In general, performance on the SBA research project ranged from satisfactory to excellent. This was the first year of the new syllabus and as a result there were a number of challenges which ranged from use of the previous mark scheme to omission of the new aspects of the project. It was also noted that in most instances, even though students followed the old mark scheme as indicated in their table of contents, marks were nevertheless awarded by teachers on the basis of the new mark scheme, and scores were given for areas that were not done.

#### **Section One**

##### Introduction / Background and Definition of Research Problem

Performance in this section ranged from very poor to excellent. In the case of poor performance, some students continue to write one line as their problem statement without giving an explanation of the nature of the issue, background on the issue, scope or rationale. In many cases, this one statement was awarded five marks, which is incorrect. It must be noted that the syllabus now requires students to research an issue related to any topic in Unit 1 and not just conduct research on an institution. Some of the topics were: Poverty and Crime.

##### Aims and Objectives

Performance in this section ranged from satisfactory to excellent. In some cases, students were unable to give the general aim of the problem/issue being studied and proceeded to either give several aims or several objectives. In some cases, many of the objectives did not point to either cause, effect or solution. The operative verbs were also missing.

##### Literature Review

Performance in this area ranged from satisfactory to good. In general, most students were able to discuss their topics but, in some cases, were unable to incorporate the sociological perspectives and demonstrate the correct practice in text referencing based on the APA manual. Many of them only researched the history of their topic / institution or only gave the sociology of the topic. At least three sources on the issue were required as well as proper citations and discussion.

#### **Section Two**

##### Research Design

In general, this was satisfactorily done. Most students were able to identify the method being used and the technique for the method. In a few cases, however, some students identified the incorrect technique for the method, and this in turn resulted in the use of the incorrect instrument for data collection. The

majority of students did not identify their method of data analysis and the type of sampling required (probability/non-probability).

### Sociological Perspective

This was the area that was not done well and when done, was completely misunderstood. In the majority of cases, marks were awarded even though this was not done by students. Some students gave the sociology of the topic instead of relating it to the research design. This section relates to the sociological theory underlying the research design, therefore theoretical approaches should have been used to justify the choice of data collection methods, sampling methods and strategies for analysis of data.

### Sample

Performance in this section ranged from satisfactory to excellent. In most cases, students were able to name the sampling technique. However, in a few cases, they were unable to describe the actual technique and justify their use of that technique.

### Instrument

This section was the best area done by most students. With the exception of those who used an incorrect instrument, the majority of students used their instrument to address the objectives of their studies. Items were generally well sequenced and the demographic areas addressed first. On the whole, there was a move away from the “Yes” or “No” response type questions to more Likert scale questions.

## **Section Three**

### Presentation of Data

Performance in this section ranged from satisfactory to excellent. Many of the students were able to use at least three formats to present their data. Labels were appropriate and explanations for each diagram were given in most cases, however, students used only two forms of presentation and repeated them several times. In a few cases, pie charts were used for all presentations and the presentation of data did not always suit the method identified, for example, quantitative graphs were used to represent data from interviews.

### Analysis of Data

Performance in this section ranged from poor to satisfactory. Many of the students were only able to give a description of their graphs; explanations of the results obtained were missing. In other words, students were unable to show correlations or discuss trends, patterns and anomalies.

## **Section Four**

### Discussion of Findings

Performance in this section ranged from poor to satisfactory. Many of the students were unable to discuss the findings as brought out in their research. They were also unable to address their aims and objectives or even make recommendations or discuss the possible implications of their findings. In general, students continued to discuss the sociological context of the issue even at this point of the research project and a few also introduced new literature, which should not be done.

### Bibliography

The bibliography section was generally not well done. Sources which were not part of the literature review were mentioned in the bibliography. 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](http://www.google.com)) rather than actual websites, and neglected to include the date of retrieval.

Students are reminded that the bibliography is directly related to the sources previously cited in the literature review. They should also aim to list the sources in alphabetical order and follow the recommended format of the citation style.

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* 16<sup>th</sup> Edition is available at the end of this report. Teachers may find it useful.

## **UNIT 2**

### **Paper 01 – Multiple Choice questions**

This paper consisted of 45 multiple-choice items, 15 items on each of the three modules. Performance on this paper was fairly good. Approximately 87 per cent of candidates scored at least 50 per cent of the available marks on this paper. The mean score on the overall paper was 29.75 or 66 per cent of the total marks. The average score was 70 per cent for Module 1, 65 per cent for Module 2 and 63 per cent for Module 3. The range of the scores was 9 to 43, with standard deviation of 5.98.

### **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 trends and patterns rather than individual events. A particular problem was demonstrated in the Unit 2, Paper 02 responses.

While the focus of the questions in this unit is usually more on applying sociological principles and theories to social phenomena in society, and candidates have understood this and in most cases are doing it well, responses are not expected to be devoid of explanations or discourse on the concepts and theories. Unit 2 requires application of the concepts and theories; this calls for discussions that demonstrate clear linkages between theory or sociological concepts and phenomena. This year also, candidates show improvement in their analysis using higher-order thinking to clearly outline and discuss questions.

### **Module 1: Population and Development**

*Question 1: Within recent times, various countries have implemented population policies in an effort to address population and development issues. For a named Caribbean society, evaluate its population policy in relation to TWO of the following:*

- (i) Birth Control*
- (ii) Food Security*
- (iii) Housing*

Candidates were expected to demonstrate an understanding of population and development issues. They were also expected to evaluate the population policy chosen showing how specific programmes or measures which governments influence directly or indirectly impact every member of society.

The weaker responses chose to refer to countries population policies which they had little information about, for example, Food Security.

Average responses demonstrated knowledge of the two population policies but did not evaluate them or discuss their effectiveness.

The higher-level responses demonstrated knowledge of the population theories especially Malthusian theory, evaluated the population policies and discussed how these impacted on the social and economic development in the named Caribbean country.

Candidates should note the following:

- It is important to demonstrate an understanding of the population trends, issues and policy initiatives in the named Caribbean society.
- A discussion of the social and economic implications for the society chosen was needed in addition to an evaluation of policies in the context of its goals, objectives, measures and outcomes.
- Applicable sociological theory should be cited to support views, for example, Malthusian theory.
- Responses must demonstrate clarity, coherence and be logically conclusive.

- Question 2:
- a) Explain how EACH of the following is used as an indicator of development.
    - i) Education
    - ii) Health
  - b) With reference to EITHER education OR health, discuss TWO measures that can be implemented to achieve development in a named Caribbean society

Candidate responses were expected to demonstrate knowledge of the concept of development, to distinguish between rural and urban, as well as to demonstrate a good understanding of the indicators of development. Candidates were also expected to discuss why indicators and related issues were relevant to Caribbean societies which were at different levels of development.

The weaker responses demonstrated knowledge on the measures already existing and offered no explanation on the indicators of development.

The average responses demonstrated knowledge and provided an explanation of the indicators of development but gave limited explanation of the measures that could be implemented in the named Caribbean society.

The higher-level responses were clear and coherent, and illustrated how the selected indicators could enable one to understand development in the Caribbean context. They also evaluated the strengths and shortcomings and suggested how these could be improved. Responses also concluded with relevance of the appropriate measures that could be implemented.

Candidates should note the following:

- Responses should have illustrated how the indicators point to gaps or problems in development and/or helped in planning and evaluating progress in the Caribbean society.
- They should have discussed and analysed interrelationships between Caribbean and external states or agencies or within the Caribbean society itself, for example, and discuss preferential arrangements with regards to health and education.
- Responses must demonstrate clarity, coherence and be logically conclusive.

## **Module 2: Crime and Deviance**

- Question 3: *The inequitable distribution of resources, rather than an individual's life experiences, serves as the major reason for criminal behaviours. Discuss this sociological perspective with reference to crime and deviance in a named Caribbean society.*

Candidates were expected to outline the main tenets of the conflict perspective on crime and deviance and how social inequality among members impacted on the economic structure of the named society.

Candidates were also expected to discuss the structural and cultural perspectives on crime and deviance and how these impacted the life chances of members of the society.

The weaker responses did not discuss or explore the various levels of exploitation; they oversimplified the Marxist perspective by merely examining the two groups, and failed to discuss other sociological perspectives in crime and deviance.

The average responses demonstrated satisfactory knowledge and understanding of crime and deviance and the conflict perspective on crime and deviant behavior in the named society.

The higher-level responses demonstrated a clear and coherent discussion on the conflict perspective with its emphasis on the inequitable distribution of resources as a major reason for criminal behavior in the named Caribbean society.

Candidates should note the following:

- The key sociological concepts in the question, crime and deviance, should have been elaborated.
- Arguments against the view could have been presented by examining the tenets of sub-cultural theorists as well as manifestation in the named Caribbean society.
- Responses must demonstrate clarity, coherence and be logically conclusive.

*Question 4: With reference to contemporary Caribbean society, discuss the social and economic effects of any TWO of the following issues related to crime and deviance*

- (i) Corporate Crime*
- (ii) Juvenile Delinquency*
- (iii) Drug Trafficking*

Candidates were expected to define the characteristics of these crimes or crime related issues as well as to state their social and economic effects on Caribbean society. They were also expected to demonstrate familiarity with the characteristics of any two of the following: corporate crime, juvenile delinquency, drug trafficking. Candidates were also expected to demonstrate how crime not only affects the victims, but the society as a whole.

Weak responses were unable to accurately define key terms, for example, corporate crime. Examples given for drug trafficking and juvenile delinquency were inadequate and in other cases, not clearly distinguished by some of the candidates. Sociological theories relating to crime and deviance were not used effectively.

Average responses demonstrated understanding of the relationship between corporate crime and the social and economic sectors of society. However, responses did not elaborate on effects or decline in the norms or values of society.

Higher-level responses discussed and gave clear and coherent evaluation of how the issues chosen related to crime and deviance. The effects of the chosen issues, and the sociological theories related to crime and deviance were fully explained and were applicable to the question. The higher-level responses also concluded by giving the long-term effects of the impact of these issues and illustrated that crime not only affects the victims, but the society as a whole.

Candidates should note the following:

- Key concepts/terms in the question, for example, *corporate crime*, *drug trafficking* and *juvenile delinquency* should be explained in the response.
- To support arguments, connections must be made to appropriate sociological perspectives.
- 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.
- Responses must demonstrate clarity, coherence and be logically conclusive.

### **Module 3: Caribbean Social Issues: Poverty, Health and Environment**

*Question 5:* Discuss the impact of socioeconomic status on health in a developing country and outline measures that can be implemented for equal access to healthcare.

Candidates were expected to demonstrate an understanding of the impact of socioeconomic status on health in the context of a developing country. Candidates were also expected to take into account the fact that specific diseases, health problems and socioeconomic status impact access to health care, and discuss how these factors contribute to alleviating the health problems of the country. In their discussion of the measures that could be implemented for equal access to health care, candidates should demonstrate awareness of the health policies and the health services of the country.

The weaker responses failed to make the link between the various social classes and health. They only focused mainly on the lower class without discussing the impact in the developing country.

The average response demonstrated limited knowledge of the impact of socio-economic status on health in a developing country and the measures that can be implemented for equal access to health care.

The higher-level responses demonstrated adequate knowledge and understanding that presented the linkage between the various social classes and health. Such responses discussed the descriptors of the named country and identified features of the country that are likely to have an impact on health issues or named health problems in the country.

Candidates should note the following:

- Key concepts should be explained clearly and correctly, for example, socioeconomic status, and health problems.

- There should have been an assessment of the need for implementation of health related policies, access and care and targeted programmes to alleviate disparities especially among the elderly, children and minority groups in the developing country.
- Responses must demonstrate clarity, coherence and be logically conclusive.

*Question 6: Discuss the extent to which the feminization of poverty argument is relevant to understanding poverty among women in the Caribbean*

Candidates were expected to define what is meant by the *feminization of poverty*, thereby illustrating how women account for a disproportionate percentage of persons affected by poverty.

Candidates were also expected to analyse the social issue of poverty as it relates to the Caribbean with attention being paid to gender differences. Reference should have been made in responses to the various sociological perspectives on poverty with emphasis being placed upon the feminist perspective, which focuses on gender inequality.

Weak responses showed difficulty understanding and explaining the feminization of poverty. They incorporated no theories of poverty or types of poverty and these candidates were unable to provide adequate examples of the feminization of poverty in understanding poverty among women in the Caribbean.

Average responses briefly mentioned the theories of poverty and types of poverty but demonstrated difficulty explaining the feminization of poverty. They also provided limited explanation on the social issues impacting women in the Caribbean. Such responses only focused in a general way on problems faced by women that may lead to a life of poverty.

Higher-level responses demonstrated knowledge and understanding of what was meant by feminization of poverty. Clear and coherent definitions of poverty were given, and types of poverty as well as factors that increased women's vulnerability to poverty (such as patriarchy, roles in the family cultural deprivation, social exclusion, culture of dependency and culture of poverty in the Caribbean) were elaborated on. These responses also provided sociological perspectives and statistics which ensured coherent, clear and conclusive positions.

Candidates should note the following:

- Key concepts should be explained clearly and correctly and examples related to the question should be provided.
- The exploration of more specific concerns of poverty including family-related issues such as matrifocality and economic relationships was necessary.
- Responses must demonstrate clarity, coherence and be logically conclusive.

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

Performance on the alternative paper for private candidates was satisfactory. The responses to the questions suggested that candidates were generally better prepared. The sample of questionnaires/research instrument items in the papers was generally well executed. There was also evidence in the responses to suggest general 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.

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 knowledge that will lead to continuing improvement. 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

1. There has been a general improvement in applying knowledge of Caribbean societies. Teachers now need to focus more efforts on engaging with the literature available on studies of the Caribbean and infuse the findings in their classroom discussions, thus ensuring students' familiarity with the tenets of the main studies and improving their sociological vocabulary. Debating competitions or group research projects may be useful mechanisms for developing these abilities in the context of the school environment.
2. 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 proportion 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.
3. Candidates 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.
4. The topics covered in the syllabus allow for integration of ideas across the specific modules. This should be emphasized and encouraged in the classroom.

5. 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 behavior in groups and thus any number of variables impact on behaviour.

### School-Based Assessment

1. The samples submitted for moderation show evidence of disparity in understanding of the requirements. However, there was marked improvement in the quality of the samples submitted for moderation. This may be the result of teachers attending workshops. Therefore, workshops should be continued and made mandatory for all subject teachers.
2. 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.
3. If students are to be adequately prepared for undergraduate degree programmes as a natural progression from the CAPE stream, there must be a focused and sustained enforcement of the requirements of the new syllabus for the SBAs for students to incorporate sociological theories/conceptual framework in their work beginning with the formulation of objectives for their studies.
4. 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 the teacher.
5. 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 16<sup>th</sup> 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 favored 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 *Imaginares* in Death Rituals during the Northern Song Dynasty” (PhD diss., University of Chicago, 2008).

2. Choi, “Contesting *Imaginares*.”

Choi, Mihwa. “Contesting *Imaginares* 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.

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