C A R I B B E A N E X A M I N A T I O N S C O U N C I L

REPORT ON CANDIDATES' WORK IN THE CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION

MAY/JUNE 2014

SOCIAL STUDIES
GENERAL PROFICIENCY EXAMINATION

GENERAL COMMENTS

The Social Studies examination is offered to candidates in both June and January administrations of the examination. The examination, which continues to attract over 50,000 registrants for each June sitting, comprises the following papers:

Paper 01	—	Multiple Choice
Paper 02	—	Structured Questions and Extended Essays
Paper 031	—	School-Based Assessment
Paper 032	—	Alternative to School-Based Assessment

Approximately 46,300 candidates sat for the June 2014 examination. Of this number 58 per cent achieved Grades I-III, down from 68 per cent last year.

DETAILED COMMENTS

Paper 01 – Multiple Choice

This paper consisted of 60 items which covered the content described in the syllabus and all items assessed the Knowledge and Comprehension profile. The mean on this paper was 33 out of 60 or approximately 55 per cent. This represented a decline compared with last year when the mean was 35 or 69 per cent.

Paper 02 – Structured Questions and Extended Essays

The paper consisted of ten questions arranged in three sections, labelled A, B and C. Candidates were required to answer a total of five questions, that is, two from Section A, two from Section B and one from Section C. Each question was worth 20 marks. Part (a) to Part (c) of each question tested the Knowledge and Comprehension profile while Part (d) tested the Application, Evaluation and Problem-solving profile. The mean on this paper decreased from 37 per cent last year to 32 per cent for this year.

Section A: Individual, Family and Society

In this section candidates were required to respond to two of the three questions set. The quality of the responses ranged from outstanding to less than satisfactory.

Question 1

This was the most popular question in Section A and also recorded the highest mean of those in the section. The question tested candidates' knowledge and understanding of different types of families and changing roles of family members. It also tested their ability to suggest solutions to problems that may arise from the changing roles of family members. The mean was 8.38 or approximately 42 per cent.

In Part (a) most candidates were able to accurately identify the "extended family" from the question stimulus as well as correctly state the role of the grandmother, one of the members of this family.

In Part (b) candidates were required to suggest factors which could lead to changes in the roles of the mother in a family. Generally, candidates were able to identify these factors.

In Part (c) candidates were required to suggest reasons which could have led to the male in the family considering himself to be "marginalized". Most candidates responded reasonably well to this part. It is worthy to note that some candidates made use of words and phrases which showed a comparison. Many of them used the term ***now*** to show difference between the time periods.

Examples of good reasons given were as follows:

Sam's father may think that his traditional role is changing because:

(1) *The traditional role of Sam's father was to be the only breadwinner and main supply of income in the household; whereas* ***now*** *he isn't the only breadwinner in the household; Sam's mother is also the breadwinner in the household.*

(2) *Because he is* ***now*** *involved in household chores which traditionally are seen as women's work.*

Part (d) required candidates to suggest actions which families may employ to minimise the negative effects of the changing roles of the different family members and to justify their suggestions. The quality of the responses was enhanced when candidates provided full details of their suggested strategy as required by the question and presented details that reflected negative impact.

Examples of detailed strategies presented and the accompanying justifications were as follows:

Strategy 1: *The family may have little sessions where they sit together and fully discuss all the effects of the changes and various solutions to any conflict that may have arisen.*

Justification: *This strategy would work as all members of the family would get an opportunity to give their personal views and opinions and formulate many solutions to the conflict.*

Strategy 2: *Discussions can be done by parents to talk about their likes and dislikes about the changing roles. Parents can set aside some time to communicate with each other regarding the roles and what responsibilities they hold in the family.*

Justification: *Effective communication can resolve problems within the family. When both the mother and father are aware of each other's issues better actions can be taken to fix them.*

Some strategies were weak because they were not explained fully or missing. Below are examples of some of these strategies.

(1) *Comforting children and show them love and affection.* (Explanation of how the comforting and love and affection will be shown is missing.)

(2) *Ensure that you both agree on the decisions made to avoid arguments between family members.* (Explanation of what action they will take to "ensure" is missing.)

<u>Question 2</u>

This question had a mean of 7.94 or approximately 40 per cent and it tested candidates' knowledge of groups and ways in which they maintain cohesiveness and thus are able to survive.

For Part (a), while many candidates were able to give some of the required three characteristics of primary groups, an equal number could not state more than two.

Part (b) was better done as most candidates were able to describe one way in which formal groups control the behaviour of their members.

For Part (c) candidates were required to give reasons why formal groups are able to survive for longer than informal groups. Most candidates were able to use comparisons to successfully provide these reasons.

Examples of popular acceptable responses were

- *Formal groups have written rules that tell members what to do and what not to do and informal groups do not have written rules.*

- *Formal groups have set goals to meet whereas informal groups don't have specific goals; they change frequently.*

For Part (d) candidates were asked to suggest strategies that the leader of a school club may use to keep the club together. Very few of the strategies which candidates presented gave full details and showed relevance to the problem being discussed. The following are examples of some acceptable strategies that were presented.

> *The leader should delegate responsibilities. Responsibilities should be given to each member as the leader sees fit based on the members skills talents and abilities. This would make the members feel needed and active within the group.*
>
> Justification: *When members have a role they would feel part of the group, hence they would be proud to be identified with the cultural club.*

Question 3

This was the least popular question in this section and it also had the lowest mean. The mean was 6.55 or approximately 33 per cent. The question was mainly concerned with candidates' understanding of rights of the citizen, in particular the freedom of expression.

Generally candidates responded fairly well to Part (a) and Part (b) which required them to identify the final stages of a bill before it becomes law, the branch of government which is responsible for making laws and some rights of citizens.

In Part (c) many candidates demonstrated that they were aware of reasons why citizens of a country are granted rights as required by the question. Examples of responses given were*:*

- *So they won't be taken advantage of by the state.*

- *Because we are given the opportunity to speak out against injustice and situations where we were unfairly treated.*

- *So that citizens can move around without being arrested/to be able to move freely.*

- *This ensures that all citizens feel safe and respected.*

For Part (d), candidates were required to provide strategies that government may use to build a positive relationship with citizens and give justifications for these strategies. Most responses focussed on government providing services for the people, for example:

> Strategy 1: *By improving infrastructure in communities with bad roads, lacking water etc.*
>
> Strategy 2: *By offering help and financial assistance to those individuals who are less fortunate, those who cannot afford necessities, and repairing the damaged roads in the community.*
>
> Justification: *By improving infrastructure in communities in need of it people will support your party and they will try to support you the next election.*

Section B: Development and Use of Resources

This section was divided into two parts. Part I consisted of two structured questions (Questions 4 and 5) and Part II of two extended essay questions (Questions 6 and 7). Candidates were required to attempt one question from each part of this section.

Part I – Sustainable Development and Use of Resources

Question 4

The question tested candidates' ability to interpret data related to human and physical resources. It also tested their knowledge and understanding of the concept 'dependency ratio', the structure and characteristics of a population and the factors influencing population change. Candidates were also asked to suggest three actions a government may take to deal with the negative effects of a declining birth rate. The mean for this question was 5.11 or approximately 26 per cent.

Candidates were asked, in Part (a), to name two characteristics of a population other than age and sex. Responses were for the most part acceptable and varied and included: *religion; size; ethnic origin; education levels; density.*

For Part (b) candidates were asked to define the term *'dependency ratio' of a population.* Many candidates did not give an acceptable definition. The following is an example of an acceptable definition: *the ratio of the segments of the population which are too young or too old to work in relation to the segment that is of working age.*

Part (c) required candidates to use their interpretation of the population pyramid to give reasons for the sizes of different age groups. For the most part candidates were unable to respond to the questions effectively. Very few candidates displayed adequate knowledge of the topic. They provided responses as follows:

- *The possible reason for the large population in the 25 – 29 age group could be that there was a 'baby boom' period before and they have now grown up.*

- *The lack of education about contraception or birth control methods twenty five to twenty nine years ago for the use of the mother is a reason.*

- *Possible reason for the size of the population in the age group 75 years and older is excellent and well advanced medical institutions. This can be the reason for the number of people 75 years and older still living.*

- *There could be great health care facilities provided by the country encouraging low death rate of its citizens.*

Part (d) required candidates to suggest three actions that a government may take if the birth rate continues to decline. The majority of responses were unsatisfactory. A few were able to suggest reasonable remedial action for a declining birth rate. Examples of the better strategies were as follows:

> Action: *Provide cheaper health care by providing more national health insurance, making it more affordable for people especially for children to get health care.*
>
> Justification: *Providing cheaper health care encourages couples to plan a family because they will no longer have to stress about being able to afford and provide health care to children. They will be more willing to start a family.*
>
> Action: *Invest in the standard of living by providing poor families with their basic necessities for the child and the mother, or creating employment for her.*

Justification: *This will work because since the mother is provided with the basic necessities she can take care of her child in the best way possible. It will prevent the child from becoming malnourished which can lead to death.*

Below are examples of relevant strategies which were presented but without justification:

- *Implement pre-natal care counselling by having nurses who visit the homes of pregnant women, or putting sessions on the television.*
- *Introduce special foods and vitamins for pregnant women with the important nutrients for the foetus and the folic acid in the food at a low price at the supermarkets and pharmacies.*
- *Reduce the legal age for persons to be accepted into the work force and extend the required age for someone to stop working and receive pension.*

Question 5

This question used a table as the basis for assessing candidates' knowledge of sustainable agricultural practices and the application of that knowledge to situations a farmer may encounter. It was the more popular of the two in this part and had a mean of 8.05 or approximately 40 per cent.

Part (a) required candidates to write two statements about the data in the table. The more competent candidates were able to give statements which showed that they analysed the information given in the table. The weaker ones, on the other hand, merely described the table or repeated the data it contained.

The following are some examples of acceptable analytical statements:

- *There has been an overall decline in domestic food crop production from 2009 to 2011.*
- *Vegetables had the largest production between 2009 and 2011.*
- *Country X produces a variety of crops.*

Part (b) required candidates to state two sustainable agricultural practices which small farmers may use in the production of food crops. The responses revealed that most candidates lacked knowledge of sustainable agricultural practices. Acceptable responses included:

- *the use of mixed cropping techniques where various crops are planted on the same plot of land;*
- *use of terracing which reduces soil erosion and promotes agriculture in hilly areas;*
- *limited use of chemical fertilizers, pesticides, insecticides and weedicides which damage the environment.*

For Part (c) candidates were asked to give two reasons why high quality agricultural products are important for CARICOM countries. The responses were for the most part acceptable and varied and included:

- *promote healthy eating which can improve the quality of life; reduce importation of food crops which can be produced locally and thus save foreign exchange;*
- *provide greater food security for the region since consumers have access to sufficient and healthy food;*
- *by having high quality agricultural products, this would generate more markets for export, this would have a great benefit to CARICOM countries since it would cause more production which means more employment for CARICOM countries;*

- *high quality crops ensure a place for the countries in the world market where they will receive foreign currency for their crops.*

Part (d) asked candidates to suggest three strategies a government may implement to improve the quantity and quality of agricultural production and to provide a justification for each of the strategy. The following are examples of feasible and well developed strategies and the corresponding justifications

Strategy: *Develop a special land titling agency to provide assistance in securing land titles for small farmers.*

Justification: *Securing land titles will provide farmers with collateral to borrow money from lending institutions to purchase agricultural equipment to increase agricultural production*

Strategy: *Give grants to farmers who are already producing agricultural crops but do not have sufficient funds to do so at a high quality.*

Justification: *Giving grants to farmers would help greatly as not many farmers who actually have the skill to produce at a high quality attain the money to do so.*

Part II – Regional Integration

Question 6

This question tested candidates' knowledge of regional integration with emphasis on the successes of and challenges faced by the OECS. The question had a mean of 5.31 or approximately 27 per cent.

Candidates were required to compose an essay from the guidelines given. For the most part, responses were unsatisfactory for all sections of this question. The question began by asking candidates to state two objectives of the OECS. Most candidates were only able to give the general response which is to promote cooperation/integration. The following acceptable responses were not generally presented:

- *assist each other in defending and maintaining political independence;*
- *create a single financial and economic space;*
- *work together towards forming a common foreign policy.*

Candidates were then guided to describe two similarities among OECS states that promote cooperation. Again candidates' responses demonstrated that they had very little knowledge of these. Acceptable responses included:

- *the countries have a common language – English – this facilitates easy communication among countries;*
- *common cultural heritage;*
- *vulnerability to natural disasters;*
- *close proximity to each other.*

Candidates were also asked to give one reason why difficulties may arise in pursuing integration among OECS member countries. The majority of candidates gave correct answers which included:

- *individual countries give priority to their own development rather than to the development of the region as a whole;*

- *the countries produce many similar products and this encourages competition rather than cooperation among them;*

- *territorial interests may supersede regional interests;*

- *competition for investments from developed countries;*

- *some consumers have a preference for goods produced extra-regionally at the expense of those produced by the member states.*

For the application, evaluation and problem solving component candidates were asked to suggest three strategies that OECS Heads of Government may use to educate citizens about the benefits of cooperation among the countries. Many candidates gave strategies for encouraging participation in the OECS rather than for creating awareness of the benefits of participating in the OECS. An example of a feasible and well developed suggestion and the corresponding justifications was:

> Suggestion: *Select a representative group of young OECS 'ambassadors' and have them travel throughout the OECS region on an annual basis to educate other youth within the region about the OECS and encourage them to support the integration movement – a new group will be selected each year.*
>
> Justification: *Many Caribbean people do not support integration because they may not be aware of the need or importance of integration. Travelling through the OECS, the young ambassadors will disseminate this information to other young persons who in turn will inform their parents and other adults. This will increase persons' knowledge of integration and encourage them to support the movement.*

Question 7

This question tested candidates' knowledge and comprehension of regional integration with emphasis on 'globalization' and 'trade liberalization'. Candidates were asked to define these two concepts; state difficulties that business people encounter in accessing markets of developed countries; suggest actions these people may take to encourage others to support regional integration and to give reasons to support the suggestion which they gave. This question was the more popular of the two in this part and it had the lower mean of 4.07 or approximately 23 per cent.

The knowledge and comprehension component required candidates to define the terms 'globalization' and 'trade liberalization'. This part posed a great deal of difficulty to most candidates. Most were not able to supply an accurate and complete definition.

The following are examples of acceptable definitions of both terms:

- *Globalization refers to the influences and changes that take place across the world as a result of having greater access to information and faster communication channels due to technological development.*

- *Trade liberalization is the movement towards the removal of trade barriers among the members of the World Trade Organization.*

For the application, evaluation and problem solving profile candidates had very little difficulty in providing some of the difficulty which business people encounter in accessing the markets of developed countries. Acceptable responses included:

- *The removal of preferential treatment has posed a challenge for Caribbean countries because they now have to compete on the world market on the same terms as the rich industrialized nations;*

- *Barriers to trade have been placed on imports from the developing countries when local industries in the developed countries seem threatened.*

The application, evaluation and problem solving component also required candidates to suggest actions the business community may take to encourage the regional producers of goods and services to support the integration process. Many of the suggestions given were not related to support for the integration process. An example of a feasible and well developed suggestion was:

> Suggestion: *Establish subsidiaries in other countries and therefore create employment opportunities for the region.*
>
> Justification: *Successful companies should establish subsidiaries in other countries. This will help create more jobs, reduce unemployment and create other social benefits*

Section C: Options

There were three questions in this section and candidates were required to answer one. These questions were based on the following optional areas of study: Communication, Consumer Affairs and Tourism in that order. Each question guided candidates in the construction of an essay on a topic in their area of study.

Question 8

For this question candidates were asked to write an essay on ownership of the mass media in the Caribbean. They were specifically asked to identify the types of ownership of the mass media, explain ways in which the type of ownership influences programming decisions, and to outline measures the government may use to regulate the mass media. This was the least popular question in this section and it had the lowest mean. The mean was 4.19 or 21 per cent.

Very few candidates responded appropriately to this question. A majority of candidates were unable to accurately define the term 'mass media'. They seemed unaware that the mass media can communicate with or can reach large numbers of people.

Very few candidates knew the different types of ownership of the mass media, (*government/state owned, private, joint*). The weaker candidates confused forms of ownership of the mass media with forms of mass media.

The question continued by requiring candidates to describe two ways in which ownership of the media influences the type of programmes broadcast. This part proved less challenging for most candidates. In responding, candidates who displayed some knowledge of the topic supplied responses such as:

- *The state owned media will broadcast programmes mostly related to the country and its affairs with other international country. The state owned media will be more mindful of children so they will not display outrageous stuff.*

- *The private media will air more movies and TV shows to grab the attention of the public.*

- *A government owned mass media will show mostly political programmes.*

- *The private media have less to do with government and so they will show forms of entertainment for the peoples' viewing, e.g. family movies and cartoons.*

The application, evaluation and problem solving component required candidates to suggest three measures the government may use to regulate the mass media. This section proved to be the least challenging to the candidates. An example of a feasible and well developed suggestion and the corresponding justification was.

Suggestion: *Make it mandatory for individuals and companies to acquire a licence to set up a radio station or television station. They may threaten to revoke the licences. They may grant the licence to individuals or companies that are perceived to be not critical of the government.*

Justification: *Licensing arrangements prohibit the transmission of any material which is profane, indecent or incites violence. Therefore media houses can have their licences revoked or may be prosecuted.*

Question 9

This question was based on consumer affairs. It tested candidates' knowledge and understanding of the term 'savings'; the traditional forms of saving; the reasons why people save and the ways in which the savings of citizens contribute to the sustainable development of their country. Candidates were also asked to suggest three measures which financial institutions may use to encourage young people to save. It was the most popular question in this section and had the highest mean of 7.01 or 35 per cent.

Candidates were first guided to define traditional savings and to give one example of this form of savings. An example of an acceptable definition was: *the unused portion of the income of an individual, business or organization*.

Candidates were then asked to state two reasons why people save. This part was well done. The responses were varied and included reasons such as to

- *finance the purchase of expensive goods such as television sets or houses*
- *maintain a relative standard of living when one retires*
- *finance unexpected expenditure*
- *finance one's education or that of children*

Candidates were somewhat more challenged by the higher thinking skill required for the follow-up question. They were asked to explain how savings contribute to sustainable development of their country. Most candidates had some idea but were unable to develop their responses. Examples of well-developed responses included*:*

- *Money from savings will be available from lending institutions to assist businesses to expand and improve production thus creating employment; investment from savings will expand the capacity for the nation to feed its people, enhance food security and lessen reliance on imported goods.*
- *When people save with financial institutions their money generates interest and when they finally decide to use and spend the money on goods and services more money is injected in the economy much like the circular flow of income. The government can borrow that money from the bank to use in the country for development.*
- *Savings can contribute to a reduction in the country's inflation rate since most of the consumers' money is being placed in financial institutions, e.g. banks, therefore less money will be available for them to purchase goods unwisely to cause inflation, thus low inflation contributes to a well sustained and developed country. Savings can be used as loans to small businesses in the country.*

The question concluded by requiring candidates to suggest three strategies financial institutions may use to encourage young people to save. Many candidates gave reasons why young people should save instead of the required responses. Examples of suggestions that were feasible and well developed were:

Suggestion: *Initiate a savings club, beginning from early childhood, in which students are engaged to be disciplined savers.*

Justification: *Encouraging children to save from early will encourage a sense of discipline and help them to plan for the future.*

Suggestion: *Financial institutions may also have a competition to reward savers if they achieve a particular amount of money within a set time.*

Justification: *This will increase the young peoples' encouragement to save for a longer time period.*

Question 10

The question tested candidates' knowledge and understanding of the factors that make it possible for potential tourists to travel to Caribbean destinations; the ways in which the attractions in a Caribbean destination are marketed and the reasons why most Caribbean governments engage in the development of tourism. Candidates were also asked to give three strategies the Ministry of Tourism in a tourism-oriented Caribbean country can use to preserve the beauty of that destination. The mean on this question was 6.19 or 31 per cent.

The question began by requiring candidates to state two factors that make it possible for potential tourists to travel to Caribbean destinations. This part was poorly done as candidates did not respond to the word "possible". They instead presented tourist attractions that existed in the Caribbean or gave factors which influence the development of tourism in the host country instead of the supply country. Acceptable responses included:

- *adequate disposable income to cover the cost of the trip; affordable and reliable transportation to the destination;*
- *climate in the home country is cold and they would like to experience the warmer climate.*

Candidates were then asked to state two ways in which the attractions in a Caribbean destination are marketed. This part was well known and the most popular and acceptable responses were: *by word of mouth and by television advertising.*

The question continued by asking candidates to give two reasons why most Caribbean governments engage in the development of tourism. The responses for this part were mostly correct and included the following:

- *The taxes paid in tourism related activities such as landing fees and hotel occupancy taxes are valuable sources of revenue for government.*
- *The growth of tourism stimulates the growth of many other small industries usually by people in the local communities; this is a source of employment and income.*
- *To earn revenue which is used in the running of a country and to provide employment.*
- *The citizens use this opportunity to create businesses and accommodation for tourists thus creating jobs in the process.*

Candidates were required to give three strategies the Ministry of Tourism in a tourism-oriented Caribbean country can use to preserve the beauty of that destination. This part posed a great deal of difficulty for most candidates. Examples of feasible and well developed strategies and justifications were.

Strategy: *Enforce legislation to reduce destruction of the environment.*

Justification: *When persons know that laws against negative practices are enforced they tend to be more mindful of their actions than if they are aware that the laws are not enforced. This will therefore discourage them from engaging in any practices that may affect the beauty of the destination.*

Strategy: *The Ministry of Tourism can enforce legislation against the improper dumping of waste in different locations in the environment. Monitors will be hired and placed in different locations to monitor the practice.*

Justification: *This will be successful as these monitors will give the necessary instructions to offenders so they suffer the penalties for their action. In time there will be fewer incidents of improper dumping as people would wish to avoid the penalties.*

Recommendations for Candidates

Overall, the frequency of unsatisfactory responses to the questions on this paper reflects a high level of unpreparedness and lack of knowledge among a substantial number of candidates. Where candidates demonstrated the knowledge required, they were often not able to adequately justify suggestions given. In many cases it did not seem as if candidates read the instructions as thoroughly as demanded by the examination. Some presented responses for six or more questions, while others even answered all the questions on the paper. In some cases, candidates submitted duplicate responses for questions without indicating which should be cancelled. In light of these observations it is recommended that candidates:

1. Spend the time given to carefully read through the questions before deciding on which to answer.

2. Carefully plan their responses and allot time at the end to read through these responses.

3. Respond to the number of questions as required for each section. When candidates attempt more questions than are required the time available for each question is reduced and they therefore do not have enough time to fully develop their responses. As a result their chance of getting the maximum mark possible is reduced.

4. Look carefully for the key words or phrases in questions. These indicate what is required in the response. Words and phrases such as ‘explain’, ‘outline’, ‘discuss’, and ‘give reasons for’ give guidance on how candidates should structure their responses.

5. Note that the essay type questions are structured to provide guidance on how to organize responses. There are too many cases where candidates’ responses are disorganised and sections of one response are scattered throughout the examination booklet. Candidates are thus advised to organise their responses based on the format of the question.

Recommendation for Teachers

It is suggested that teachers engage students in the following:

1. Problem-solving exercises involving case studies. This could help to enhance responses to the application, evaluation and problem-solving section.

2. Concept-mapping exercises to improve understanding and application of concepts.

3. Discussion and debate on current affairs as they relate to the integration movement in the Caribbean.

Paper 031 – School-Based Assessment (SBA)

The School-Based Assessment component is a guided research project. Students are required to carry out a research project on a topic drawn from any area of the syllabus. The project may be based on a social or economic process or a situation or problem in the school or community. Each student is required to submit a report on the research project. A sample of these reports is sent for moderation each year.

It must be noted that generally, this year, the SBAs were of a satisfactory standard. However, too many students restricted their topic selection to Section A of the Social Studies syllabus, resulting in a rehashing of exhausted topics such as “Teenage Pregnancy” and “Drug Abuse”. Teachers need to remind students of the

change in the syllabus effective since 2010 which allows for topics beyond Section A and now includes the entire syllabus (Sections A, B and C). This change allows for critical and creative thinking that are necessary skills to be developed in all aspects of the subject.
Below are some observations relating to the various tasks required by the SBA.

Task 1: Problem Statement

This presented some difficulty in phrasing as there were many unclear statements containing several variables that students could not manage throughout the entire SBA. Some questions were written as a finite question which required a simple "Yes/No" response, whilst other statements were not even in a question form. Teachers are advised to ensure that students select at least two clear variables to present a manageable "Statement of the Problem".

Tasks 2 and 3: Reasons for Selecting the Area of Research and Method of Investigation

In most cases these were well done as students provided suitable responses.

Task 4: Data Collection Instrument

This presented some difficulties for students as some questionnaires contained too much irrelevant biographical data. Some questions were also irrelevant and ambiguous. Students should be reminded that they should present a variety of questions with varying types of responses.

Task 5: Procedure for Data Collection

This too was well done as many students adequately outlined how they went about gathering the information.

Task 6: Presentation of Data

This task presented some level of difficulty as few students managed to obtain the maximum mark. Some data were presented in appropriate statistical formats such as a line graph which is used primarily for trends over a period of time and not for finite responses. Most bar graphs, pie charts, tables, and pictographs were appropriate but occasionally inaccurate (e.g. percentages not totalling 100) and missing labels. Students need to pay more attention to the details outlined in the mark scheme.

Task 7: Data Analysis and Interpretation

This posed the greatest challenge and this can be related to the weaknesses identified in the statement of the problem and in the design of the data collection instrument. There were too many descriptive statements and not much analysis. Good performance is necessary as this task is a very important aspect of the research study. To improve performance students should be encouraged to use analytical terms such as 'majority', 'in comparison to', 'a large percentage of', 'ratio', among others.

Task 8: Statement of Findings

Generally this task was well done. Students presented statements of findings that were related not only to the data presented but also to the problem statement. Generally, the findings were aligned to the questions contained in the questionnaire.

Task 9: Recommendations and Implementation Strategy

While students made recommendations, most were not supported by implementation strategies and so could not be awarded full marks. Below is an example of a recommendation with an associated implementation strategy that was considered acceptable.

Recommendation: *A qualified psychologist should be recruited to counsel affected children as well as perpetrators.*

Implementation: *Meetings can be held at the various religious houses where the religious leader can provide support and comfort to the victims. The meetings can be weekly and there are no costs incurred. And community members can sponsor refreshments to make the environment friendlier and have the victims feel comfortable. It can also be beneficial by using a religious building in the sense that victimizers can 'turn over a new leaf' and the victims can overcome their past knowing they have the presence of God with them. This method of overcoming abuse is free, hopeful and is a community based effort so there are no expenses and government assistance and involvement are at a minimum.*

Overall Presentation

Most project reports were well presented. They were neatly bound in folders. However, some students again did not pay close attention to details and omitted certain elements in the layout from their reports. The following are some guidelines that students should observe.

- There must be a table of contents and pages should be numbered.

- Students can compile a checklist to ensure that all requirements for an excellent SBA have been included before final submission.

Plagiarism

Teachers must pay close attention to the work submitted by students to reduce the incidence of plagiarism. Once again the sample SBAs in textbooks were copied and presented as students' work. There were two other occasions where students presented the same work. To reduce plagiarism teachers can encourage students to seek guidance in managing their time in compiling their SBA projects.

As in the previous year we are providing the following recommendations for teachers to use in managing the SBA and in helping to ensure that students present their own work.

- Encourage students to seek guidance in managing their time in compiling their SBA projects.
- Allow students to present regular progress reports in the class on their SBA. At these presentations, they could identify the tasks that are difficult for them to execute and so may need some assistance. Other students could help by critiquing the work and making suggestions for improvement. These presentation sessions may also be used as teaching points, or the teacher may identify from them topics for mini-lessons. These exchanges will not only reduce the opportunity for plagiarism but will help students develop a sense of self-efficacy as they develop the ability to think critically about their work and make the adjustments necessary to produce better projects.
- Ask students who have presented work that is not theirs to resubmit before the deadline date.

Paper 032 – Alternative to School-Based Assessment

The aim of this paper is to test candidates' knowledge of the research processes and skills, and their ability to apply the knowledge of these processes and the skills in analysing a case. Some exposure to instructions in research methodology and practice in carrying out simple research would be of benefit to candidates.

The paper consisted of five structured questions which were all compulsory and it was marked out of a total of 40. The mean on this paper was approximately 20 or 50 per cent.

For the first three questions on this paper, candidates were required to choose one of the following two research topics.

1. The effects of rural to urban migration on my community
2. Factors that contribute to drug abuse among teenagers in my community

Topic 2 was selected by the majority of candidates, who then proceeded to answer the questions based on the topic chosen.

Question 1

This question tested candidates' knowledge of the initial stages of the research process.

Part (a) required candidates to provide a reason for researching the topic. Overall this part was fairly well done. Most candidates were able to provide reasons which were linked to the topic given. Among these were the following:

- *I would like to investigate the topic to find out the main factors that influence teenagers in my community to use drugs.*
- *To find out the most frequent causes of drug abuse.*
- *To understand the effects of drug abuse and to motivate the community to reduce the problem.*
- *To find out what may contribute to drug abuse among teenagers.*

Part (b) required candidates to write a problem statement for the selected topic. The marking team expected candidates to provide problem statements that reflected clearly the problem under investigation. The following represent acceptable problem statements presented by candidates.

- *The study will point out the causes of drug abuse among teenagers in my community.*
- *The study will determine the factors that account for drug abuse in my community.*
- *The study will show what may contribute to drug abuse among teenagers in the society and what the solution to this is.*
- *The study will seek to investigate the reason for rural to urban migration and the effect on the community.*

For Part (c) candidates were required to give a suitable method of investigation for the research study. The majority of candidates did not know the difference between the method of investigation and the instrument of investigation.

Parts (d) and (e) focused on research instruments and problems associated with collecting data using these instruments. Both parts were fairly well done, as the candidates were able to provide instruments, other than interviews, which could be used to collect the data. They were also able to identify problems associated with using the interview as a method of data collection.

Question 2

This question tested candidates' knowledge of data sources, and their skill in formulating questions for their research and research instruments. The mean on this question was 2.33 out of 4 or 58 per cent.

For Part (a), candidates were able to identify two sources that could be used to obtain information on the topic which they had chosen.

Part (b) was also well done as in most cases candidates were able to formulate questions which were adjudged to be suitable for inclusion on an interview schedule.

For Part (c) candidates were required to formulate a research question. Again this was well done as candidates formulated questions that

- could be applied to different persons (not personalized)
- needed more detailed answers than a mere "yes" or "no"
- were linked to the problem statement.

Examples of well-formulated research question supplied by candidates were:

- What causes teenagers to use drugs?
- What are the factors that contribute to drug abuse among teenagers in the community?

Question 3

This tested candidates' knowledge of 'sampling' in relation to research. The mean on this question was 1.57 out of 5 or 31 per cent.

For Part (a), candidates were required to describe a sampling method which would be appropriate for the chosen research study. This concept was not well known by many candidates. Very few candidates were able to name and describe their sampling method and state the reason why they chose that method.

The sample could be chosen in different ways. Some examples of appropriate sampling methods given by candidates are as follows:

- *Random sampling*

  The names of the participants were written on pieces of paper and placed in a box. The box was the shaken and participants selected at random. This was to ensure that each person had an equal chance of being selected.

- *Purposive sampling*

  I would visit an area where teenagers who are known to use drugs hang out and select those between the ages of 15 and 19 to be given the questionnaire. In purposive sampling one must select from the population only those who meet the criteria to provide the necessary information.

Question 4 and 5 were based on a case study. Candidates were tested on their understanding of the cases and their ability to interpret data, draw conclusion from the data and make recommendations based on their findings.

Question 4

This question was based on a case study. Candidates were required to identify some research elements from the case such as

- focus of the study
- facts from the case
- instrument used by the researcher
- research question
- findings from the research.

The mean on this question was 4.59 out of 9 or 51 per cent.

Part (a) required candidates to identify the focus of the study given in the case. Many of them failed to earn marks on this part as they neglected to include that the focus of the study was the performance on the School-Based Assessment.

For Parts (b) and (c), most candidates performed creditably as they were able to identify facts of the case and to suggest the instrument which was used to collect the data in the research.

Part (d) required the candidates to formulate a research question for the case under study. Most candidates were not able to do so.

For Part (e) candidates were asked to identify a finding from the research. Performance in the other parts of the question was good, as most candidates were able to identify an important finding.

Question 5

This question tested candidates' ability to analyze and present data from a case study. The mean on this question was 6.84 out of 14, or approximately 48 per cent.

For Part (a) (i) candidates were given the percentages of responses for the data and were asked to calculate the frequency for two of these responses. This was well done by the majority of candidates. Most candidates scored the two marks for the question.

Part (a) (ii) required candidates to display the information from the data in a bar graph. The grid for drawing the graph was provided and candidates were to use the percentages to draw the graph. The areas for the awarding of marks were clearly identified on the question paper and most candidates were able to respond well.

Part (b) tested candidates' ability to draw conclusions from the data. Most candidates were able to draw at least one conclusion.

Part (c) asked for one recommendation based on the research and was poorly done. Candidates did not connect their recommendations to the findings of the research. Candidates could improve on their responses by following these guidelines.

- Read the entire case study carefully.
- Note the problem statement in the case.
- Pay close attention to the findings.
- Recommend the best way to solve the problem.